TEACHERS' EXPERIENCES OF TEACHER PROFESSIONAL DEVELOPMENT (TPD) TRAINING: A NARRATIVE INQUIRY

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

Submitted by
Chanda Shrestha

Faculty of Education, Tribhuvan University
Kirtipur, Kathmandu, Nepal
2018

TEACHERS' EXPERIENCES OF TEACHER PROFESSIONAL DEVELOPMENT (TPD) TRAINING: A NARRATIVE INQUIRY

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

Submitted by
Chanda Shrestha

Faculty of Education, Tribhuvan University
Kirtipur, Kathmandu, Nepal
2018

TU Reg. No. : 9-2-643-16-2010
M. Ed. Fourth Semester
Campus Roll No. : 519
Examination Roll No. : 28710050/072

Date of Approval of Thesis Proposal: 2075-01-27
Date of Submission of Thesis:

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. ChandaShrestha** has prepared this dissertation entitled **Teachers' Experiences of Teacher Professional Development (TPD) Training: A Narrative Inquiry** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 10/09/2018

….....

Mr. JagadishPaudel (Supervisor)
Lecturer
Department of English Education
T.U. Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. PremBahadurPhyak .....
Lecturer and Head Chairperson
Department of English Education
T.U., Kirtipur, Kathmandu

Mr. JagadishPaudel (Supervisor) .....
Lecturer Member
Department of English Education
T.U., Kirtipur, Kathmandu

Mr. Guru Prasad Poudel .....
Teaching Assistant Member
Department of English Education
T.U., Kirtipur, Kathmandu

Date :10/05/2018

EVALUATION AND APPROVAL

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

Signature

Dr. PremBahadurPhyak .....
Lecturer and Head Chairperson
Department of English Education
T.U., Kirtipur, Kathmandu

Prof. Dr. LaxmiBahadurMaharjan .....
Department of English Education Expert
T.U., Kirtipur, Kathmandu

Mr. JagadishPaudel (Supervisor) .....
Lecturer Member
Department of English Education
T.U., Kirtipur, Kathmandu

Date: 17/09/2018

DEDICATION

Dedicates

To

My husband, parents and teachers who taught me to trust on me and always pushed in hard work.

DECLARATION

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

Date: 10/09/2018 .....

ChandaShrestha

ACKNOWLEDGEMENTS

I would never have successfully completed this thesis without the help of my supervisor. I would like to express my deepest gratitude to my Guru and thesis supervisor **Mr. JagadishPaudel,** Lecturer, Department of English Education, University Campus, Kirtipur for his precious guidance and support to complete this research. I would like to acknowledge his valuable instruction, suggestion, guidance, feedback and co-operation in completing the research work.

Similarly, I am grateful to **Dr. PremBahadurPhyak**, Lecturer and Head, Department of English Education for his productive suggestions and guidance. In the same way, I am equally indebted to**Prof. Dr. LaxmiBahadurMaharjan**for his encouragement, inspirational suggestion, and instruction to accomplish this study.Likewise,I am very thankful to **Prof. Dr. Jai Raj Awasthi**, **Prof. Dr. AnjanaBhattarai**and **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education for his constructive guidelines, feedback, and inspirational suggestions for this study.

In the same way, I would like to thank all gurus, gurumas and the staff members of University, Department of English Education for their direct and indirect academic support to complete this study.

My sincere thank goes to my research participants who provided their time and participated in my study willingly. My entire research would not have been accomplished without their contribution.

Last but not the least, I would also like to express dearest gratitude to my friends, family members, and relatives who guided, motivated and supported me throughout the entire endeavor. As a final acknowledge, my gratitude also goes to my husband who have always been my inspiration.

ChandaShrestha

ABSTRACT

This research entitled **Teachers' Experiences of Teacher Professional Development: A Narrative Inquiry** was an attempt to explore the teachers' experiences of TPD training in terms of perception and practicality.In order to obtain the viable insight about their journey as teacher, I adopted the narrative inquiry as the research design. The study was based on both primary and secondary data. The participants were five primary level English teachers of Dhading district who have five years of teaching experiences and have participated in TPD training. The participants were selected using purposing non-random sampling strategy.I collected data through semi- structure interview.The collected data were first transcribed then analyzed thematically. Further, the findings also show that TPD training is demand based training that is taken by only government schools' teachers for their professional development for 30 days to boost-up the immunity of the teachers and make them up-dated with changed curriculum. TPD training is an opportunity for the teachers because they have learnt different teaching strategies, teaching skills, and various techniques to increase the learning achievement of the learners by following child centered and interactive methods in the classroom.

The present study consists of five chapters. Chapter one is an introductory chapter which includes background of the study, 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. The second chapter deals with the review of related theoretical literature, review of the related empirical literature, implications of the review and conceptual framework. The third chapter deals with methods and procedures of the study. It includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration. The forth chapter is about the analysis and interpretation of the data and the final chapter consists the findings, conclusions and recommendations. The last section of this research includes the references and appendices.

TABLE OF CONTENTS

Page No:

Declaration *i*

Recommendation for Acceptance *ii*

Recommendation for Evaluation *iii*

Evaluation and Approval *iv*

Dedication *v*

Acknowledgements *vi*

Abstract *vii*

Table of Contents *viii*

List of Figures *xi*

List of Symbols and Abbreviations *xii*

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 5

1.4 Research Questions 5

1.5 Significance of the Study 5

1.6 Delimitations of the Study 6

1.7 Operational Definitions of the Key Terms 7

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK **9-32**

2.1 Review of Theoretical Literature 9

2.1.1 Teacher Professional Development: An Introduction 9

2.1.2 Teacher Training 11

2.1.2.1 Pre-service Teacher Training 11

2.1.2.2 In-service Teacher Training 12

2.1.3 TPD Training: An Introduction 12

2.1.4 Preparation Phase of TPD 14

2.1.5 Module of Ten Days TPD Training for Teachers 15
2.1.6 Purposes of TPD Programme 18
2.1.7 Issues of TPD 19
2.1.8 Importance of TPD 20
2.1.9 Teachers' Expectations from TPD Training 21
2.1.10 Teachers' Experience of TPD Training 23
2.1.10.1 TPD Training as an Opportunity 24
2.1.10.2 TPD Training as a Challenge 25
2.2 Review of Related Empirical Literature 26
2.3 Implications of the Review for the Study 30
2.4 Conceptual Framework 32

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY 33-47

3.1 Design of the Study 33
3.1.1Narrative Inquiry 34
3.2 Population, Sample, and Sampling Strategy 39
3.2.1Brief Overview of Participants' Profile 40
3.3 Research Tools 44
3.4 Sources of Data 44
3.5 Data Collection Procedures 44
3.6 Data Analysis Procedures 45
3.7 Ethical Considerations 47

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA 48-66

4.1 Analysis of Data and Interpretation of Results 48
4.1.1 Perception of TPD Training 48
4.1.1.1Nature of TPD Training 51
4.1.1.2Expectations of TPD Training 53
4.1.2 Practicality of TPD Training 55
4.1.2.1Challenges of TPD Training 57

4.1.2.2Opportunities of TPD Training 59
4.1.3 Role of TPD Training 60
4.1.3.1TPD Training as a Motivator 62
4.1.3.2TPD Training as an Exposure 64

CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 67-76

5.1 Findings 67
5.1.1 Perception of TPD Training 67
5.1.2 Practicality of TPD Training 68
5.1.3 Role of TPD Training 69
5.2 Conclusions 70
5.3 Recommendations 71
5.3.1 Policy Related 71
5.3.2 Practice Related 72
5.3.3 Further Research 73

REFERENCES

APPENDICES

LIST OF FIGURES

Page No.

Figure 1:	Conceptual Framework of the Study	32
Figure 2:	Steps of Narrative Inquiry Chart	37

LIST OF ABBREVIATION

APEID	:	Asia and the Pacific Programme of Educational Innovation for Development
BETTP	:	Basic Education Teachers' Training Programme
e.g.	:	For example
ELT	:	English Language Teaching
et.al	:	More than two writers
etc.	:	Etcetera
i.e.	:	That is
M.Ed.	:	Masters of Education
NCED	:	National Center for Educational Development
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Education System Plan
PD	:	Professional Development
Prof.	:	Professor
PSTTC	:	Primary School Teachers' Training Center
RC	:	Resource Center
Reg.	:	Registration
RP	:	Resource Person
TIP	:	Teacher Improvement Plan
TPD	:	Teacher Professional Development