CHAPTER ONE

INTRODUCTION

This study is on**Teachers' Experiences of Teacher Professional Development (TPD) Training: A Narrative Inquiry** which is all about the experiences of teachers on TPD training that they have taken part in. Furthermore, this research attempts to find out what kind of experiences that they got after getting TPD training. This section of the study consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Teacher is a person who spends his/her time in schools, colleges, and universities to spread the knowledge that s/he has with. According to Harmer (2007, p. 25), teacher plays the role of motivator, assessor, controller, tutor, and prompter. Every teacher begins his/her teaching career as a novice teacher but simultaneously s/he becomes a professional teacher due to his/her teaching experiences, different types of training, and the hard work. Professional development is not possible only through trainings and routined job. For this, the most important elements are internal desire, hard work and its fulfillment. The teacher should participate in seminars, conferences, teacher trainings, TPD trainings, etc. frequently to be professionally developed. Different scholars have different view on teacher professional development.

Richards and Farrell (2005, p.1) assert that "professional development is next step when once teachers' period of formal training is over". Similarly, Craft (1996, p. 6) says "Professional development is sometimes used to describe moving teachers forward in knowledge or skills". It means professional

development (PD) helps to enhance the knowledge and skills of the teachers through different activities that they have done throughout the training. Furthermore, teacher professional development refers to a learning process resulting from meaningful interaction between teachers and their professional context. To be a professional, it requires prolonged and rigorous study. In this regards, Wallace (2010, p.5) writes:

> A profession consists of a basic scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service; high standards of professional conducts; and the ability to perform specific demanding and socially useful in a demonstrably competent manner.

According to above mentioned ideas, a period of rigorous study is needed to have professional development. For example, teaching is considered as a profession in the sense that it requires rigorous study, it has sense of public service, and it needs updating our knowledge and expertise; teachers are professional if they are devoted to their profession.Similarly, Shrestha (2012, p. 1) mentions:

> The focus of teacher education in the Ministry of Education has shifted from teacher training to teacher professional development with the view to transforming today's schools from a place of knowledge-transmission to the knowledge-creating/generating space that considers classrooms as a learning-community.

This means teacher professional development program has been introduced in our teacher education programs to promote teachers with creative and critical ideas and skills to bring changes in their teaching. Moreover, from this program we have high expectations from the teachers with regard to their personal and professional development.

Experience is the [knowledge](#) or mastery of an event or subject gained through involvement in or exposure to it. It simply refers to the collection of events in which the teachers got involved in and achieved different knowledge that s/he does not have before. The teachers take part in TPD training from which they can learn different strategies, methods, and approaches through observation and participation. Experience is the instrument for all the teachers for their professional development. For instance, a novice teacher feels uncomfortable in school, s/he does not have enough confident in the classroom, and s/he has some sort of tension regarding the completion of the course but after having the years of experience, the teachers seem confident, knowledgeable, comfortable, and professional in the field of teaching. As we know that teaching is a profession and no one could be a professional teacher without having some sort of experience. The teachers may have different experiences in the same activities likewise the teachers may have different experiences on TPD training though they are given the same training by the same trainers. Every people may have their own experiences and perception on certain subject and in the case of TPD training, some teachers may feel that as an opportunity and some others may take it a challenging task so that the same TPD training could be both opportunity and challenges for the teachers on the basis of their perception.

TPD has already been implemented for more than five years. People working in the field have experienced on both the opportunities and challenges of this program. Training provides with immunity to teachers by bringing new ideas and abilities to face with the problems. Teacher training may vary in terms of cultures, academic subjects, and other fields but it includes instructions, roles, and skills. TPD training is such type of training that is given to the permanent teachers of government schools to enhance their ability and for their professional development. The history of teacher education and training in Nepal dates back to the early 1950s with the establishment of the Basic Education Teachers Training Programme (BETTP) in Nepal. Luitel (2004) states that the first effort of formal teacher training was programmed in Nepal

dates back to 1947 A.D. but after the establishment of the College of Education in 1956 A.D., the trend of teacher training was started. The need based TPD training is a one-month (30 days) capacity building programme in three stints of 10/10 days.

According to NECD (2067, p. 7), the stints of ten days have been further segmented into three parts which are elaborated in chapter two (2.1.3).

- Training cum workshop (5 days)
- Self-Study Exercise (3 days)
- Instructional Counseling (2 days)

Thus, the ten-days TPD training has three parts where the different types of activities should be done by the teachers which provides them with the knowledge of how to teach, how to manage the class, how to use instructional materials in the classroom, how to encourage the learners in teaching and learning activities, and so on.

1.2 Statement of the Problem

Teachers can develop professionally through different ways like trainings, online courses, experiences, peer teaching, peer observation, reading in groups, workshops, seminars, etc. This study is an attempt to find out what kind of experiences that they got after taking TPD training. Although many research works have carried out on teacher professional development, less study have been done on the teachers' experiences of TPD training as far I consulted. There is written in theory that TPD training enhances the qualities of teachers and makes them professionals but the reality may have different. Some of the teachers may have participated only for the certificate or they may have been using the traditional teaching methods instead of using the teaching patterns that they have learnt in TPD training. Experiences may have both opportunities and challenges. Though the teachers are given TPD training, the research has not been carried out on their experience what they have learnt and whether or

not all the teachers who participate TPD training are equally satisfied with the methods and techniques. Some teachers may take it as opportunity but some may have felt many challenges on TPD training. Therefore, I have tried to explore the teachers' experiences of TPD training through this study.

1.3 Objectives of the Study

The objectives of the study are particularly important in each and every work because these are the guidelines, roadmap, blueprint, and overall directions for the researchers to complete his/her work in systematic way. The major objectives of this study were as follows:

1. To explore the teachers' experiences of TPD training in terms of perception and practicality.
2. To suggest some pedagogical implications.

1.4 Research Questions

Research questions always specify the objectives and are helpful for constructing tools. In addition, they are helpful to accomplish the study. This study was oriented to find out the answer of following questions:

1. What sort of experiences do the teachers have from their participation in TPD training?
2. Whether or not the teachers' expectations are fulfilled after getting TPD training?
3. Is there a possibility to apply each and every strategy in the classroom that the teachers have learnt in TPD training?
4. Is TPD training an opportunity or challenge for the teachers?

1.5 Significance of the Study

The topic selected 'Teachers' experiences of TPD training: A Narrative Inquiry' will certainly provide with some knowledge to the teachers who want

to develop themselves professionally. This study will be very helpful for the novice teachers as well as the old teachers who are teaching for many years but did not take part in any trainings, seminars, and workshops to enhance the horizon of their knowledge and they will be encouraged to take TPD training. Similarly, they get the information about TPD training before taking part. They get the reflection and experience of teachers of TPD training. The findings will be helpful for the teachers in general, and subject teacher, in particular, to enhance their professional career through TPD training. Furthermore, it will provide the teachers with considerable insight to different aspects like what, why, and how to deal with the students in the classroom. This study encourages the teachers to take TPD training to develop wonderful classroom performance skills during the class hour. This concept triggers the school administration and the government to develop different kinds of workshops, seminars, and training for the teachers through which they will be developed professionally and could be recognized as professional teachers in the future. Moreover, this study will provide some guidelines to the teachers who are planning to take TPD training. It is a long programme so some teachers could not manage the time and leave the training without taking complete training but due to this study they could set up their mind and able to complete the training perfectly. The readers of this study will certainly get the ideas how TPD training is an opportunity and a challenge for the teachers. Therefore, this study will certainly be beneficial for the teachers, learners and the school administration.

1.6 Delimitations of the Study

The study was limited to:

1. The five English teachers who have five years of teaching experiences and have participated in TPD training programme of Dhading district were selected as the sample by using purposive non-random sampling strategy.

2. Similarly, semi-structured interview and informal conversation were used as the tools for collecting data and information.
3. The collected data and information were analyzed by using thematic analysis.

1.7 Operational Definition of the Key Terms

The term 'operational definition' corresponds with the contextual definition of the words which is different from the dictionary meaning. We can also call them working perspective of the words so far used in this study. The specific/key words used in this research study are defined as below:

Teacher Professional Development: Teacher professional development refers to the development of teacher in terms of education, knowledge, procedures, and techniques in his/her teaching career. In my study, it refers to the professional enhancement of the primary level English language teachers after getting TPD training. TPD training and teachers' experience will be discussed for teacher professional development.

TPD Training: TPD training is a mode of demand based refresher training launched by National Centre for Educational Development (NCED) to the teachers of government schools. In my research, it refers to the TPD training for the primary level English language teachers given by NCED.

TPD Training Experiences: Generally, experiences are directly related to the knowledge or mastery of an event or subject gained through involvement in or exposure to it. The experience that the teachers got after taking TPD training is normally called TPD training experience. Teachers are participating in TPD training in large quantity these days and every teacher does have their own experience on that. The opportunities and challenges of TPD training will be discussed in TPD training experience.

Perceptions: Generally, perception is the way in which something is regarded, understood, or interpreted but here in my study perception means the teachers'

understanding regarding TPD training. Similarly, it is the teachers' definition on the basis of their own experiences of TPD training.

Practicality: Simply practicality is the quality or state of being practical or it is the situation that involve actual doing or experience of something rather than theories or ideas. In my study, practicality refers to the implementation of the teaching strategies, techniques and methods in the classroom that the teachers learnt in TPD training.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This is the vital part of the study which consists of the review of the theoretical literature, review of the empirical literature, implication of the review for the study, and the conceptual framework.

2.1 Review of Theoretical Literature

This section of the study deals with teacher professional development, stages of teacher professional development, teacher training,teaching as a profession, TPD training, preparation phase of TPD, module of ten days TPD training for teachers, purposes of TPD programme, issues of TPD, importance of TPD, teachers' expectation from TPD training and teachers' experience of TPD training. The books, articles, theories, and research works that are related to this study have been reviewed in this section.

2.1.1 Teacher Professional Development: An Introduction

Teacher professional development is a learning process resulting from meaningful interaction between the teachers and the professional context. Teacher professional development is a continuous and endless process through which the teachers grow up with the span of time (Richards and Farrell, 2005, p. 3). As we know that teacher development draws on the teachers' own inner resource for change. The past experiences help to identify the opportunities for change in present and future.In this regards, Head and Tylor (1979, p. 1) state "Teacher development, as we understand it, draws on the teachers' own inner resource for change. It builds on the past, because recognizing how past experiences have been helped to identify opportunities for change in the present and future".

Professional development is being a cry of day in present era in each and every field. Therefore, teachers need to be professionally developed and for this teachers should be responsible in a sense of service and dedication for professional development. According to Richard and Farrell (2005, p. 33), it is inadequate talk about education and learning outcomes without mentoring teacher development, training, evaluation, etc. because researchers have shown that teachers' success in professional development enhances the result of students' learning.

Similarly, Reimers (2003, p. 265) mentions professional development is "The total sum of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexities and dynamic change". Furthermore, Attay (2008, p. 663) perceives the notion of professional development through interdependent concepts as learning, engagement, and improved practice and defined professional development as the "Learning opportunities that engage educators' creative and reflective capacities in ways that strengthen their practice".

Richards and Farrell (2010, p. 1) assert that "Teacher professional development is next step when once teachers' period of formal training is over". Similarly, Craft (1996, p. 6) says, "Professional development is sometimes used to describe moving teachers to generate their own ideas about classroom practice". The concept of teacher professional development has come with the view that every teacher will continuously have his/her pedagogical problems. In order to solve those pedagogical problems, it is not possible to send and bring teachers to the training centers under the care and guidance of trainers. It is, therefore, what is thought is, if we can change our teachers from technicians to researchers, they can solve their own pedagogical problems (Richards and Farrell, 2005, p. 11).

2.1.2 Teacher Training

Training refers to activities directly focused on a teachers' present responsibilities and is typically aimed at short-term and immediate goals (Richards and Farrell, 2005, p. 3). They further say that training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and ability to demonstrate principles and practices in the classroom. Teacher training helps teacher to enhance their knowledge and skills for the improvement of education. According to Asia and the Pacific Programme of Educational Innovation for Development (APEID) (1990, p. 2), teacher education refers to both pre-service and in-service programmes which adopt both formal and/or informal approaches. It is continuous process which focuses on teacher career development. Teacher training can be divided into two types:

a) Pre-service Teacher Training
b) In-service Teacher Training

2.1.2.1 Pre-service Teacher Training

Pre-service teacher training refers to the training of teachers before their employment as teachers commences (Ghimire, 2015, p. 316). So, pre-service teacher training is provided to the teachers before entering to their formal job. It is provided by university or institution of higher education. Harris and Sass (2008) state that teachers' learning and quality in pre-service course has an impact on promoting students learning achievement. This means pre-service training programme helps to develop teachers' skills and knowledge because only proficient and skillful teachers can bring change in learner learning achievement.

Pre-service training helps teachers to learn about the learning theory which is essential for developing the quality of education. Lewin (2005, p. 7) writes some skills that are developed by pre-service training curricula:

- Subject content: knowledge and understanding of school subjects.

- Pedagogic content knowledge: teaching method and ways of assessing learning related to specific subject areas.
- Professional studies/ education studies: understanding of how children learn and how cognitive, affective, psychomotor, and social development takes place, knowledge and skill in classroom management.
- Teaching practice: in school and in college opportunities to practice under supervision with support from experienced mentor teachers.

Thus, pre-service training programme helps teacher to develop their skills of teaching method, to gain subject matter knowledge and provide opportunity to practice in school/college.

2.1.2.2 In-service Teacher Training

In-service teacher training programme runs to give training to the working teachers. The teachers receive this training after they have entered into the teaching profession. In-service training is especially important in the maintenance of continuous professional development. The aim of in-service teacher training is both enhancing the change in classroom practices of teachers and learning outcomes of students.

In Nepal, teacher training started from 1948 with the establishment of Basic Education Teacher Training Centre in Kathmandu with the view to provide training to primary school teachers (Awasthi, 2003, p. 17). He further mentions that later, Mobile Normal Schools ran 10 months training for primary level teachers and then after it was converted into Primary School Teachers' Training Centre (PSTTC). Later, National Education System Plan (NESP) made teacher training mandatory in 1971 (Singh, 2015, p. 14).

2.1.3 TPD Training: An Introduction

TPD training is taken and given to the teachers for their professional development. The concept of TPD has come with the solutions of the problems

that every teachers are continuously facing in the classroom. TPD involves multilevel changes which therefore demand multi-level experiences. It requires teachers' to be reflective, creative and critical practitioners. Training provides with immunity to teachers by burning new ideas and abilities to face with the problems. Teacher training may vary in terms of cultures, academic subjects, and other field but it includes instructions, roles, and skills.

The history of teacher education and training in Nepal dates back to the early 1950s with the establishment of the Basic Education Teachers Training Programme (BETTP) in Nepal. Teacher training was placed in the center during the inception of NESP in 1971. Thus, the practices of teachers' education and teacher training in Nepal have almost six-decade history. Luitel (2004) states that the first effort of formal teacher training was programmed in Nepal dates back to 1947 A.D. but after the establishment of the College of Education in 1956 A.D., the trend of teacher training was started. The need based TPD training is a one-month (30 days) capacity building programme in three stints of 10/10 days. According to NECD (2067, p. 7), the stints of ten days have been further segmented into three parts:

- *Training Cum Workshop (5 days)*

According to NCED (2067 B.S.), teacher professional development hand book, training workshop runs for five days. In this session, the teachers and trainers will be participated and have discussion on the certain topic through which teachers get some different ideas to make the students involve in the classroom. In this session, the teachers are requested to list out the problems that they were facing in the classroom and provide different solution through discussion. Both the teachers and the trainers stay together in a single hall and provide with some techniques to the teachers and they also have face to face interaction in the due course of training session.

- *Self-Study Exercise (3 days)*

According to NCED (2067 B.S.), teacher professional development hand book, self-study exercise is one of the most important factors of TPD training. It runs for three days. This session will be started after the end of the training workshop. The self-study exercise should be done within 20-30 days by the participated teachers in TPD training. The TPD trainers will give some of the activitiesto the teachers who have to do the particular task in his/her schools within three days in between 20 to 30 days. Here the teachers who participated in five days face to face programme will engage in research based activities like conducting action research, case analysis, project work, etc.

- *Instructional Counseling (2 days)*

According to NCED (2067 B.S.), teacher professional development hand book, this session will be started just after the completion of the self-study exercise. In this session, the trainers or the experts will visit the schools of the participated teachers and observe his/her activities done in the schools. The experts observe and evaluate whether or not the task given to the teachers are successfully done. Then s/he will make an agenda and calls the teachers for final meeting. In the meeting s/he will provide the teachers with certificate.

2.1.4 Preparation Phase of TPD

The preparation of TPD training starts with the collection of teachers' professional needs and designing the course of training package. According to NCED (2066 B.S., pp.5-9), different steps and aspects of preparation are as follows:

i.   Collection of professional needs

The professional needs of the teachers are collected from schools. The principal of the school should collect, categorize, and submit the demands to Resource Person (RP).

ii. Verification of TPD needs

The needs collected from the teachers are verified by the TPD hub.

iii. Preparing need profile

The verified needs are then clustered under one common title to make a need profile.

iv. Development of training package

After verifying the needs and its prioritization, the training package is developed in TPD hub.

2.1.5 Module of Ten Days TPD Training for Teachers

The need based TPD is a one-month (30 days) capacity building programme in three stints of 10/10 days and each over five years for every teacher. According to NCED (2067, p.7), "The stints of ten days have been further segmented into three parts: Training workshop for five days, self-study exercise for three days and instructional counselling for two days. This module is designed for ten days TPD programme. The first one is training cum workshop that is conducted in face-to-face mode. It is conducted for five days in Educational Training Centre. The second part of this module is about self-study exercise. It is done in school based events after the completion of the Part-I. It runs for 30 days' gross period by engaging the participants independently in the structured set of assignments and counted towards credits of 3 days equivalent. The third part of this module is about the instructional counseling. This part is done right after the completion of the Part-II. It runs for two days under the complete guidance of the same set of trainers invariably mobilized to check and collect the assignment and to provide on-site professional support. This training does not quite contrary to previous ten months' competency based training but it is supportive in enhancing the expertise level of the teachers. It is fully practical

and demand based. Need of real field will be addressed in the package prepared by the trainers and thus, training is conducted for ten days.

Part- I: training cum workshop (five days)

Being the first session of the five-day face-to-face workshop, is designed to inform the participants about the objectives and the structure of the workshop and TPD programme as a whole. ETC, (2071, pp. 45-72) states:

Day-1: It consists three sessions:

> Session-I: Opening, Registration, and Orientation of the whole programme.
> Session-II: Dealing with the curriculum
> Session-III: Teaching Poetry

Day-2: It consists three sessions:

> Session-I: Teaching Grammar with reference to Tense.
> Session-II: Teaching Grammar with reference to Voice.
> Session-III: Teaching Grammar with reference to Reported Speech.

Day-3: It consists three sessions:

> Session-I: Teaching Writing.
> Session-II: Teaching Writing.
> Session-III: Teaching Writing.

Day-4: It consists three sessions:

> Session-I: Teaching Free Writing.
> Session-II: Teaching Free Writing.
> Session-III: Teaching Speaking.

Day-5: It consists three sessions:

> Session-I: Concluding self-study exercise and implementing project work.
> Session-II: Instructional Counseling.

Session-III: Closing (Last session of the five days face-to-face workshop)

Part-II: Self-study Exercise (three days)

This second part of the TPD programme entails the following components:

Objectives: The main objectives of this second part will be to develop teachers as researchers about their classroom diversities. It anticipates from the teachers to delve into the deep of the local classroom realities and find out something new which assists to add new dimensions in their teaching. Here, the teachers who participated in five days face to face programme will engage in research based activities like conducting action research, case analysis, project work, etc.

Major Contents: Project work, action research as a project work, case study, Teaching Improvement Plan (TIP) in particular and research based activities in general.

Project work distribution and procedures: Each teacher will receive any two project work and they are requested to prepare TIP to improve their teaching. As project work that might be one action research and case study or one purely project work. They have to select these tasks from the list provided by the TPD Hubs.

In this part, the participants have to bring their plan made in workshop into practice. They can modify the plan after the discussion with staff and other stakeholders. The plan should include two project works. The format of the plan has been given in the part of workshop. The two project work should be completed within 20-30 days.

Part-III: Instructional Counseling (two days)

This part of TPD will be conducted after the completion of the part-II. It runs for two days under the complete guidance of the same set of trainers invariably mobilized to check and collect the assignment and to provide on-site

professional support. During this period, there will be gathering of members from PTA, SMC, head teachers, teachers, and students. The trainee teachers who have received five days face to face training and project work will have smart presentation. Here, the trainers who are designated to provide technical support regarding teachers' professional problems will observe concerned teachers' classes and checks the project work and assignment. If necessary, trainer provides experts inputs on the field.

The teachers who will present their tasks will follow the following steps:

    i.   Introduction
   ii.   Methodology of the study
  iii.   Students' responses
  iv.   Voices of experiences (especially your voice then PTA and SMC)
    v.   Its utility in teaching and learning activity
  vi.   Conclusion

2.1.6 Purposes of TPD Programme

The purpose of teacher professional development is to improve the students' learning achievement and whole education. Prabhu (1987 as cited in Pokharel and Behera, 2016, p. 191) says that the goal of TPD is to 'equip and enable'. Likewise, OECD (1982 as cited in Qi, 2012, p. 21) mentions some purposes of professional development:

- Improving the job performance skills of the whole school staff or of groups of staffs. (e.g. a school-focused INSET programme)
- Improving job performance skills of an individual teacher. (e.g. an induction programme for beginner teacher)
- Extending the experience of an individual teacher for career development of promotion purposes. (e.g. a leadership training course)
- Developing the professional knowledge and understanding of an individual teacher. (e.g. a master degree in educational studies)

- Extending the personal or general education of an individual. (e.g. master's degree course not in education or subject related to teaching)

2.1.7 Issues of TPD

There are different issues of TPD discussed by several scholars but now I am presenting some of the issues of TPD mentioned by Shrestha (2012, p. 9). The issues of TPD are as follow:

1. Most of the teachers have negative attitude about their own teaching profession.
2. The teachers have only heard about the term TPD but they are not fully aware of it.
3. Some teachers are not ready to fill out the demand-collection form.
4. The TPD program has been conducted without collecting teachers' real needs.
5. The TPD module has not be prepared and implemented in accordance with teachers' needs and contexts where they are working. Same module is used in many TPD hubs. There is the system of copy and paste. It neglected the concept of "site-based TPD".
6. The teachers who are going to retire soon are not ready to fill out the TPD form. They feel that action research and project works are extra work.
7. The Roster Trainers seem less competent and confident in their subject matter although ETCs 'ka' is providing a 12-day TPD TOT program every year.
8. In some cases, the Resource Persons are biased in selecting the roster trainers from their Resource Center (RC) areas.
9. The Head Teachers did not pay much attention to help their teachers in academic and technical aspect. They always seem to be running for the administrative work.

10. The Resource Person (RP) thinks that the present framework of TPD is time consuming. It demands a whole year to finish.
11. Teachers feel that TPD is compulsory than necessary and,
12. Most importantly, there is lack of conceptual clarity of TPD among practitioners.

2.1.8 Importance of TPD

Professional development helps teachers to develop the knowledge and skills that they need in their classroom. By improving their skills and knowledge, teachers become better prepared to make right curriculum and instructional decision as content areas, teaching approaches, pedagogical change and develop teachers must grow and develop over the course of their carriers.Regarding the importance, Adhikari (2009, p. 10) mentions:

> The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the theories of language learning and emergence of new approaches and methods. So, there is a need of regular opportunities for the teachers to update their knowledge and skills in this field.

According to the above mentioned ideas, the knowledge is never remaining constant rather it goes on changing so there is a need for the teachers to update their knowledge and skills in this field.Likewise, Richards and Farrell (2005) mention:

> In most schools and institutions today, language teachers are expected to keep up to date with developments in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments

according to the changing needs of the institution (as cited in Adhikari, 2009, p. 10).

Teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding. TPD is a key factor to bring the positive effect on the educational products so a teacher should be advance in professional expertise throughout his/her career and this advancement dies nit depend on formal course or external input alone. Personal experience, self-reflection and interaction with colleagues in the institution are very important tools for personal progress.

2.1.9 Teachers' Expectation from TPD Training

Teachers' Professional Development (TPD) has been realized a powerful approach to implement child friendly activity based education for education in the twenty first century. In common sense, expectation refers to the hope of something for betterment. According to Horney and Turnbull (2010, p. 534), expectation means a strong belief about the way something will/should happen because it is likely. As we know that we people always expect good things to happen after the completion of certain activities likely every teachers have a list of expectations after he/she has taken teacher training. Teacher training is taken as a rich source for the teachers to learn teaching method, strategies and solution of daily classroom problems, and so on. Therefore, teachers expect such things to be improved from training. They have expectations related with methods, materials, contents, trainers. In this regards, Behera and Pokhrel (2016, p. 2) say the main expectations of teachers are related to delivery methods, implementation of training skills, and knowledge and participatory approach in TPD. They further state that trainers need to demonstrate as a role model on how to deal in the classroom and learning is helpful for the teachers in developing and performing activities. Before taking part in TPD training, they have expectation about the enhancement of their teaching skills, methods, strategies, use of teaching materials, etc. They are hoping for the best and think

that they will be professional teachers onward if they will be able to follow the instructions and methods of TPD in their teaching career. Thus, teachers have some expectations from training and they expect that their expectations should be addressed by trainers in the training. Every teacher has gone to the training having some expectations from TPD training but if the expectation does not match then they may take it as a challenging task and if the expectations meet then they take it as an opportunity for them. According to Behera and Pokhrel (2016, p. 5) the following expectations of the teachers from TPD training are discussed in his study:

- How to start the class
- How to manage the large classroom
- How to carry action research
- How to use instructional materials
- How to deal with the heterogeneous students
- How to divide the students in group for different task in the classroom
- How to check classwork and homework using different strategies
- How to make the classroom as interactive as possible

These are the teachers' expectations from TPD training. Behera and Pokhrel (2016, p. 4) argues, "expectations of the teachers are thematized as delivery of TPD, participant-focused and friendly, use of modules and resources, observation and feedback system, Innovative ideas and ICT, teaching improvement plan and transfer of training skills".

The teacher think that they will get better exposure on those above mentioned skills but all the teachers who has got TPD training are not satisfied and their expectations are not matched so sometimes the teachers feel uncomfortable with the strategies and methods that they have learnt in the training to apply in the classroom for the improvement of the students' learning achievement.

2.1.10 Teachers' Experience of TPD Training

Teachers' professional development concerns the growth and development of teachers in their professional roles so that they can perform at their best. In other words, the process of making teachers competent at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development (TPD). Professional development of a teacher is an ongoing and comprehensive process which starts with the pre-service education, trainings etc. and continues until the retirement. Fullan (1995, p. 265) mentions that teachers' professional development is "the sum total of formal and informal learning pursued and experienced by the teacher in a compelling and dynamic change". A professionally competent teacher is an outcome of different processes and factors. For example, a teacher's knowledge and practice have to be integrated for effective teaching. Besides this, a teacher also needs to have a drive for developing himself/herself professionally. Bredeson (2002) perceives the notion of professional development to be consisting of three interdependent concepts: leaning, engagement and involvement, and defines professional development as "learning opportunities that engage educators' creative and reflective capacities in ways that strengthen their practice" (p. 663).

According to Joshi (2012), teacher development includes both formal and informal means of helping teachers to master new skills, widen their knowledge, develop an innovative insight into their pedagogy, their practice and their understanding of their own needs, since a teacher's professional development is an aspect of his or her personal development as a whole.Different teachers have different experiences of TPD training. The way the teachers receive the training differs from each other. Some teachers may find it as an opportunity but some others may have different opinion on it, they may take it as a challenging task to apply to each and every schools located in different geographical region. The trainers provide same techniques, methods, and strategies to teach in the classroom but the same method would not be

appropriate to all of the schools of Nepal. The teachers' experience of TPD training can be segmented into two opinions; opportunity and challenge. They are discussed in detail below:

2.1.10.1 TPD Training as an Opportunity

TPD training is given to the teachers for their professional development. It is very essential in the field of teaching and learning. TPD training is taken by the large number of teachers these days but all of them are not take it as an opportunity, some of them may take it a challenge, too. Every teacher have some expectation on TPD training. If they take the training then they will know some new techniques, methods, and strategies that can be used in the classroom. According to Khadka (2014, p. 27),"Many teachers take part in TPD training to gain new knowledge which they are unknown about". All the teachers of the same schools cannot get an opportunity to receive TPD training at the same date and those who are selected for TPD training think as lucky teachers because they definitely learn better than those who were unable to be the part of TPD training. The teachers will be able to enhance their 'how to teach' skills from the training which is the most important part of teaching because what to teach to the students is clearly given in the textbook but how to convey those subject matter to the students is the art of teacher so TPD training certainly helps the teachers to use different types of strategies and methods to teach the heterogeneous students in the classroom (Shrestha, 2012, p. 5). TPD training helps to develop different skills of the teachers and they also feel comfortable with that methods and techniques provided by the experts in the training that can be easily apply in the classroom to the students if the school is physically and economically rich. The teachers will be able to apply the techniques and the strategies that they have learnt in the training and their classroom performance will be outstanding therefore those teachers who get chance to take part in training takes TPD training as an opportunity to make their professional life better (Pokhrel, 2016, p. 192).

TPD training provides a means by which we can keep abreast of these changes, broaden our skills and be more effective in our work. According to Giri (2014, p. 83), professional development (PD) can be part of an individual's personal ambition to be a better practitioner, enhance his/her career prospects or to simply feel more confident about their work and make it more personally fulfilling. Moreover, it can be a step on the ladder to higher qualifications or enhanced job prospects or be required by professional bodies to maintain professional status. Similarly, it can be part of meeting targets set by workforce performance management schemes or an opportunity for individuals to change their career paths.

2.1.10.2 TPD Training as a Challenge

Teachers have different needs and expectations depending upon their diverse socio-economic background and personality. It is difficult to meet their satisfaction level. In the context of Nepal, many teachers are not satisfied with TPD training. Similarly, there are many places in Nepal where even textbooks are not available because of geographical barrier. So, there are different challenges of TPD training in Nepal. In this regards, Adhikari (2015) provides some challenges of TPD training. She states that some resource persons and roster trainers are less experienced and competent. Similarly, another challenge is the lack of materials, physical condition, competent human resources, lack of management of tools and materials in remote areas. She further mentions that there is no continuous evaluation, supervision and feedback from concerned authority and teachers even do not believe that they will develop their skill from ten days TPD module.

Similarly, Shrestha (2012) also mentions some other challenges such as some teachers are not ready to fill out demand collection form and TPD programme has been conducted without collecting teachers' real needs. He mentions other challenges that some resource persons are biased in selecting roster trainers.

The next challenge is teachers feel that TPD is compulsory than necessary and there is lack of conceptual clarity of TPD among practitioners.

Thus, in Nepal, it is a big challenge to implement TPD training due to physical and geographical problems. The teachers take TPD training but they could not be able to implement in the classroom because of lack of materials and the facility so they take it as a challenging task.

2.2 Review of Related Empirical Literature

A number of researches have been carried out in the field of TPD training and it is very necessary to study and review the past studies and research works which are related to the research study that the researcher is going to conduct. According to Kumar (2005, p. 26), literature review is important in order to acquaint ourselves with the available body of knowledge in our area of interest. He further claims that literature review helps to clarify the research problem, improve methodology and broaden knowledge based on research. Review of related literature corresponds to analysis, description, and getting vast treasure of knowledge from previously accomplished studies by the various researchers related to the topics. In this section, I will read some research of different people and summarize their thesis with topic, objectives, method and findings. The empirical research that I have reviewed is as follows:

Khatiwada (2010) conducted a research on "Transfer of Training in Teaching Reading Skills". The main objective of the study was to identify and describe the teaching activities of trained teachers in terms of motivation, presentation and practice and evaluation system of teaching. The informants were ten English language teachers of Ilam district using purposive non-random sampling strategy. He used observation as a tool of data collection. This study found out that training is essential. Most of the teachers (80%) are successful in transferring their training. The status of trained teachers in all aspect of language teaching from motivation to evaluation system has been found good.

Kagoda and Itaaga (2013) conducted a research on "A Survey of Teachers Trainees' Expectations, Experiences and Assessment in Uganda." The major purpose of the study was to assess the teacher trainees' expectations when they joined the school of education and assessing the teacher trainees' experiences at the school of education as they undergo the programme. It was a qualitative research. They selected 132 teacher trainees to collect the data using random sampling strategy. Open-ended questionnaire and focused group discussion were used as the tools. The researchers used questionnaire on 112 undergraduate and focused group discussions on 20 teacher trainees. The study found that respondents expected to broaden their knowledge. They said that the over packed programme with many courses which are inadequately taught, lack of adequate teaching space at the school.They expected to have computers with adequate space and have many more extra-curricular activities for the students.

Khadka (2014) conducted a study on "Teachers Attitudes towards TPD Training and their Classroom Practice". The major objective of his study was to find out the attitudes of English language teachers towards TPD training in the classroom practice. To accomplish the objectives of the study, he selected twenty secondary level English teachers of Ilam district as a sample by using purposive non-random sampling strategy. He used non-participant observation and semi-structured interview to collect the data. The major finding of the study presented that most of the teachers had positive attitude towards TPD training for their career development and few English language teachers were not present in observation section of the training because they had fear of being criticized of their weaknesses.

Ghimire (2015) carried out research on the topic entitled "Transfer of Teachers' Professional Development Training in English Language Teaching Classroom." The objectives of the study were to find out the use of TPD training in English Language Teaching (ELT) classroom by English language teachers and to find out the changes brought in ELT classroom by TPD training in teachers' teaching learning operation in terms of personal qualities, planning

of lesson, classroom presentation and evaluation. Twenty students were selected purposively and questionnaire and observation checklist were used as the tools to collect the data. The study found out the fifty percent of the teachers was able to implement TPD training inside the classroom. They used new and communicative techniques inside the classroom. Similarly, teachers tried to bring some changes in planning the lesson, presentation and evaluation.

Bhatta (2016) carried out a research entitled "Reflection on Critical Incidents for Teacher Professional Development". The main objectives of his study were to find out the nature of critical incidents that occur in the classroom and to identify the role of critical incidents for teacher professional development. He used narrative inquiry research design for his study. The population of his study was all the college level English teachers of Kathmandu district and the sample population were only six English language teachers. He used purposive non-random sampling strategy to select the sample population for his study. He used semi-structured interview as a tool and analyzed the collected data using thematic analysis and content analysis. The major findings of his study were presented on two different themes: nature of critical incidents and role of critical incidents for TPD. In his study, I came to know that critical incidents have been identified of various natures: classroom management, unusual questions, teachers' behavior, unanticipated events, and understanding of the learners. Critical incidents play a major role in influencing teachers' opinions and attitude about teaching and learning, developed collegiality, helped to understand the learner and created an opportunity for action research.

Sapkota (2016) carried out a research entitled "Constructing EFL Teachers' Identity in Nepal: A Narrative Inqury". The major objectives of his study was to explore and interpret the socio cultural identity of University level EFL teachers focusing on perception and practices that shape or structure their profession. There are ten participants in the study where eight participants were selected from two campuses in Kathmandu and two participants from a campus in Bhaktapur using purposive non-random sampling procedure. He used

teacher narratives as a tool of data collection. The study found out the perception of teaching as a prestigious profession in the Nepalese society was common sharing among the participants. The socio cultural identity of the EFL teachers is as an academic leader, path setters, humanitarians, transformers and mostly includes professionals belonging to middle class status but is compared teacher with god.

Dahal (2018) conducted a research entitled "Issues in the Implementation of ICTs in English Language Teaching: A Narrative Inquiry". The main objectives of her study were to explore ICTs related issues in ELT, to document teachers' experience regards ICT use in ELT and to identify the strategies used by teachers to deal with the technical problems in the use of ICT based tools.Four teachers were selected as the samples who were teaching in community schools of Kavredistrict and who have more than ten years teaching experience through baseline. The samples were selected using non-random simple purposive strategies and she used class observation forms and narrative interview as the research tools. The study found out majority teachers lack the competence in regular pedagogical use of ICT and school administration played no role to promote technology as effective tools for teaching learning activities. Similarly, self-motivated teachers can handle every ICT in teaching related obstacles and develop self-confident to design and prepare effective teaching materials and to select best teaching strategies for quality education.

Rokaya (2018) carried out research entitled "Identity Construction in Female English Language Teachers' Professional Development". The objectives of the study were to analyze the identity construction of female English language teachers and to explore the female English language teachers' professional development in relation to the supporting and hindering factors. The sample populations were four female English language teachers who taught at Basic level in public school, Pokhara using purposive sampling strategy. She used in-depth interview and written narrative as the data collection devices. In her study, I came to know that the narrative of female English teachers revealed

that teaching is challenging profession for female teachers because they had multiple identities besides their professional identity (daughter, wife and mother). Similarly, the stories revealed that early marriage, becoming mother and bearing children were the three major factors that hindered to grow-up professionally.

2.3 Implications of the Review for the Study

The literature review is an integral part of the entire process and contributes to almost every operational step. Every new task needs the previous background which can help and direct researcher to reach the destination in research for finding out new things and ideas. Similarly, it is very important to review the previous researches because it expands the ideas about how to carry out a research in standard way. The most important function of the literature review is to expand the researchers' knowledge and skills related to the problem to be investigated. In this regard, Kumar (2005, p. 36) states, "Reviewing literature is time consuming, daunting and frustrating but it is also rewarding".

Considering these aspects, I reviewed some of the theoretical works that are interrelated to this study. It is not only for the sake of academic purpose but also for further research. It is useful for teachers, researchers, and administrators. The above reviewed literature helped me to understand the topic more clearly. It also helped me to establish the link between the related studies and develop critical thinking about the study. Similarly, I reviewed some of the previous empirical research carried out in the department of English Education, Central Campus, TU, Kirtipur. These reviewed empirical research studies were carried out by Khatiwada (2010), Kagoda and Itaaga (2013), Khadka (2014), Ghimire (2015), and Bhatta (2016) which are really helpful for my study, *Teachers' Experience of TPD Training.* Firstly, those research works helped me to be clear about my topic, background and the objectives of the study. Secondly, literature review gave me the guidelines regarding citation and references. Thirdly, it helped me on how to select the

populations, sample populations and the data collection tools for the collection of the data and finally, it provided me with the concept of ethical consideration and conceptual framework for my study. Thus, these works helped me to design the present study practically. Moreover, these previous works helped me to formulate objectives, to make research questions, and to improve methodology. Likewise, they provided me with guidelines regarding data collection, selection of sampling procedure. Finally, the reviewed empirical studies have helped me to maintain systematically, relevance, consistency, validity and scientific spirit in the research.

2.4 Conceptual Framework

Conceptual framework is a mental map or framework. It is the presentation of the understanding of theories and his/her concept to the relationship between different variables. The conceptual framework of my study is as follow:
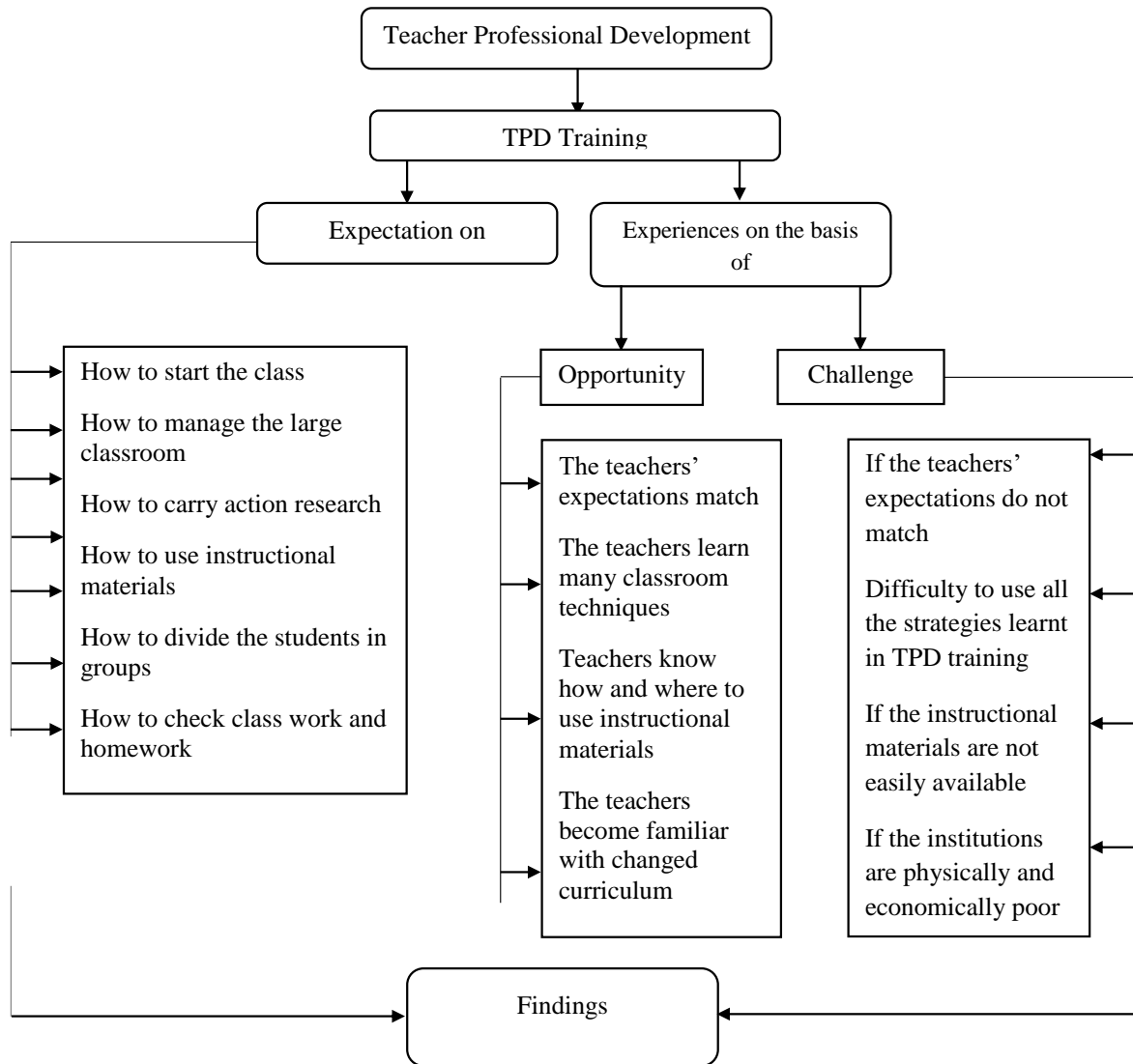

Figure 1: Conceptual Framework

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This section deals with the methodology and procedures adopted by the researchers to achieve the objectives of this study. To specify, the design and method of the study, population, sample, sampling procedure, research area, data collection tools and techniques, data collection procedures, and data analysis and interpretation procedures have been included in this section of the study.

3.1 Design and Method of the Study

Research is a systematic investigation that is designed to answer questions. According to Kumar (2005, p. 9), 'Research is a way of thinking. It is the process of describing a series of sequential steps beginning with the identification of a research problem, then to a statement of a conceptual model, data collection and finally analysis and a conclusion.' Similarly, Kerlinger (2009, p.7) defines, 'Research is a scientific, systematic, controlled, empirical, critical investigation of the natural phenomenon guided by theory and hypothesis. In addition, Best and Khan (2010, p. 15) state that research is a systematic and objective analysis of recording of controlled observation that may lead to the development to generalization, principles or theory, resulting in prediction and possibly ultimate control of events.

On the basis of this discussion, it can be concluded that research is a rigorous, scientific, controlled, valid and empirical investigation to discover new or review previously researched works. There is various research designs that can be applied to investigate a phenomenon. Among them, I used narrative research design to accomplish the objectives of this study.

3.1.1 Narrative Research Design

Narrative research design is a form of qualitative research. It uses field texts such as stories, autobiographies, journals, field notes, letter, conversations, interviews, and life experiences as the units of analysis to research and understand the way people create meaning and generalize truth in their life (Ojha, 2013, p. 255). It focuses on the organization of human knowledge more than merely the collection and processing of data. The personal accounts are taken as stories and participants are allowed to use their own words and categories to describe their own life experiences.

In teacher professional development especially, the teachers' experiences on the basis of their perception and practicality, I found, narrative inquiry is the most appropriate research design for my study. The teachers are getting TPD training these days but no one knows whether or not those teachers who got TPD training are satisfied. There are many more research designs but narrative design is the best to get the innermost feelings of the participants through story. When I was inquiring with them about their personal and professional lives, I believed that narratives have the 'enormous power to shape the reality' as suggested by Spector-Mersel (2010, p.208). The author further talks about the power of shared stories to create reality. He means that when a researcher inquiring with participants, the experiences these participants shared 'invites' their own life story than history. The importance of personal experience and multiple perspectives, the existence of context bound and constructed social realities and the impact of the researchers in the research process is emphasized in this research. The researcher really able to get the participants' experiences of TPD training in very detail so I chose narrative research design.

Likewise other scholars view a narrative approach to research in terms of different perspectives and theory. Moen (2006) views, narrative as Vygtosky's socio-cultural theory and Bakhtin's theory on dialogue. Considering the vygtoskyan theory, Moen states that to understand the human mental function,

we first consider where and how it comes from. Likewise, for Moen, Bakhtin theory means dialogue within and outside shape our identity.

Moen (2006) provides basic assumptions of narrative research. They are as follows:

- Human beings organize their experiences of the world into narrative
- The stories people tell depend on their past and present experiences, their values, the people to whom they are telling their stories, the context in which stories are told
- Narratives research realizes the multi voicededness in narrative
- Narrative research focuses on how individual make meaning of their lives through the stories they tell.

Clandinin and Connelly (2000, p.34) state, "formalist begin inquiry in theory whereas narrative inquirer tend to begin with experiences as expressed in lived and told stories". Therefore it is narrative inquiry that highly emphasized the role of experiences to explore how English language teacher perceive TPD training and use them in their classroom and for their professional development. Similarly according to Schwandt (2007, p. 33), "Narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e. g., life histories, narrative interviews, journals, diaries, memoirs, autobiographies) and reporting that kind of research" (as cited in Ojha, 2013).

Narrative inquiry is relatively new qualitative methodology. It is a way of thinking about and studying experience. Narrative inquirers think narratively about experience throughout inquiry. In this regard, Creswell (2013, p. 502) writes, "In narrative research design, researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individuals experiences." He further states that narrative inquiry as a distinct form of qualitative research, a narrative typically focuses on studying a single person or more, gathering data through the collection of stories, reporting

individual experiences and discussing the meaning of those experiences for the individuals. Narrative inquiry does not attempt to predefine independent and dependent variables but it acknowledges context and seeks to understand phenomena through the meanings that people assign to them.

In narrative inquiry research design, few numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual's experiences. The process of narrative research design refers to the way of carrying out the research by using this method. According to Creswell (2013, pp. 513-516), the steps of conducting narrative research are to identify a phenomenon, collect the story from that individual, restory and retell the individual's experience, collaborate with the participant- storyteller, write a story about the participant's experiences and validate and accuracy of the report. In this study, I adopted the same process while conducting this particular research. The process is the guideline to complete any kind of research work perfectly. Khanal (2016, p. 149) has presented seven steps of narrative inquiry research:

- Identify a phenomenon
- Selection of appropriate individual
- Collect the story from the participants
- Restory or retell the individual's story
- Collaboration with the storyteller
- Write a final report based on the story
- Validate the accuracy for the report

He also prepared these steps in the attractive chart. Source: Khanal (2016)

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┌─────────┐   ┌─────────┐   ┌─────────┐   ┌─────────┐
│  Time   │   │ Place / │   │Describe of│ │ Analysis │
│         │   │ context │   │the story │   │         │
└────┬────┘   └────┬────┘   └────┬─────┘   └────┬────┘
     └──────┐      │             │        ┌─────┘
            ▼      ▼             ▼        ▼
        ┌──────────────────────────────────┐
        │  Step 4 Restory/retell            │
        │  individual's stories             │
        └──────────────────────────────────┘
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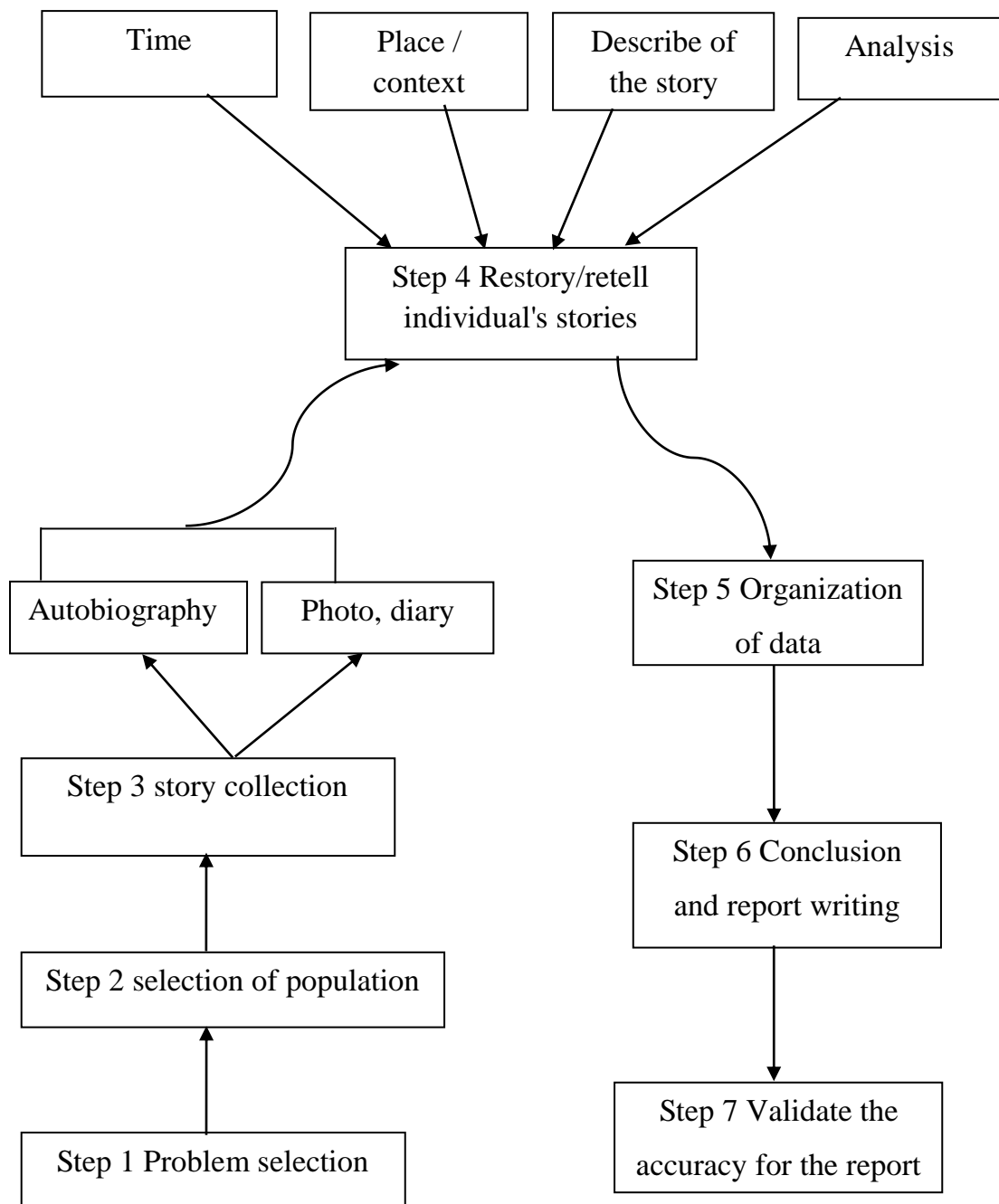
Figure 2 : Steps of Narrative Inquiry Chart

Narrative inquiry is a way of collecting information for the purpose of research through story telling or sharing their live experiences that helps to gain deep understanding of the particular situation. According to Clandinin and Connelly (2000) as cited in Khanal (2016, p. 145) Humans are storytelling organisms who, individually or collectively, lead storied lives. Thus, the narrative inquiry

is in-depth study about the respondents' live experiences/ story through narrative interview.

As a method, it begins with the experiences as expressed in lived and told stories of individuals. It also provides ways for analyzing and understanding the stories lived and told. I define it here as a specific type of qualitative design in which "narrative is understood as a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected" (Czarniawska, 2004, p. 17). Narrative inquiry shares the idea of knowledge transfer, a theory that seeks to transfer unqualifiable elements of knowledge, including experience. The narrative approach captures the emotion of the moments. It renders the event active rather than passive, infused with the latent meaning being communicated by the teller. Thus, two concepts are tied to narrative story telling: memory and notion of time, both as time found in the past and time as re-lived in the present.

The procedures for implementing this research consist of focusing on studying one or two individuals, gathering data through the collection of their stories, reporting individual experiences, and chronologically ordering (or using life course stages) the meaning of those experiences. It is a methodological approach that investigates narrative and/or employs narrative to present a view of phenomena. One goal is to persuade the readers or "jolt" them out of their complacency (Chase 2005, p. 671) regarding the experience in question by recreating or performing that experience in compelling ways that places the reader in the shoes of the research participant. Narrative inquiry is a literary form of qualitative research (Creswell, 2008) that places a special emphasis on writing. For example, many narrative researchers seek to persuade their readers by writing is, however, not just about seeking to persuade. Narrative research design is different than any other design in which only one meeting and interview is not enough to collect the exact data that the researcher really searching out. For this, the researcher should visit the respondents frequently. The researcher should build a good rapport with the participants otherwise the

data might be incomplete and the study will be invalid to generalize the findings.

3.2 Population, Sample, Sampling Strategy

Population is any group of individuals that have one or more characteristics in common and that are interesting to the researcher. According to Best and Khan (2010), "The group selected for the purpose of research is called population." Sample, here, represents a small proportion of the population. Samples are not selected haphazardly rather systematically. Sampling strategy, on the other hand, is the process of selecting few from the total population.

In choosing my candidates, I used purposive non-random sampling strategy which focuses on the small size that is useful for analyzing the data properly, Creswell (2007). So, I need to choose the participant who taught at primary level in public school in Dhading district. It was not difficult for me to find the participants who were willingly taken part in this study because I already have made up my mind regarding the participants who were nearby my house and they were well known since many years. Thus, I visited the schools where they taught and met at their home where I talked with them informally about my research. They were ready to participate in my research and promised me to manage the time. The populations of the study were all the primary level English language teachers of Dhading district but only five of them were selected as a sample. Among five, three were female teachers and two were male teacherswho were very friendly and co-operative.

The three female teachers were Participant 1, Participant 3, and Participant 4. Among them Participant 1 and 3 were married while Participant 4 was unmarried teacher. Similarly, Participant 2 and 5 were male teachers where Participant 2 was married and Participant 5 was unmarried teacher. Here is the brief description of the participants below:

3.2.1 Brief Overview of Participants' Profile

Participant 1

Participant 1 is the inhabitant of Charaundi. She is 28 and married woman who has a four years old daughter. Her husband has been working in a rafting company and every year her husband goes to Japan for six months to work there. She is living with her in-laws so sometimes she has to face few family problems but her husband solves all the problems that arises at home. Her husband is very supportive and helps her in kitchen whenever he stays at home. She is very happy with her married life. Her brother is in Portugal where he got married with a foreigner and settled there. She completed B.Ed. with first division and her teachers suggested her to take the exam of Teacher Service Commission (TSC) so she participated in the exam and her name appeared in the list. She finally got permanent job and it's been five years that she is working as a permanent primary level English teacher at government school.

Her teaching career is being successful and easy with the help of her husband. In the five years period, she took different training and TPD training, too. She learnt many things in different training but she said that she did not get new skills in TPD training. She has many expectations but TPD training could not fulfill that expectation so she was not satisfied with it. Though it did not satisfy her but she explains that TPD training is an opportunity if we, teachers get expert as our trainer.

Participant 2

Participant 2 was born in Salyantar, Dhading. He is the only son of his parents. There were three children actually but his two sisters were died in their early ages due to pneumonia. So he is only son remaining in his family. He completed M.Ed. from Tribhuvan University, Kirtipur and started to teach in private school for one year then he got married. His wife suggested him to participate in TSC examination and so he did. Now it's been four years he has

been teaching in government school as a permanent primary level English teacher. He has two daughters but he is not going to plan for son because they are happy with their daughters. His parents live in Salyantar (village) but he, his wife and daughters live in Bishaltar, Dhading because his school is in Bishaltar. He is very grateful towards his wife because she is the one who advices him to be the part of TSC and today he is doing good in his career.

In four years' time, he got many trainings in the resource centers and district headquarters. Among them TPD training is the most interesting training that he ever got in his life. He is very thankful to the organizer of TPD training because he is satisfied with his career due to the training that NCED provided to him. TPD training has really been beneficial for him to change teaching methods and to control the large classroom. It teaches him how to carry action research to solve the classroom problems and how to use various teaching materials inside the classroom to make the students able to get the idea clearly. It is an opportunity to participate in TPD training because it has made him a confident and professional teacher.

Participant 3

Participant 3 is 27 years old lady from Malekhu, Dhading. She is married and living with in-laws who are not understanding and supportive. There are eight members in the family and she is the one who has to prepare breakfast, lunch and dinner. She feels difficult to maintain home and school properly. They did not support to develop her professional career. As a teacher, she needs some preparation before going to school but no one care about her problems rather they order tea, breakfast and all the things from their room and she has to serve everything to them. Therefore, she left home before half an hour and prepare everything she needs on the way to school. She has no children yet even though they want to have one. The problem is in her husband so he is taking medicine. She is not happy with her married life.

She is a teacher in government school, Malekhu. She has been teaching in government school since 2069 as a primary level English teacher. From the young age, she wanted to be a teacher and her dream comes true. She is a teacher and the head teacher asks her to take subject-wise training but due to family problem she could not take many more trainings but she has taken TPD training last year which is really helpful for her teaching career. She is satisfied with TPD training because she learnt many strategies, techniques, methods in that training. She used to use lecture method but these days she has been using child- centered method. She argues that TPD training is a challenge for the teachers in the process of implementation. She has learnt many strategies in the training but to apply each and every strategies in the classroom is really challenging due to large class and limited time.

Participant 4

Participant 4 is an unmarried girl of 27. She is from Hugdikhola, Dhading. She is living with her family. She has two elder brothers and one younger sister. Her two brothers had already got married but she is focusing in her career without getting married though the family is forcing her for marry. She has been teaching in a government school as a primary level English teacher for five years. She completed B.Ed. from the community college which is 20mins far by bus from her house. After completion of SLC she wanted to study Management but her elder brother insisted her to study Major English so she accepted the decision of her brother and started her journey towards Education. Now, she feels proud that she accepted her brother's decision and became a teacher in government school. She loves students and specially, children therefore she is enjoying her career. Her mother suggested her to take part in TSC examination so she is very grateful towards her mom. She is planning for Master's degree also.

For the professional development, she has taken several trainings in resource centers and headquarters. She is unmarried and her family also supports her so

she didn't miss any of the training that organized in district, schools, resource centers, etc. she has taken both the trainings given by government and the private institutions. Among them the best training that she took from government is TPD training in 2073 B.S. The training was in district headquarters and that really helps to improve her teaching strategies and using materials in the classroom. She learnt how to carry action research to solve the problems that arises in the classroom unknowingly. She had learnt many techniques from TPD training so she says that TPD training is an opportunity for the teachers.

Participant 5

Participant 5 was born in Majhimtar, Dhading. He is the first son of his family so he had to work at the age of 18. He had two younger brothers and a sister but his parents were unable to provide higher education to their four children by their own so they told him to do a job to educate his siblings. Therefore, after the completion of class 12 he started a job at finance as a collection boy. He struggled a lot to educate his brothers and sisters. His parents didn't have any job and they were dependent only in farming so it was very difficult for them to join hand and mouth before but these days his brothers also have job therefore it's been easy to run the house. Now he is 30 and planning to get married with a simple-minded girl who can understand him and his family.

When he passed B.Ed. then he started preparation for TSC examination and finally he recruited as a primary level English teacher since 2069, Bhadra. He is very happy with his career because his students enjoy his class and the head teacher of his school also likes his teaching strategies. He had taken TPD training three years back and try to apply as many strategies as possible in the classroom to increase the learning achievement of the students. He thinks that TPD training is supportive equipment for his teaching through which he changed teaching style from lecture method to student participation method. He had been teaching in his own way but when he got to know about TPD training

and also got the golden opportunity to be the part of it he learnt many strategies, use of materials, and how to carry action research, and so on. TPD training has made him a confident, laborious, and practical therefore he is very happy with his teaching career.

3.3 Research Tools

To accomplish the objectives of the study, I used semi-structured interview and informal conversation as the research tools to collect the data.

3.4 Sources of Data

In this study, I collected the data by using both primary and secondary sources. The respondents were the primary sources of data and the books, the articles and other documents were the secondary sources of the data.

3.5 Data Collection Procedures

Data collection is considered as the important part in the sense that without data the whole activity will become incomplete. The researchers should focus on the certain and systematic procedures while collecting data.

To accomplish the objectives of the study, I adopted the stepwise methodological procedures. Firstly, I prepared interview schedule, consent letter, and participation information form. Then I went to visit the respondents. On the first visit, the rapport building was made and the title of my research and its purpose were shared. In addition, the further date of the visit was fixed. The participants were not forced to meet to my time, but were requested for their convenient place and comfortable time so that their real stories could be explored. The consent to record the data recording was asked during the visit. None of them denied to record data which made the researcher more convenient in the recording process. During the data collection, I had to travel a long and frequently because I have to go from Kathmandu to Dhading. I distributed those above mentioned required materials to the selected

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respondents in my second visit and after getting permission, I took interview based on the questions and recorded the data at their own home. The recorded data was transcribed and I visited the field again to maintain accuracy and validity. Finally, I thanked to all the participants for their cooperation.

3.6 Data Analysis Procedures

The process of data analysis was started after the completion of data collection from the interview. The obtained data was analyzed and interpreted by using thematic analysis. Thematic analysis is a qualitative data analysis procedure where the researchers should construct a theme of the data. In this procedure, the data will be collected then the coding will be done and then similar coding should be kept in same column and one title is given. These are the process of making a theme. Therefore, thematic approach is a method which explains, analyses, and interprets the theme of the collected qualitative data.

I used simultaneous data collection and analysis procedure.After I prepared my proposal, I went to my home town Dhading to collect the data and I collected them very nicely, too. Throughout the journey of preparing this thesis, I encountered with several ideas and challenges in organizing the pile of raw data I gathered. In the beginning, I was totally confused for what to do and how to do then I talked to one of my friend,Rebacca from UK who had come to Nepal to collect the data for her thesis. She gave me some idea to analyze the collected data and suggested to go through the work of Riesman (2008) for a discussion of a thematic approach to narrative analysis. In her study, she mentioned the differences between thematic approach to narrative analysis and thematic approach to analysis in other kinds of research. She provided some considerable points regarding the analysis of data. The most considerable thought I adopted for my research was the consideration of whole story for theme building rather broken them into segments .I chose this idea because it helped me to draw out theme quite easily.

Firstly, I listened the individual's interview for the first time but it was not enough for transcribing them so I listenedthe interviews more than three times and later transcribed interviews and typed up narratives. I transcribed the audio recording interview literally in Nepali language before translated it into English language. However, I felt very difficult in transcribing the most remarkable excerpt of the interview because it was challenging, attentive and time consuming work.

Another significant aspect in my study was related with translation skill. Translation of the data from Nepali language into English then becomes the central issue for researcher because the exact and accurate representation of the meaning cannot be fully guaranteed. However, as being a translator in this study, my attempt was to provide the themes rather than exact literal meaning. After all, I went through all the data to find the general sense. The transcribed data were given to the participants so that they can verify what they have said about. Furthermore, the returned data were decoded in the necessary areas, particularly the pseudo names were given in the proper nouns and the necessary areas required to maintain anonymity and privacy in the research.

In the next step, I developed the different area as personal history, teaching life, teacher training, their experiences and role of TPD training for my comfort. On the basis of coded data, I generated the following major themes on the basis of objectives, research questions, formal and informal interview:

    i.   Perception of TPD training
    ii.   Practicality of TPD training
    iii.   Role of TPD training

I mentioned these particular themes in chapter four and major findings as chapter five. These themes were generated after analyzing and interpreting the data on the basis of narrative interview. Finally I developed a write up based on the themes and developed the experiences of TPD training that the teachers of public schools have.

3.7 Ethical Consideration

Ethical consideration is vital while conducting a research. All information collected about the individual should be kept confidential, private andanonymized. The researcher is the only person who has access to the data after the interview. The data is stored securely during the analysis process and anonymity is ensured in the write up. No names of schools, or participants are used, instead schools are given alphabets and participants identified with specific codes or numbers.

After getting approval letter from the university, I visited the selected respondents and obtain consent from the concerned authorities. Then, the participants were given participation information statement and consent form prior to take interview and I recorded data. Then the recorded data were listened and transcribed by maintaining accuracy. Pseudonyms were used to conceal identity of the participants and the institution while analyzing the data. Finally, I promised that all the recorded data will be deleted after the successful conduction of this research study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of the data is a core part of the research. I analyzed the data thematically under different headings and sub-headings.

4.1 Analysis of Data and Interpretation of Results

The data obtained from semi-structure interview and informal conversation weretranscribed and analyzed by using thematic analysis. Themes of the personal interviews dividedon the basis of research questions: teachers' experiences of TPD training, expectations of TPD training, use of different strategies/ materials and TPD as an opportunity or challenge. In this study, pseudonyms were used to conceal the identity of the participants and the institutions. 1, 2, 3, 4, and 5 were used for the participant teachers and A, B, C, D, and E was used for the schools/ institutions where the teachers have been teaching. I asked few questions and the same questions to all the participants then analyze and interpret it thematically.

I asked ten interview questions and few additional questions to obtain the data. They included the elements for teacher professional development, differences between TPD training and teacher training, expectations and satisfaction of TPD training, teaching strategies, and TPD training as a challenge or an opportunity. On the basis of the research questions and those guidelines questions, I analyzed the data thematically under the following headings and some sub-headings.

4.1.1 Perception of TPD Training

The essence of TPD in Nepal has instrumented by policy in 1971 by including professional qualifications of teachers in addition to academic qualifications. National Education System Plan (NESP) declared academic qualifications and professional qualifications for the first time in Nepal in 1971. The professional

qualifications for teachers consist of training of at least ten months. The requirements of professional qualifications remain challenging to make cent percent teachers trained for at least of ten months. National Center for Educational Development (NCED) was established in 1993 under the Ministry of Education, Nepal with a view to provide teachers professional development opportunity formally to the teachers as an in-service teacher training program. NCED was able to provide training to 98.2% of permanent teachers of community schools of Nepal by the year 2009. The successfulness in terms of implementation in the classroom is realized as challenging. NCED (2009) has mentioned that the application of training skills in the classroom is partially achieved across both teachers and schools (NCED, 2066 BS, p. 1). Then NCED has envisioned by extending the horizon of training by conducting Teachers Professional Development (TPD) program. NCED has developed policy guideline, program handbook, etc. in order to transfer TPD successfully in instructional activities.

Teacher professional development programme has been introduced in our teacher education programs to promote teachers with creative and critical ideas and skills to bring changes in their teaching. Richards and Farrell (2005, p.7), "Professional development is an ongoing self-directed and autonomous effort of teachers to acquire new knowledge and skills and continually improve them after initial training in their careers". It means TPD is continuous and self-directed effort of teachers to acquire new knowledge and skills. The teachers play active roles and their own effort helps to change themselves. TPD training has been given to the teachers to make them confident in their classroom. While interviewing the participants, they also expressed the similar view as Richards and Farrell. In this regards, the participant 2 states:

It is not easy to get TPD training because we have to leave home for 5

days in training hall. TPD training is given in resources center or

headquarter. So I went to the district headquarter to participate in it in

2072 B.S. Though my wife was angry about 5 days training far from home

at the beginning but when I explained about its importance to my career

then she became happy then I took the training. TPD training is a training

that is given to the permanent teachers of government school to develop

their professional qualification and make them more confident in their

classroom and subject matter which is really different from others

trainings.

According to this narration, TPD training is given to only permanent teachers of government school to make them qualified and confident in the classroom. TPD training is very useful and beneficial for the teachers because they meet many teachers from different schools. They talk to each other and share their classroom problems and try to solve them through discussion. If the teachers are taking TPD training seriously then it really helpful to increase the confident of teachers because TPD training suggests the teachers to be prepared with teaching materials and content before entering into the classroom. This training is different than any other training because it is demand based and it is given especially to the teachers to make them professional.

Similarly, the participant 1, participant 3 and participant 5 also define TPD training as a special training given to the permanent teachers of government school for their professional development. Furthermore, the participant 4 says, *"TPD training is a special type of training that is given to the teachers to make them qualified, skillful, and confident"*. Therefore, TPD training is very essential for teachers to be skilled, qualified and confident in both subject matter as well as techniques. Before the provision of TPD training, teachers used to take one-day training but when TPD training came into academic area then they began to get 30-days training which is very long but embraces all the factors that the teachers need.

To be more specific, perception of TPD training are categorized thematically as follows:

4.1.1.1 Nature of TPD Training

Nature of TPD training here refers to what kind of training it is and how does it provide services to the teachers. Teachers' professional development concerns the growth and development of teachers in their professional roles so that they can perform at their best. Pokhrel (2016, p. 190), "The process of making teachers competent at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development (TPD)". A professionally competent teacher is an outcome of different processes and factors. For example, a teacher's knowledge and practice have to be integrated for effective teaching. Besides this, a teacher also needs to have a drive for developing himself/herself professionally.TPD training is provided to the teachers for 30 days and that training is very useful for teachers to enhance their professional career. In this respect, Craft (1996, p. 6) says professional development 'is sometimes used to describe moving teachers forward in knowledge or skills'. Opining the similar view, the participant 1 states:

> *I was so excited when my head teacher told me to participate in TPD*
>
> *training. It was really a golden opportunity for me because I wanted to be*
>
> *trained and professional teacher. So, I went to the resource center to take*
>
> *the training. The training runs for 30 days in total and is divided into three*
>
> *phases. It provides the teachers with different strategies like; child-*
>
> *centered method, interaction technique, group work etc. TPD also guides*
>
> *them how to use teaching materials in the classroom.*

As mentioned in narration, her head teacher told her to take TPD training so she thought that it has been a golden opportunity because she really wanted to

take such an amazing training that help to guide her profession perfectly. She was so excited and happy when she heard that she is going to take TPD training. She went to the resource center the next day and took if desperately. She had many more expectations from the training however she was not happy with the training because she didn't get satisfied solutions of her problems. According to her, TPD training is divided into three phases; training cum workshop (5days), self-study exercise (3days), and instructional counseling (2days). This is altogether 30-days programme but the participants do not need to stay at the training hall for 30-days actually. They only stay there for 5-days and return back to their own school and they have tasks which they have to complete within 3 days in between 20-30 days. Similarly, at the end of 30-days, the trainer or the expert visit the schools of his/her participant teachers and observe whether or not s/he has done properly. Then the trainer/expert calls the teachers for final meeting and provides them with certificate. Though is it long and seems boring but after the successful completion of training, teachers learn many more new skills, knowledge, techniques and so on.Similarly, according to participant 2,

TPD training is a special training that is organized by the government training center which strictly determined the credit hour, certain package, and fixed time for the permanent teachers of government schools. It is really very precise programme organize by NCED for the teachers of government school to make more sensitive, serious and laborious in their profession.

The quotation above indicated that TPD training is very precise programme that has its own schedule, timing, course, package, and determined credit hour. It is fixed and completed on time. TPD is 30-days packaging programme but only 10 days are active days because TPD training is divided into three different programme. First 5-days are very active and participants are asked to

list out the problems and the trainer tries to solve that problems through discussion among participants. Then another 3-days, teachers do different research based activities like project work, case study and action research. The last 2-days the expert visit the respective teachers' schools and observe their works and provide certificate. Therefore it is really a nice and encouraging training to the teachers.

Additionally, participant 3 says, *"It is a demand based training which collects the problems of the teachers first and provides the training on the basis of it"*. Furthermore, the participant 4 and participant 5 state, *"We can also called TPD training as demand based training which collects the demand of the teachers and tries to solve the problems with discussion within the training"*.

The participants argue that it is a demand based training because before having training the teachers are asked to list out their problems regarding to teaching and the teachers also do the same and by analyzing the problems of the teachers the training is going to be lunched. The teachers get the solutions of their problems through discussion among participant teachers.

4.1.1.2 Expectations of TPD Training

Teacher Professional Development has been realized a powerful approach to implement child friendly activity based education for education in the twenty first century. It has been realized the important of expectations of teachers in TPD program to make TPD as a motivator to the teachers. The main expectations of teachers are related to delivery methods, implementation of training skills and knowledge and participatory approach of TPD. According to Pokhrel (2016, pp. 190-194),teacher professional development is defined as a process of improving both the teacher's academic standing as well as – acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom.TPD is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development

within school settings. Teacher development is an on-going process through which teachers keep growing with their own voluntary effort with certain expectations. According to Pokhrel (2016, pp. 192-193), the expectations of TPD are delivery of TPD, participant focus and friendly, use of modules and resources, observation and feedback system, innovative ideas and ICT, teaching improvement plan, and transfer of training skills. In the similar vein, the participants in my study also shared their expectation that they had before taking part in TPD training.The teachers have taken different types of training but before taking part each and every teachers do have their own expectations. In this regards, the participant 5 says that the teachers had different expectations regarding TPD training which were somehow matched during the training. He had the following expectations:

- *How to start the class*
- *How to manage the large classroom*
- *How to carry action research*
- *How to use instructional materials*
- *How to deal with heterogeneous students*
- *How to check class work and homework of the students regularly*

The expectations are the wishes of the people for something to be fulfilled (Luitel, 2004, p. 13). Here in my research expectations are the teachers' wishes to learn many more teaching techniques and strategiesto make his/her classroom better than earlier. All the participants were similar and somehow their expectations were matched and they were satisfied from the training. They were said that always the class should be started with some sort of motivated activities like reminding previous lesson, cracking jokes, singing song that must be related with lesson, guessing the lesson, asking lesson related personal question, etc. They were told that if the students are making noise and not concentrate on teaching then they have to ask the question to them and they will be silent and be active. Not only this, the trainer also said that being a teacher the most interesting thing that s/he has to do to make his/her class

effective is using different teaching materials in the classroombut the participant 1's expectations didn't match, so she was not satisfied with TPD training. In the study, among five, four participants said that they were satisfied with TPD training.

4.1.2 Practicality of TPD Training

Teachers' professional development concerns the growth and development of teachers in their professional roles so that they can perform at their best. In other words, the process of making teachers competent at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development. Professional development of a teacher is an ongoing and comprehensive process which starts with the pre-service education, trainings etc. and continues until the retirement. According to Shrestha (2013, p. 17), teachers as professional continually receive knowledge on the job because their work entails engagement in a succession of cases, problems or projects and need to consult many other teacher reference books which are the sources of teachers' knowledge in his or her professional education. Teachers accumulate knowledge from time to time from different sources. Regarding the knowledge in professional education, Wallace (1991, pp. 14-15) summarize teachers knowledge into two types. They are: received knowledge i.e. the knowledge which is gained after studying professional publications like textbooks, teacher reference books, newspaper, articles etc., and experiential knowledge i.e. the knowledge which is formed or discovered by the teachers themselves with the help of existing knowledge which enables them to modify the knowledge to fit in a particular context.

Awasthi 2011, p. 22 quotes studies like Davies et al (1984), Bhadra and Yadav (1988), Kerr (1994) to report that many Nepalese English teachers (both teaching in schools and universities) lack adequate language proficiency and necessary skills and experience. This points to the need for awareness among the teachers regarding their professional development. As we know that to

make a theory is really an easy job but to implement that theory into practice is really very tough. TPD training is given to the teachers and they are taught to use various teaching strategies into the classroom but it is not possible to implement each and every technique in the classroom. In this regards, the participant 2 states:

> *As we know that there is a vast difference between theory and practice. I have learnt various strategies and skills in TPD training and I am applying some of them in my class also but to be frank, we cannot apply each and every strategy inside the classroom due to the lack of time, large class size, and the heterogeneous students. During the training session, I thought I will apply all the techniques like; group work, child-centered method and use of teaching materials daily but it was not possible.*

From his illustration, it is clear that there is a vast difference between theory and practice. He had learn many more strategies like child-centered method, interaction method, group-work, pair-work, using different types of teaching materials, and so on in the training but it is really very difficult or impossible to apply each and every strategy in the classroom that he had learnt in TPD training. He also learnt many more strategies but he is also not able to use each and every due to lack of time or limited time and large class size.

Similarly, participant 3 argues, *"I have to say 'No' because the first reason is lack of time, second is lack of instructional materials, third is teachers are not technically qualified, fourth is the number of student is large"*. She stated that there are various reason behind the impossibility of using each and every strategy in the classroom daily. According to her, if she tried to use each and every strategy in the classroom daily then she is unable to complete the course on time. Sometimes she didn't get the instructional materials that she needed in the office and also not possible to draw them at home. Similarly, we are told

that to use internet, projector and multi-media in the classroom but maximum number of teachers are not well equipped and finally the number of students are also out of control of large so it is very difficult for the teachers to apply each and every techniques in the classroom in such environment. According to NCED (2067, p.7), the 30-days programme has been segmented into 10-days and ten days have been further segmented into three parts: Training workshop for five days, self-study exercise for three days and instructional counseling for two days. In the whole session the teachers are provided various strategies, classroom techniques, use of teaching materials, etc. but use each and every technique in the classroom is not possible according to the participant 1, participant 4 and participant 5 due to various reason viz. large class size and limited time. To be more specific, practicality of TPD training is categorized thematically as follows:

4.1.2.1 Challenges of TPD Training

Teacher professional development is believed to be more individualized and flexible than teacher training. As described by Richards and Ferrell (2005, p.23), maintaining the interest, creativity, and enthusiasm of experienced language teachers in their profession is one of the challenges faced by program coordinators, school principals, and teacher-educators. Teachers need to expand their roles and responsibilities overtime if they are to continue to find language teaching rewarding, and it is the responsibility of schools and other educational institutions to provide opportunities for teacher. To provide such opportunity to the teachers, NCED brought a new training named TPD training that is provided to the teachers of government schools to make them skilled, confident, and up-to-date. This programme is organized by NCED for 30days. TPD training is a demand based and problem solving training that talk in the favour of all the teachers. Teachers love to take TPD training because it really provides them different classroom techniques to increase learners' achievements. However, it is really challenging task for every teachers to

implement each and every techniques in the classroom. In this regards, participant 3 shares:

> *In my opinion, to apply a new discipline in teaching is a challenging task. Saying and doing are two different things. I have taken TPD training and I think it is a challenge. Challenge in this sense that we have learnt various strategies, methods, and skills in training but it is really challenging to apply in the daily classes. Getting training would be an opportunity but how many teachers are going to use the new techniques in their daily teaching is the main challenge.*

She mentioned that TPD training is a challenge because it is very difficult to implement the theory into practice in Nepal-like country due to the lack of infra-structure, budget, far from various facilities and so on. She said thatthe Nepalese teachers are facing challenges in application of various strategies in the classroom. She also faced the same. She took TPD training and also learnt many more skills, techniques, methodologies, and strategies but it is very difficult or challenging task to apply each and every techniquesin the classroom daily. Similarly, she said that the teachers are satisfied with the training and they become very encouraged from the training. They learn several classroom techniques in training and planning to apply every technique in the classroom but when they enter into the class then they cannot do whatever their trainers had told to do. Not only participant 3 all the teachers said that TPD training is a challenging job in the process of implementation but except participant 3, rest of the four participants like to address TPD training as an opportunity although it has many challenges to apply. Therefore, it is very challenging to apply each and every thing that the teachers learn in training.

4.1.2.2 TPD Training as an Opportunity

TPD training is an instrument for all the teachers for making them a professional teacher. Teacher professional development is a learning process resulting from meaningful interaction between the teachers and the professional context. Similarly,Bredeson (2002) perceives the notion of professional development to be consisting of three interdependent concepts: leaning, engagement and involvement, and defines professional development as "learning opportunities that engage educators' creative and reflective capacities in ways that strengthen their practice" (p. 663). TPD training is really a learning opportunities for the interested teachers to be trained, qualified, creative, and reflective. It is a continuous and endless process through which the teachers grow up with the span of time (Richards and Farrell, 2005, p. 3). In the course of the interview, among five, four of the participants said that TPD training is an opportunity for the teachers. In this regards, participant 1 says, *"TPD training is an opportunity for all the teachers because we are given training by the expert and s/he really have better knowledge about teaching strategies, using materials, and dealing with problems than us which we can easily implement in the classroom"*. Similarly, participant 2 narrates:

> *In my opinion, if we get new things to learn then it will certainly be an*
>
> *opportunity for all. When I heard about TPD training I was so happy that I*
>
> *am going to have specific and new training therefore I must say TPD*
>
> *training as an opportunity because it makes the teachers updated in this*
>
> *changing world by providing new teaching techniques i.e. child-centered*
>
> *method, pair work, group work, etc. similarly, TPD training provides us*
>
> *different skills to identify our students on the basis of their level, interest*
>
> *and need.*

He articulated that TPD training is an opportunity for the teachers because it was a new discipline in an academic area. He became very happy when he heard about TPD training and he is also going to participate on it. TPD training is very special training that is given to the government schools' teachers to train them confident, and laborious in their profession. From the training he learnt that only lecture method is not good for every lessons. There are hundreds methods to use in the classroom to make the learners more concentrate on subject matter but he was using only lecture method one. After training, now he is using child-centered method, interaction method, group work, pair work, etc. It only becomes possible due to TPD training where he learnt how to use teaching materials and various techniques daily in the classroom therefore he stated that TPD training is an opportunity.

According to participant 4 and participant 5, TPD training is an opportunity for all the government teachers because the private teachers didn't get the opportunity to take part in it whether they wanted to take so it is an opportunity. Although four participants shared their ideas in the favour of TPD training as an opportunity, there was one participant (participant 3) who argued TPD training as a challenge. So, four respondents stated that TPD training is always be an opportunity for the teachers because through that training, teachers become up-to-date with the changed curriculum. Being up-to-date is very important for the teachers because students are very clever and modern these days who like to check the teachers' general knowledge so the teachers are getting platform in the name of TPD training where they get favorable environment to be updated with changed curriculum and knowledge. They get various techniques, different strategies and have idea to use proper teaching materials for particular lesson.

4.1.3 Role of TPD Training in Teachers' Career

Education is regarded as a basic human right world-wide today. Deway has claimed that education stands for the development that required capacities in

individual which enable him/her to control his/her environment and fulfill his/her possibilities (Dewey, as cited in Sharma, 1976, p. 20). Another scholar has committed that the governments in the developing countries have been facing many challenges of giving different training to their teacher. Like other countries Nepal has also been continuously facing numerous difficulties in educational sector due to inefficiency and lack of commitment on the part of the educational administration (Thapa, 2003). According to UNESCO (2005), education is considered as a cornerstone in the achievement of the human rights framework; it is intimately linked with the fulfillment of other key rights such as the right to livelihood and work, the right to self-determination, and the right to freedom of thought and expression. The teacher should participate in seminars, conferences, teacher trainings, TPD trainings, etc. frequently to be professionally developed. Teacher professional development program has been introduced in our teacher education programs to promote teachers with creative and critical ideas and skills to bring changes in their teaching. In this regard, participant 2 narrates, *"TPD training should be given to the teachers to make them update on the subject matter"*. Similarly, participant 3 argues, *"This training is provided to the teachers to make them familiar with new technologies and curriculum"*.

Every teacher started their career as a novice teacher and year by year they learn more techniques to deal with the students. They take the different kinds of training like; subject-wise training, one-day training, teacher training, ten-months training, TPD training, and so on through which they become familiar with various teaching methods and techniques. They are told to use suitable teaching materials in the classroom for making their classroom more interactive and active so the teachers somehow doing the same. Teachers are taking different training and also applying those techniques in their classroom so the teachers are becoming responsible and professional in their field. In this regards, participant 4 and participant 5 state that they used to teach the student through lecture method but nowadays they have been using child-centered

method after taking TPD training. If they are using best methods in the classroom then the students also demand for the same teachers and their career becomes safe and the teachers who didn't take any kind of training and teaching in the same way that they are taught by their teachers then their career will be in danger therefore TPD training has very important role in teachers career. It protects the teachers' job, position, and respect in schools. To be more specific, role of TPD is categorized thematically as follows:

4.1.3.1 TPD Training as a Motivator

Teacher Professional Development is defined as a process of improving both the teacher's academic standing as well as –acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom. TPD is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development within school settings. Teacher development is an on-going process through which teachers keep growing with their own voluntary effort. A facilitator can help teachers realise that 'they have the potential within themselves to become better teachers through deepening their own understanding and awareness of themselves and their learners' (Head & Taylor, 1997 p. 5).

Teachers are the agent who spread the knowledge to the students on the basis of their qualification, experience, and education. Teachers won't be a professional teacher after joining teaching profession, the TPD is an approach which enables teachers to realize change and act as change agents. Teachers through TPD develop their competences. Competence is an integrated form of knowledge, skill, attitude and behaviour. The goals of TPD are termed as "equipping and enabling" (Prabhu, 1987, as cited in Wajnryb, 2002, p. 12). TPD training motivates the teachers to teach genuinely and to use suitable materials in the classroom. The certificates that the teachers get after taking

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TPD training also very helpful for teachers' promotion. In this regards, participant 1 argues:

I didn't get good trainer when I took TPD training but I listened to other teachers and also can see the changes on them in terms of their teaching and behaving with students. If we got a nice trainer and well managed programme then I knew it that the teachers would really get motivated and began to change their attitude towards their profession. Though I am not satisfied with training, I got the certificate and also came to know that the certificate of TPD training helps to get promotion in the future.

According to her narration, TPD training motivates the teachers in various way. The training suggested them to teach the learners with well manner. Similarly, the teachers learn how to use instructional materials properly in the classroom to make the learners active and concentrate. The training also provided the teachers with different skills, teaching techniques, methods and strategies to enhance the achievement of the learners.Similarly, participant4 says, *"TPD training also has certain score that is very useful for the teachers at the time of getting promotion"*. Furthermore, Participant 4 adds:

I am not only a teacher in the school but also a tutor in my village. The parents of the students requested me to run tuition classes for their children so I did. The techniques and skills I have learnt in the training is really useful in tuition classes as well. Today I can teach the learners on the basis of their need, interest and level. Similarly,TPD training really helped me to make my class more effective than before. I used to use lecture method but now I have been using child centered method and interaction method which is very effective to increase the learning

achievement of the learners. The students are also enjoying my teaching

strategies.

The quotation above indicated that TPD training encourages and motivates the teachers to drive their career slowly and smoothly. She has taken TPD training which is being very useful for her classroom teaching and tuition classes, too. She has been applying the techniques that she had learnt in the training in both tuition classes and school. She is very happy that she took TPD training and now she has been using child-centered method the most. She likes to make different and beautiful teaching materials whenever she would be free because TPD motivates her to make her classroom as interesting as possible.

Similarly, according to participant 5, TPD training motivates the teachers giving several teaching techniques. The teachers come to know various skills, strategies, and teaching techniques throughout the training. The trainers also motivate them for the use of different teaching materials and suggest teachers to apply certain method for the particular lesson. Moreover, participant 2 and participant 3 argue that TPD training motivates them to use different teaching materials in the classroom, encourage them to be more laborious and also provides multiple ways to control the classroom.

4.1.3.2 TPD Training as an Exposure

There are several models through teacher development takes place. These models serve as options for teachers. Conference plan, peer coaching, pre-conference, action research, collaborative study, groups/individual development plan and dialogue journals are the six models as options for teacher development (Dfaz-Maggioli, 2003 pp. 1-21). There are other options like participating in training, workshop, sharing ideas and making discussion in blogs, etc. Participating in a conference, seminar, talk, etc. help teachers to share idea, strengthen idea and direct for work and hence supports for TPD. In this regard, when I interviewed with participant 4 and participant 5 they told

me that TPD training provides exposure to the teachers by demonstrating how to prepare a nice and visible teaching materials for the certain lesson. It is better to prepare and make plan regarding the role and activities to be done as teacher while attending the class.

While taking training, teacher as a participant plan for discussion, demonstration of new idea in certain related problem, and the trainers or experts of TPD training will help them to come out of the problem that they have listed. This can be an alternative way for the teachers to use the techniques in classroom teaching, facilitating and encouraging the students (Harris & Sass, 2008, pp. 5-8). Furthermore, the term exposure can be defined variously according to the context. In this reference, exposure refers to the different types of techniques and skills that teachers learnt in TPD training which they can use in their teaching for particular lesson. If the teachers are not getting any kind of exposure for their teaching then they will do only whatever they used to know. They may use only lecture method and they might not use teaching materials in their classroom but the government is providing TPD training to the teachers so the teachers can discuss with each other, they can solve each other's problem through discussion, the trainers also help them to deal with different problems faced in classroom. In this regards, participant 2 states, *"TPD training really helps them to be knowledgeable, refresh and to be fitted in such a competitive world"*. Similarly, participant 3 mentions:

> *I enjoy to learn new things daily. I do not have any objection in my family about going out from home to learn something new so I took TPD training without any trouble from my family. The experts were there in a large hall and they were spreading the varieties of classroom techniques. The teachers are taught how to use different technology i.e. e-mail and internet very easily in the classroom as a teaching material. Similarly, the expert showed us how to make a large word card to teach word-meaning to the*

students and many more. Therefore, TPD training provides many

exposures to every teacher to use teaching materials, different techniques,

and strategies in the classroom to enhance the learning achievement of the

learners.

This narration stated that TPD training is an exposure to the teachers. As we know that the teachers have content knowledge but most of them are unknown about how to expose them to the students. TPD training is the best plat-form for the teachers to know about how to teach. The trainers of TPD training bring new ideas like e-mail, internet are the best site to search the solution that can be arisen in the classroom. if we search in the internet how to prepare the teaching materials for certain lesson then there will be hundreds website open for them and all the information about it is provided through TPD training so it is an exposure for the teachers.

From the conversation with five different teachers, I came to know that TPD is really very useful training for the teachers and students if the teachers will be able to use them properly in the classroom. The teachers participate in such training then they definitely can use different teaching strategies which focus on child-centered method, learner-participation method, group-work, and pair-work. Similarly,among five, four teachers seem happy with TPD training but according to participant 1, she did not get good trainer and the trainer try to solve his problem and curiosity through discussion but still he didn't get the satisfied answer during the training. But overall, the respondents are in the favour of TPD training and took it as an opportunity.

CHAPTER FIVE
FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This is the final chapter of this research study which deals with findings, conclusion, and recommendations the basis of analysis and interpretation of the data.

5.1 Findings

Narrative inquiry allowed me to describe participants' journeys and experiences from holistic perspective that captured an ongoing context. Analysis and interpretation relied on three themes: perception of TPD training, practicality of TPD training and role of TPD training. They were inductively drawn from the data to answer four research questions.

1. What sort of experiences do the teachers have from their participation in TPD training?
2. Whether or not the teachers' expectations will be fulfilled after getting TPD training?
3. Is there equal possibility to apply what the teachers have learnt in TPD training in each and every school?
4. Is TPD training an opportunity or challenge for the teachers?

To address these research questions, I conducted semi-structured interview and obtained data from the teachers having five years of teaching experiences and who had taken TPD training. The data were elicited, transcribed, analyzed, and interpreted at first and the major findings were drawn. The major findings of this study are presented on themes: perception of TPD training, practicality of TPD training and role of TPD training.

5.1.1 Perception of TPD Training

In this study, perception of teachers about TPD training is identified with the nature and expectations of TPD training. They can be pinpointed as follows:

i) It was found that all the teachers have similar types of perception of TPD training. TPD training is very essential for the teachers to enhance their teaching skills; using different strategies and using materials. All the participants said that TPD training is very essential for the enhancement of the teachers' career.

ii) It was found that four of the participants shared similar kind of definition of TPD training. It is given to the permanent teachers of government for 30 days to boost-up the immunity and make them up-to-date with the changed curriculum.

iii) Four of the participant said that TPD training is a '*demand based*' training which addresses the problem of the teachers and tries to find out the solution through discussion.

iv) TPD is a special type of training that is given to the teachers to make them qualified, skillful, and confident. It is provided to the teachers because it aims to make them able to adjust in this competitive world and make them updated towards the changed curriculum.

v) It was found that all the teachers do have their own expectations before taking part in TPD training but all the expectations are not matched during the training. Though their expectations were not matched, four of the participants are satisfied with TPD training because they also get extra skills and strategies than they have expected.

5.1.2 Practicality of TPD Training

The theory and its implementation are two different things. Some theories remain only in the writing but some possible theories are implementing and practicing in the field. Here, to identify practicality, challenges and opportunities of TPD training are studied. They can be pinpointed as follows:

i) Among five participants, four of them said that TPD training is an opportunity for the teachers because it makes the teachers updated in

this changing world. TPD training provides the teachers with different strategies, methods, and it also develops the skills to identify their students on the basis of their level, interest and need.

ii) Participant 2, participant 4 and participant 5 said that the teachers who implement and follow the techniques that they have learnt from TPD training in their classroom then they will definitely become a professional teacher.

iii) Among five, participant 3 said that TPD training is a challenge. Challenge in this sense that the teachers have learnt various strategies, methods, and skills in training but how many strategies that the teachers are going to use it in their daily teaching is the main challenge of TPD training.

5.1.3 Role of TPD Training in Teachers' Career

TPD has significant role in teachers' career. It really motivates teachers to use various techniques, strategies, instructional materials and child centered methods in the classroom. Similarly, TPD training also provides lots of exposure on 'how to teach' to the teachers through training. The roles of TPD training are identified as motivator and exposure that can be pinpointed as follows:

i) All the participant said that TPD training is a motivator for the teachers because TPD training really helped them to make class more effective than before. They used to use lecture method but now they have been using child centered method and interaction method which is very effective to increase the learning achievement of the learners.

ii) TPD training motivates the teachers to teach genuinely and to use suitable materials in the classroom. The certificates that the teachers get after taking TPD training also very helpful for teachers' promotion.

iii) Four of the participants said that the trainers also motivates them for the use of different teaching materials and suggest teachers to apply certain methods for the particular lesson.

iv) In TPD training, teachers are taught how to use different technology i.e. e-mail and internet very easily. Therefore, TPD training provides many exposures to every teacher to use teaching materials, different techniques, and strategies in the classroom to enhance the learning achievement of the learners.

v) TPD training makes a teacher professional.

5.2 Conclusions

After analysis and interpretation of data, I found that TPD is an opportunity for the teachers due to its contribution regarding teaching learning activities. To find out the teachers' experiences of TPD training on the basis of perception and practicality, I selected 5 primary level English teachers who have 5 years of teaching experiences and had taken TPD training for their professional development. The data were collected through interview and analyzed them thematically. On the basis of analysis, discussion, and interpretation of the collected data, findings were derived.

The major findings are categorized into three themes: perception of TPD training, practicality of TPD training, and role of TPD training in teachers' career. I found that TPD training is special type of training that is given only to the government schools' teachers for their professional development for 30 days. This programme is organized by NCED to boost-up the immunity of the teachers and make them up-dated with changed curriculum. TPD training is very helpful for the teachers to enhance their teaching skills; using materials, applying various techniques to increase the learning achievement of the learners, and following child centered and interactive methods in the classroom. Similarly, TPD training is a demand based training which helps the teachers to solve different classroom problems through discussion. All the

teachers have different expectations on TPD before taking part on it but their all expectations do not match during the training. Though their expectations are not fulfilled, they are satisfied with TPD training because they also get extra knowledge and skills that they have not expected before taking training. TPD training is an opportunity for the teachers because they get different skills, strategies, methods, techniques, and knowledge regarding classroom teaching and the trainers also support the teachers how to use teaching materials in the classroom to encourage the learners in their learning. Furthermore, TPD training is a motivator for the teacher which motivates them to take part in it and provides different skills. The certificate of TPD training has also a certain score which helps the teachers to get promotion in their career. Similarly, TPD training is an exposure for all the teachers that provide several skills to every teacher to use teaching materials, different techniques, and strategies in the classroom to enhance the learning achievement of the learners. Finally, this research was completed by providing recommendation at policy level, practice level, and further research in the separate headings so that it will be comprehensible for the concerned readers.

5.3 Recommendations

On the basis of the findings and the conclusions, some recommendations have been made to be applicable in:

5.3.1 Policy Related

Policy refers to plan, guidelines or arguments that justify a particular course of action or activities of a particular person, institution or a nation. On the basis of the findings of the study, the following policy level recommendations can be made.

a) TPD training is a demand based training and it tries to solve the problems of teachers but still there are some teachers whose expectations are not matched though they were satisfied with training.

Therefore, NCED can utilize this study to make TPD training better than this.

b) The teachers are very much motivated, feel comfortable and confident in the classroom and also get so many exposures from TPD training. Furthermore, the certificate of TPD training also help them to get promotion .Therefore, such policy should be made to provide incentive to those teachers who are doing great in the classroom to enhance the learning achievement of the learners.

c) The teachers are developing their professional career by the help of different training but among them TPD training is taken as the best training by four of the respondents in my study. There is only one training through which teachers feel that it helps to become the professional teacher however it's not enough. There are very limited programmes and policies to address professional development of the teacher. So, for the increasement of the professional teacher, the government should bring the new perspective and new approach to address professional development related programme.

5.3.2 Practice Related

Classroom is the practice arena of all the strategies that the teachers learnt in TPD training. The quality of education can be improved by utilizing those techniques in the classroom. The teachers should select the perfect method for different lessons. All strategies cannot be matched for all subject matter therefore the teachers should be able to choose particular technique for the particular lesson. To enhance the learners' achievement, some practice level suggestions have been made.

a) Classroom is such place where different languages and cultures come, meet and clash together. Therefore, the teachers can develop their professional career by analyzing interests, needs, and intentions of the learners in learning. It means the teachers should apply different

techniques that they have learnt in TPD training to identify the needs and interest of the learners in the classroom.

b) To be a professional means to develop linguistic, pedagogical, cultural and extracurricular knowledge related to ELT pedagogy by rigorous study. Similarly, the teacher has also taken TPD training for being professional in their career. Therefore, teachers should use different kinds of teaching materials and suitable strategies for making the learners able to understand the lesson very clearly.

c) Similarly, almost all teachers take TPD training as an opportunity but they argue that they cannot use each and every strategy in the classroom due to the lack of time, large class size, and insufficient teaching materials. So that, the school administration should take responsibility to create favourable environment for the teachers to teach the way they have learnt in training.

d) There are various strategies for making the classroom performance better than earlier. Among them self-reflection is one of the most applicable strategy for TPD. Therefore, the teachers should reflect their activities, behavior and presentation of classroom which directs them to carry out action research for the advancement of their career.

5.3.3 Further Research

In fact, no work is final and no research is complete in itself. This study was limited in exploring the teachers' experiences of TPD training in terms of perception and practicality. This research, as a narrative design, could not include large-scale sample. Therefore, here are limitations in this study in terms of its area as only on district (Dhading) was included. Further research may focus on the following areas.

a) Further researcher can investigate the attitudes of English language teachers towards TPD training in terms of implementation the theories into practice.

b) Similarly, they can research on the role of TPD training for guiding the teachers to make classroom interactive and creative.

c) Last but not the least, future researcher can investigate on expectations and challenges of TPD training in the context of Nepal.

Reflection

When I have gone through the narratives of the participants in this research, I had to reflect a lot on the different times while looking up the stories of life of teaching. As many people believe that life is a complete film which might have several intervals, so is the life of teaching. We might have watched many films in our life, but when we reflect for a while we have our own films in reality which is far better than any of the films were watched.

Research itself is a wonderful and challenging task where a researcher encountered with several topics, dilemma and obstacles while conducting research. However, I tried to do my best. Now, I have reached at the end of M.Ed thesis writing and passed the wonderful journey through while conducting this research from the day of writing. The first problem was related with topic. I had my topic changed after submission of proposal 1st draft but I didn't get helpless and began a new writing again.

I spent many days in reviewing the materials for preparing research proposal. But I was confused with what to do and how to start writing proposal. I spent more than two months for preparing research proposal. In the very beginning of writing research proposal, I only had few ideas so I studied more than five thesis and prepared a first draft. When I visited with first draft, my supervisor provided me a lot of insight on tittle, content, design, language and relevant literature review. During the visit, I felt I am still in the very beginning of writing. Then I totally changed my proposal and started to write in a new way as suggested by him. When I started to prepare another draft, I got the opportunity to learn to develop a better proposal. So, I continued to work on it.

When my proposal defended for viva again I was worried thinking on how to collect data but I was not worried about the participants because I have already made up my mind regarding who will be the respondents. I was very familiar with all theparticipants. When I met them first time, I found them being confused and dilemma. I provided them the required information about my study informally. Next day, I was provided the formal written consent letter to them for taking permission. After one week, I conducted the interview with them. I took interview in their own home as their own choice and comfort. The participants were primary level English teachers so when I went for data, all the participants wished to take interview in Nepali language than English which they were comfortable with. Then I permitted them to provide interview in Nepali language. So, it also helped me to get the actual experiences that they faced. Later on I transcribed it into Nepali and again translated into English language. It took more time for transcribing the major articulation of the interview. In my own experience what I thought was that transcribing is one of the greatest but really challenging tasks for researcher and even it was the beauty of research work.

In my research work, I focused the participants own style of sharing the stories with the guiding questions. When I visited time and again I got the opportunity to know them more than better and also got the chance for sharing my own story with them. We become close friends and began to share about family. I visited them frequently and when I completed the data collection task, I invited all five participants at my home for lunch.

When I completed my 1ˢᵗ draft of my thesis, I went to my supervisor. He provided me very constructive feedback and again I edited and finalized the thesis. When I was working on it, I felt I was in the beginning process of learning .so I hope it would help me better to conduct other research related to TPD training in upcoming days. Most importantly I can have the better image of whole thesis process what I learned through at every steps that shaped this research. Similarly, I had got the opportunity to work in the interested area and

know far better the experiences of teachers regarding TPD training. Similarly, it was my small attempt to familiarize with the ethics of narrative inquiry.

This research work entitled Teachers' Experiences of Teacher Professional Development (TPD) Training: A Narrative Inquiry not only helped me to inquire their lived experiences I rather got the opportunity to sharp myself and believed that it was the great platform for growing personally and professionally.

Appendix – I

Tribhuwan University

Central Department of English Education

Supervisor's Name

Mr. JagadishPaudel

Lecturer, University Campus

T. U., Kirtipur, Kathmandu

Teachers' Experiences of TPD Training: A Narrative Inquiry

Participation Information Statement

1. **What is the study about?**

    You are invited to take part in a research entitled "Teachers' Experiences of TPD Training: A Narrative Inquiry" which aims to explore the teachers experience of TPD training. To date, there has not been sufficient research in this area.

    Therefore, the research is an effort towards promoting English language teacher professional development by making them confident, active and strategic reader and their experience of TPD training.

2. **Who is carrying out the study?**

    The study is being carried out by Chanda Shrestha, as a basis for the degree of master of education at the university campus, Kirtipur, Kathmandu. This study will take place under the supervision of Mr. JagadishPaudel, lecturer of Tribhuwan University.

3. **How much of time will the study take?**

It will take 30 minutes to answer the questions to the researcher.

4. **Who can take part in the study?**

All the primary level English language teachers can participate in the study.

5. **What will happen to information about me that is collected during the study?**

Your information will only be used for the purpose of this stud. Your information will be stored securely and your identity will be kept strictly confidential, except as required by law. Study findings may be published but you will not be individually identifiable in these publications.

6. **Will I be told the result of these studies?**

You will get the summary of the overall findings of the study through the department.

Thank you!

Appendix – II

CONSENT FORM

Dear informant,

I would like to invite you to take part as one of the respondents in my research.

Title: Teachers' Experiences of Teacher Professional Development (TPD) Training: A Narrative Inquiry

Supervisor: Mr. JagadishPaudel

I agree to take part in this research study. I have had the project explained to me and I understand the Information Sheet. I agree to:

- Be interviewed by the researcher
- Allow the interview to be audio recorded
- Make myself available for a further interview should that be required

I understand that any information I provide is confidential, and that no information that I use will lead to the identification of any individual in the reports.

I understand that my participation is voluntary, and that I can withdraw at any stage.

Signature   :

Name   :

Date   :

Appendix – III

Semi-structured Interview Schedule (Guide)

Interview schedule is one of the important means of collecting primary data. According to Kerlinger (1978), "Interview is a face to face interpersonal role situation in which one person (the interviewer) ask a person being interviewed (the respondents) questions designed to obtain answers pertinent to the purpose of research problem." The main purpose of taking interview is to find out personal feelings, experiences, attitudes, opinions, and perception about certain events or issues.

A good interview can be conducted by the researcher, preparing guidelines of how to ask and what to ask to obtain required data and information. Good interview consists of various qualities such as: systematically, selective, purposeful, comprehensible, and comfortable. On the basis of formality and flexibility, an interview can be categorized as; structured semi-structured and unstructured interview. Structured interview is an interview in which the interviewer asks the pre-determined questions in a fixed order. Unstructured interview on the other hand refers to a type of interview in which the researcher asks the questions without pre-determined questions. It is more informal, less systematic and flexible o comparison to the structured and unstructured interview. Semi-structured interview is a combination of both structured and unstructured interview. In this interview, the researcher is free to change the order of the questions or rephrase the questions during the interview. Similarly, s/he is free to ask probing questions.

To accomplish the objectives of the study, the researcher will use semi-structured interview. It is selected in the sense that semi-structured interview is regarded as more convenient and better than structured and unstructured interview. In this type of interview, the researcher will use interview guide.

Interview guide, here, refers to a list of possible areas and topics to be discussed with the interviewee. Moreover, the researcher will construct few structured questions. On the basis of those questions, other probing questions will be asked to obtain required information.

The topic of this investigation is "Teachers' Experiences of TPD Training: A Narrative Inquiry". Through this study the researcher tries to explore the teachers' experience of TPD training. All the teachers do not have same experience of TPD training. Teacher training may vary in terms of cultures, academic subjects, and other field but it includes instructions, roles, and skills. TPD training is such type of training that is given to the permanent teachers of government schools to enhance their ability of teaching in the classroom and to develop professionally. TPD training is taken and given to the teachers for their professional development but each and every teachers are not satisfied with it. Some teachers take it as an opportunity and some other take it as a challenge. Therefore, this research is carried out to explore the teachers' experience of TPD training.

Appendix IV

Interview schedule

Introduction statement

Thank you for agreeing to take part in this research project.

The interview questionnaire has been prepared to collect information for the research work entitled, **Teachers Experiences of Teacher Professional Development (TPD) Training: A Narrative** Inquiry, under the supervision of Mr. JagadishPaudel, Lecturer, Department of English Education. The purpose of this study is to understand the experiences of teachers in teacher professional development (TPD) training in terms of its perception and practicality. This study is in collaboration with the permanent teachers of government schools of Dhading district having five years of teaching experiences and who have taken part in TPD training. It is part of my research project at the Tribhuwan University. The results of the study will be used in my dissertation project.

The interview will take between 30-40 minutes, but you have the right to withdraw at any moment. All information collected about you will be kept confidential, private and will be anonymized. The interview will be recorded using an audio device. This will allow me to go over the recoding to ensure no information is missing. The interview will now commence through asking a series of questions. Please feel free to add as much information as possible or any additional information not covered by the questions.

Field notes

District

Urban/rural

School name

Questions

Section A: General information about teacher

- Name
- Qualification
- Permanent and temporary address
- family

Years of professional experience:

- Number of years of teaching?
- Any previous experience in another school?

Teacher professional development (TPD) training:

- Where did you take?
- Was it useful/ satisfactory?

Class size:

- How many students are there in your classroom?
- How do you control them?

Section B: Interview questions

1. What do you think, what are the basic elements for teacher professional development?

2. If we talk about teacher professional development, most of the teachers share their idea about teacher training and TPD training that are the most important factors of TPD. In this regard, you are requested to tell the differences between TPD training and teacher training?

3. What is TPD training? Why does it provide to the teachers?

4. It is saying that TPD training really help the teachers to develop professionally. Do you agree with this remark?

5. If you are asked to share your expectations of TPD training before you have got it then how do you explain in your own opinion?

6. What are the differences did you get in your teaching strategies before and after having TPD training? Do you believe that TPD training certainly help to increase the learning achievement of the learners?

7. TPD training is taken by most of the teachers these days. Are they really satisfied with that training and what about you?

8. There are lots of strategies, approaches, and methods you may learn through your own teaching experiences, class observations and different kinds of trainings especially TPD training. In this reference, let me know can you apply each and every strategy in the classroom that you have learnt in TPD training?

9. If you are asked to explain TPD training as an opportunity or a challenge then what will be your opinion?

10. In your opinion, to whom do you think TPD training might be an opportunity and for whom it will be a challenge?

Closing statement

Do you have any further information you wish to share?

Thank you for answering the questions and giving up your time to participate in this project. The next step of this project is to transcribe the interviews, and the information gathered will be used to write up the results. Again, I assure confidentiality and anonymity of all data, for example schools will be coded by alphabets and participants identified by numbers.

If you have any further questions or issues regarding the project, you can contact me at: angelchands@gmail.com

Appendix V

The interview has been conducted to collect the viable insight for the research work entitled **Teachers' Experiences of Teacher Professional Development (TPD) Training: A Narrative Inquiry** under the supervision of Mr. JagadishPaudel, Lecturer, Department of English Education, T.U. Kirtipur, Nepal. I do hope the informants will corporate by providing invaluable information to accomplish my research.

Sample Interview Transcript

Name: Participant 2

School: C

Qualification: M. Ed.

Experience: 5 Years

Researcher: Namaste. Your good name, please?

Respondent: Namaste. My name is participant 2 (pseudo name).

Researcher: How are you?

Respondent: I'm fine.

Researcher: Let me introduce myself. This is ChandaShrestha from Tribhuvan

University, Kirtipur, Kathmandu. I am here to take your interview for research purpose.

Respondent: Ok.

Researcher: Could you tell me your qualification, please?

Respondent:I have completed M. Ed. in English.

Researcher: Ok! Then where do you from? I mean, your permanent and temporary address.

Respondent: Actually, I am from Salyantar but these days I am living nearby the school.I mean here in Bishaltar.

Researcher: If you don't mind, can I ask few questions about your family?

Respondent: Yes, of course.

Researcher: Are you married?

Respondent: Yah, I am married and I also have two children. Both are daughters (laugh).

Researcher: Oh! You are a lucky father who have two daughters. Am I right?

Respondent: Absolutely, I am really blessed (smile).

Researcher: Are you living with your family here or they are in Salyantar?

Respondent: No, they are with me. Actually I cannot stay here without them (being emotional).

Researcher: What about your mom-dad?

Respondent: They are in Salyantar. They don't like to come here.

Researcher: Can you tell me your years of teaching experiences?

Respondent: Sure! It's been five years.

Researcher: Do you teach any other schools except this?

Respondent: No, I have started my teaching career from this school and I am still here since five years.

Researcher: How many students are there in your classroom?

Respondent: Hmm….. Yah, 52 students.

Researcher: Have you taken TPD training?

Respondent: Yes, I do.

Researcher: Where did you take it?

Respondent: I took TPD training in Dhading-Benshi (headquarters).

Researcher: Are you satisfied with it?

Respondent: Actually, before going to the training I have listed a lot of problems. All those problems are not addressed however I am satisfied with TPD training because it provides other new teaching techniques that I have not expected.

Researcher: What are new techniques did you learn from the training?

Respondent: Well, I learnt the different ways of classroom management, how to control them and some teaching techniques.

Researcher: What is TPD for you?

Respondent: For me, TPD is a training given to the teachers for their professional development.

Researcher: What do you think, what are the basic elements for teacher professional development?

Respondent: Hmm……There might be different elements depending upon the teachers, students as well as school. Generally, it is related to profession, how we can be good in our profession. While talking about elements, our knowledge is one of the element of professional development. Similarly, proper use of materials and the different strategies also can be the elements of PD. Furthermore, different kind of trainings like TPD training, teacher training, seminars, and conferences are also very important elements for teacher professional development.

Researcher: Ok! Then you took TPD training?

Respondent: Yes, I did.

Researcher: Nice. What is TPD training then? Why does it provide to the teachers?

Respondent: Um…..TPD training is a training that is given to the permanent teachers of government school to develop their professional qualification and make them more confident in their classroom and subject matter. Uh…. This is really different from others trainings because it runs for 30 days in total and is divided into three phases. It provides the teachers with different strategies and also guides them how to use teaching materials in the classroom. TPD training should be given to the teachers to make them update on the subject matter. The teachers do have certificate of their qualification but this changing world

demands an updated and qualified teachers therefore this TPD training really helps them to be knowledgeable, refresh and to be fitted in such a competitive world.

Researcher: You said that TPD training runs for 30 days. So the teachers should stay at the training for whole 30 days?

Respondent: No, no…… (Pauses) The training is divided into three phases. First five days, we should stay at the training but the rest of days, the teachers have to do various activities according to the TPD trainer in our own school.

Researcher: Ok, then if we talk about teacher professional development, most of the teachers share their idea about teacher training and TPD training that are the most important factors of TPD. In this regard, you are requested to tell the differences between TPD training and teacher training?

Respondent: Mm-hmm…….all trainings are different in terms of their nature. Among them TPD training is a special training that is organized by the government training center which strictly determined the credit hour, certain package, and fixed time for the permanent teachers of government schools. It is a nice training that tries to help the teachers in solving the various problems that they are facing in the classroom. The participant teachers are asked to list out the problems and tries to find out the solutions through discussion in TPD training but in the case of other training, the teachers hardly get chance to speak and have discussion on certain subject matter and in some training the trainer only talk. The subject matter is discussed in detail in TPD training but only the general knowledge is provided in other training.

Researcher: It's all right (paused sometimes). It is saying that TPD training really help the teachers to develop professionally. Do you agree with this remark?

Respondent: Yes, of course TPD training definitely help the teachers to develop professionally if the training is run within its planning, nature, rules

and regulations. Sometimes the participant teachers also neglect the training and they don't participate in full phase training. If the training contains 5 days then the teachers participate only for 3 days so such teachers definitely cannot be developed professionally.

Researcher: Fine, let's talk about your expectations. If you are asked to share your expectations of TPD training before you have got it then how do you explain in your own opinion?

Respondent: Mmm……we can also called TPD training as demand based training (pauses) which collects the demand of the teachers and tries to solve the problems with discussion within the training. I have different expectations regarding TPD training which were matched during the training and I also get lots of exposure throughout the training that really helping me to run my class smoothly. I have the following expectations:

- How to start the class
- How to manage the large classroom
- How to carry action research
- How to use instructional materials

Researcher: Okay, now what are the differences did you get in your teaching strategies before and after having TPD training? Do you believe that TPD training certainly help to increase the learning achievement of the learners?

Respondent: Certainly, TPD training provides me different guidelines how I can began my class, use teaching materials, and apply different teaching strategies to make my classroom more effective. My teaching strategies is little bit different than before which the learners are enjoying with. For example, uh… I used to use lecture method but now I have been using child centered and interaction method that makes my students more interactive and creative so TPD training certainly help to increase the learning achievement of the learners.

Researcher: Well….. TPD training is taken by most of the teachers these days. Are they really satisfied with that training and what about you?

Respondent: I really don't know about other people but I am satisfied with it because it developed my skills to identify the need and interest of the learners.

Researcher: Why do you satisfied with training?

Respondent: I am satisfied with TPD training because it fulfills almost all the expectations and provides me many guidelines to run a perfect class. TPD training taught me how to begin the class, how to carry action research, how to manage the class, how to use teaching materials, how to use various teaching techniques for the particular topic and so on so I am very satisfied with it.

Researcher: Now few questions are remaining (laugh). There are lots of strategies, approaches, and methods you may learn through your own teaching experiences, class observations and different kinds of trainings especially TPD training. In this reference, let me know can you apply each and every strategy in the classroom that you have learnt in TPD training?

Respondent: As we know that there is vast differences between theory and practice. I have learnt various strategies and skills in TPD training and I am applying some of them in my class also but to be frank, we cannot apply each and every strategies inside the classroom due to the lack of time, large class size, and the heterogeneous students.

Researcher: It might be the second last (laugh). If you are asked to explain TPD training as an opportunity or a challenge then what will be your opinion?

Respondent: In my opinion, I must say TPD training as an opportunity because it make the teachers updated in this changing world. TPD training provides us different strategies, methods, and it also develops our skills to identify our students on the basis of their level, interest and need.

Researcher: The final one. In your opinion, to whom do you think TPD training might be an opportunity and for whom it will be a challenge?

Respondent: Those who really wanted to be updated and want to learn different strategies, methods, and skill to make them as a confident and professional teacher in future definitely take it as an opportunity and those who are rigid, lazy and satisfied whatever s/he have in present day might be taken TPD training as a challenge.

Researcher: Ummm…….. Now done! I asked all the questions but if you want to add something that I have missed then you can say without hesitation.

Respondent: Uh-umm……… no, I do not have any question.

Researcher: Thank you so much to co-operate with me. I am grateful to you but I will again meet you if I need any more information to accomplish my research.

Respondent: Sure. Call me before you came.

Researcher: Ok! Thank you.

Respondent: Welcome.

Thank you for your cooperation

Appendix VI
Participants' Profile

Participant 1

Participant 1 is the inhabitant of Charaundi. She is 28 and married woman who has a four years old daughter. Her husband has been working in a rafting company and every year her husband goes to Japan for six months to work there. She is living with her in-laws so sometimes she has to face few family problems but her husband solves all the problems that arises at home. Her husband is very supportive and helps her in kitchen whenever he stays at home. She is very happy with her married life. Her brother is in Portugal where he got married with a foreigner and settled there. She completed B.Ed. with first division and her teachers suggested her to take the exam of Teacher Service Commission (TSC) so she participated in the exam and her name appeared in the list. She finally got permanent job and it's been five years that she is working as a permanent primary level English teacher at government school. Her teaching career is being successful and easy with the help of her husband. In the five years period, she took different training and TPD training, too. She learnt many things in different training but she said that she did not get new skills in TPD training. She has many expectations but TPD training could not fulfill that expectation so she was not satisfied with it. Though it did not satisfy her but she explains that TPD training is an opportunity if we, teachers get expert as our trainer.

Participant 2

Participant 2 was born in Salyantar, Dhading. He is the only son of his parents. There were three children actually but his two sisters were died in their early ages due to pneumonia. So he is only son remaining in his family. He completed M.Ed. from Tribhuvan University, Kirtipur and started to teach in private school for one year then he got married. His wife suggested him to participate in TSC examination and so he did. Now it's been four years he has

been teaching in government school as a permanent primary level English teacher. He has two daughters but he is not going to plan for son because they are happy with their daughters. His parents live in Salyantar (village) but he, his wife and daughters live in Bishaltar, Dhading because his school is in Bishaltar. He is very grateful towards his wife because she is the one who advices him to be the part of TSC and today he is doing good in his career.

In four years' time, he got many trainings in the resource centers and district headquarters. Among them TPD training is the most interesting training that he ever got in his life. He is very thankful to the organizer of TPD training because he is satisfied with his career due to the training that NCED provided to him. TPD training has really been beneficial for him to change teaching methods and to control the large classroom. It teaches him how to carry action research to solve the classroom problems and how to use various teaching materials inside the classroom to make the students able to get the idea clearly. It is an opportunity to participate in TPD training because it has made him a confident and professional teacher.

Participant 3

Participant 3 is 27 years old lady from Malekhu, Dhading. She is married and living with in-laws who are not understanding and supportive. There are eight members in the family and she is the one who has to prepare breakfast, lunch and dinner. She feels difficult to maintain home and school properly. They did not support to develop her professional career. As a teacher, she needs some preparation before going to school but no one care about her problems rather they order tea, breakfast and all the things from their room and she has to serve everything to them. Therefore, she left home before half an hour and prepare everything she needs on the way to school. She has no children yet even though they want to have one. The problem is in her husband so he is taking medicine. She is not happy with her married life.

She is a teacher in government school, Malekhu. She has been teaching in government school since 2069 as a primary level English teacher. From the

young age, she wanted to be a teacher and her dream comes true. She is a teacher and the head teacher asks her to take subject-wise training but due to family problem she could not take many more trainings but she has taken TPD training last year which is really helpful for her teaching career. She is satisfied with TPD training because she learnt many strategies, techniques, methods in that training. She used to use lecture method but these days she has been using child- centered method. She argues that TPD training is a challenge for the teachers in the process of implementation. She has learnt many strategies in the training but to apply each and every strategies in the classroom is really challenging due to large class and limited time.

Participant 4

Participant 4 is an unmarried girl of 27. She is from Hugdikhola, Dhading. She is living with her family. She has two elder brothers and one younger sister. Her two brothers had already got married but she is focusing in her career without getting married though the family is forcing her for marry. She has been teaching in a government school as a primary level English teacher for five years. She completed B.Ed. from the community college which is 20mins far by bus from her house. After completion of SLC she wanted to study Management but her elder brother insisted her to study Major English so she accepted the decision of her brother and started her journey towards Education. Now, she feels proud that she accepted her brother's decision and became a teacher in government school. She loves students and specially, children therefore she is enjoying her career. Her mother suggested her to take part in TSC examination so she is very grateful towards her mom. She is planning for Master's degree also.

For the professional development, she has taken several trainings in resource centers and headquarters. She is unmarried and her family also supports her so she didn't miss any of the training that organized in district, schools, resource centers, etc. she has taken both the trainings given by government and the private institutions. Among them the best training that she took from

government is TPD training in 2073 B.S. The training was in district headquarters and that really helps to improve her teaching strategies and using materials in the classroom. She learnt how to carry action research to solve the problems that arises in the classroom unknowingly. She had learnt many techniques from TPD training so she says that TPD training is an opportunity for the teachers.

Participant 5

Participant 5 was born in Majhimtar, Dhading. He is the first son of his family so he had to work at the age of 18. He had two younger brothers and a sister but his parents were unable to provide higher education to their four children by their own so they told him to do a job to educate his siblings. Therefore, after the completion of class 12 he started a job at finance as a collection boy. He struggled a lot to educate his brothers and sisters. His parents didn't have any job and they were dependent only in farming so it was very difficult for them to join hand and mouth before but these days his brothers also have job therefore it's been easy to run the house. Now he is 30 and planning to get married with a simple-minded girl who can understand him and his family. When he passed B.Ed. then he started preparation for TSC examination and finally he recruited as a primary level English teacher since 2069, Bhadra. He is very happy with his career because his students enjoy his class and the head teacher of his school also likes his teaching strategies. He had taken TPD training three years back and try to apply as many strategies as possible in the classroom to increase the learning achievement of the students. He thinks that TPD training is supportive equipment for his teaching through which he changed teaching style from lecture method to student participation method. He had been teaching in his own way but when he got to know about TPD training and also got the golden opportunity to be the part of it he learnt many strategies, use of materials, and how to carry action research, and so on. TPD training has made him a confident, laborious, and practical therefore he is very happy with his teaching career.

Appendix – I

Tribhuwan University

Central Department of English Education

Supervisor's Name

Mr. JagadishPaudel

Lecturer, University Campus

T. U., Kirtipur, Kathmandu

Teachers' Experiences of TPD Training: A Narrative Inquiry

Participation Information Statement

7. **What is the study about?**

   You are invited to take part in a research entitled "Teachers' Experiences of TPD Training: A Narrative Inquiry" which aims to explore the teachers experience of TPD training. To date, there has not been sufficient research in this area.

   Therefore, the research is an effort towards promoting English language teacher professional development by making them confident, active and strategic reader and their experience of TPD training.

8. **Who is carrying out the study?**

   The study is being carried out by Chanda Shrestha, as a basis for the degree of master of education at the university campus, Kirtipur, Kathmandu. This study will take place under the supervision of Mr. JagadishPaudel, lecturer of Tribhuwan University.

9. **How much of time will the study take?**

   It will take 30 minutes to answer the questions to the researcher.

10. **Who can take part in the study?**

   All the primary level English language teachers can participate in the study.

11. **What will happen to information about me that is collected during the study?**

   Your information will only be used for the purpose of this stud. Your information will be stored securely and your identity will be kept strictly confidential, except as required by law. Study findings may be published but you will not be individually identifiable in these publications.

12. **Will I be told the result of these studies?**

   You will get the summary of the overall findings of the study through the department.

Thank you!

Appendix – II

CONSENT FORM

Dear informant,

I would like to invite you to take part as one of the respondents in my research.

Title: Teachers' Experiences of Teacher Professional Development (TPD) Training: A Narrative Inquiry

Supervisor: Mr. JagadishPaudel

I agree to take part in this research study. I have had the project explained to me and I understand the Information Sheet. I agree to:

- Be interviewed by the researcher
- Allow the interview to be audio recorded
- Make myself available for a further interview should that be required

I understand that any information I provide is confidential, and that no information that I use will lead to the identification of any individual in the reports.

I understand that my participation is voluntary, and that I can withdraw at any stage.

Signature   :

Name   :

Date   :

Appendix – III

Semi-structured Interview Schedule (Guide)

Interview schedule is one of the important means of collecting primary data. According to Kerlinger (1978), "Interview is a face to face interpersonal role situation in which one person (the interviewer) ask a person being interviewed (the respondents) questions designed to obtain answers pertinent to the purpose of research problem." The main purpose of taking interview is to find out personal feelings, experiences, attitudes, opinions, and perception about certain events or issues.

A good interview can be conducted by the researcher, preparing guidelines of how to ask and what to ask to obtain required data and information. Good interview consists of various qualities such as: systematically, selective, purposeful, comprehensible, and comfortable. On the basis of formality and flexibility, an interview can be categorized as; structured semi-structured and unstructured interview. Structured interview is an interview in which the interviewer asks the pre-determined questions in a fixed order. Unstructured interview on the other hand refers to a type of interview in which the researcher asks the questions without pre-determined questions. It is more informal, less systematic and flexible o comparison to the structured and unstructured interview. Semi-structured interview is a combination of both structured and unstructured interview. In this interview, the researcher is free to change the order of the questions or rephrase the questions during the interview. Similarly, s/he is free to ask probing questions.

To accomplish the objectives of the study, the researcher will use semi-structured interview. It is selected in the sense that semi-structured interview is regarded as more convenient and better than structured and unstructured interview. In this type of interview, the researcher will use interview guide.

Interview guide, here, refers to a list of possible areas and topics to be discussed with the interviewee. Moreover, the researcher will construct few structured questions. On the basis of those questions, other probing questions will be asked to obtain required information.

The topic of this investigation is "Teachers' Experiences of TPD Training: A Narrative Inquiry". Through this study the researcher tries to explore the teachers' experience of TPD training. All the teachers do not have same experience of TPD training. Teacher training may vary in terms of cultures, academic subjects, and other field but it includes instructions, roles, and skills. TPD training is such type of training that is given to the permanent teachers of government schools to enhance their ability of teaching in the classroom and to develop professionally. TPD training is taken and given to the teachers for their professional development but each and every teachers are not satisfied with it. Some teachers take it as an opportunity and some other take it as a challenge. Therefore, this research is carried out to explore the teachers' experience of TPD training.

Appendix IV

Interview schedule

Introduction statement

Thank you for agreeing to take part in this research project.

The interview questionnaire has been prepared to collect information for the research work entitled, **Teachers Experiences of Teacher Professional Development (TPD) Training: A Narrative** Inquiry, under the supervision of Mr. JagadishPaudel, Lecturer, Department of English Education. The purpose of this study is to understand the experiences of teachers in teacher professional development (TPD) training in terms of its perception and practicality. This study is in collaboration with the permanent teachers of government schools of Dhading district having five years of teaching experiences and who have taken part in TPD training. It is part of my research project at the Tribhuwan University. The results of the study will be used in my dissertation project.

The interview will take between 30-40 minutes, but you have the right to withdraw at any moment. All information collected about you will be kept confidential, private and will be anonymized. The interview will be recorded using an audio device. This will allow me to go over the recoding to ensure no information is missing. The interview will now commence through asking a series of questions. Please feel free to add as much information as possible or any additional information not covered by the questions.

Field notes

District

Urban/rural

School name

Questions

Section A: General information about teacher

- Name
- Qualification
- Permanent and temporary address
- family

Years of professional experience:

- Number of years of teaching?
- Any previous experience in another school?

Teacher professional development (TPD) training:

- Where did you take?
- Was it useful/ satisfactory?

Class size:

- How many students are there in your classroom?
- How do you control them?

Section B: Interview questions

11. What do you think, what are the basic elements for teacher professional development?

12. If we talk about teacher professional development, most of the teachers share their idea about teacher training and TPD training that are the most important factors of TPD. In this regard, you are requested to tell the differences between TPD training and teacher training?

13. What is TPD training? Why does it provide to the teachers?

14. It is saying that TPD training really help the teachers to develop professionally. Do you agree with this remark?

15. If you are asked to share your expectations of TPD training before you have got it then how do you explain in your own opinion?

16. What are the differences did you get in your teaching strategies before and after having TPD training? Do you believe that TPD training certainly help to increase the learning achievement of the learners?

17. TPD training is taken by most of the teachers these days. Are they really satisfied with that training and what about you?

18. There are lots of strategies, approaches, and methods you may learn through your own teaching experiences, class observations and different kinds of trainings especially TPD training. In this reference, let me know can you apply each and every strategy in the classroom that you have learnt in TPD training?

19. If you are asked to explain TPD training as an opportunity or a challenge then what will be your opinion?

20. In your opinion, to whom do you think TPD training might be an opportunity and for whom it will be a challenge?

Closing statement

Do you have any further information you wish to share?

Thank you for answering the questions and giving up your time to participate in this project. The next step of this project is to transcribe the interviews, and the information gathered will be used to write up the results. Again, I assure confidentiality and anonymity of all data, for example schools will be coded by alphabets and participants identified by numbers.

If you have any further questions or issues regarding the project, you can contact me at: angelchands@gmail.com

Appendix V

The interview has been conducted to collect the viable insight for the research work entitled **Teachers' Experiences of Teacher Professional Development (TPD) Training: A Narrative Inquiry** under the supervision of Mr. JagadishPaudel, Lecturer, Department of English Education, T.U. Kirtipur, Nepal. I do hope the informants will corporate by providing invaluable information to accomplish my research.

Sample Interview Transcript

Name: Participant 2

School: C

Qualification: M. Ed.

Experience: 5 Years

Researcher: Namaste. Your good name, please?

Respondent: Namaste. My name is participant 2 (pseudo name).

Researcher: How are you?

Respondent: I'm fine.

Researcher: Let me introduce myself. This is ChandaShrestha from Tribhuvan

University, Kirtipur, Kathmandu. I am here to take your interview for research purpose.

Respondent: Ok.

Researcher: Could you tell me your qualification, please?

Respondent:I have completed M. Ed. in English.

Researcher: Ok! Then where do you from? I mean, your permanent and temporary address.

Respondent: Actually, I am from Salyantar but these days I am living nearby the school.I mean here in Bishaltar.

Researcher: If you don't mind, can I ask few questions about your family?

Respondent: Yes, of course.

Researcher: Are you married?

Respondent: Yah, I am married and I also have two children. Both are daughters (laugh).

Researcher: Oh! You are a lucky father who have two daughters. Am I right?

Respondent: Absolutely, I am really blessed (smile).

Researcher: Are you living with your family here or they are in Salyantar?

Respondent: No, they are with me. Actually I cannot stay here without them (being emotional).

Researcher: What about your mom-dad?

Respondent: They are in Salyantar. They don't like to come here.

Researcher: Can you tell me your years of teaching experiences?

Respondent: Sure! It's been five years.

Researcher: Do you teach any other schools except this?

Respondent: No, I have started my teaching career from this school and I am still here since five years.

Researcher: How many students are there in your classroom?

Respondent: Hmm….. Yah, 52 students.

Researcher: Have you taken TPD training?

Respondent: Yes, I do.

Researcher: Where did you take it?

Respondent: I took TPD training in Dhading-Benshi (headquarters).

Researcher: Are you satisfied with it?

Respondent: Actually, before going to the training I have listed a lot of problems. All those problems are not addressed however I am satisfied with TPD training because it provides other new teaching techniques that I have not expected.

Researcher: What are new techniques did you learn from the training?

Respondent: Well, I learnt the different ways of classroom management, how to control them and some teaching techniques.

Researcher: What is TPD for you?

Respondent: For me, TPD is a training given to the teachers for their professional development.

Researcher: What do you think, what are the basic elements for teacher professional development?

Respondent: Hmm……There might be different elements depending upon the teachers, students as well as school. Generally, it is related to profession, how we can be good in our profession. While talking about elements, our knowledge is one of the element of professional development. Similarly, proper use of materials and the different strategies also can be the elements of PD. Furthermore, different kind of trainings like TPD training, teacher training, seminars, and conferences are also very important elements for teacher professional development.

Researcher: Ok! Then you took TPD training?

Respondent: Yes, I did.

Researcher: Nice. What is TPD training then? Why does it provide to the teachers?

Respondent: Um…..TPD training is a training that is given to the permanent teachers of government school to develop their professional qualification and make them more confident in their classroom and subject matter. Uh…. This is really different from others trainings because it runs for 30 days in total and is divided into three phases. It provides the teachers with different strategies and also guides them how to use teaching materials in the classroom. TPD training should be given to the teachers to make them update on the subject matter. The teachers do have certificate of their qualification but this changing world

demands an updated and qualified teachers therefore this TPD training really helps them to be knowledgeable, refresh and to be fitted in such a competitive world.

Researcher: You said that TPD training runs for 30 days. So the teachers should stay at the training for whole 30 days?

Respondent: No, no…… (Pauses) The training is divided into three phases. First five days, we should stay at the training but the rest of days, the teachers have to do various activities according to the TPD trainer in our own school.

Researcher: Ok, then if we talk about teacher professional development, most of the teachers share their idea about teacher training and TPD training that are the most important factors of TPD. In this regard, you are requested to tell the differences between TPD training and teacher training?

Respondent: Mm-hmm…….all trainings are different in terms of their nature. Among them TPD training is a special training that is organized by the government training center which strictly determined the credit hour, certain package, and fixed time for the permanent teachers of government schools. It is a nice training that tries to help the teachers in solving the various problems that they are facing in the classroom. The participant teachers are asked to list out the problems and tries to find out the solutions through discussion in TPD training but in the case of other training, the teachers hardly get chance to speak and have discussion on certain subject matter and in some training the trainer only talk. The subject matter is discussed in detail in TPD training but only the general knowledge is provided in other training.

Researcher: It's all right (paused sometimes). It is saying that TPD training really help the teachers to develop professionally. Do you agree with this remark?

Respondent: Yes, of course TPD training definitely help the teachers to develop professionally if the training is run within its planning, nature, rules

and regulations. Sometimes the participant teachers also neglect the training and they don't participate in full phase training. If the training contains 5 days then the teachers participate only for 3 days so such teachers definitely cannot be developed professionally.

Researcher: Fine, let's talk about your expectations. If you are asked to share your expectations of TPD training before you have got it then how do you explain in your own opinion?

Respondent: Mmm……we can also called TPD training as demand based training (pauses) which collects the demand of the teachers and tries to solve the problems with discussion within the training. I have different expectations regarding TPD training which were matched during the training and I also get lots of exposure throughout the training that really helping me to run my class smoothly. I have the following expectations:

- How to start the class
- How to manage the large classroom
- How to carry action research
- How to use instructional materials

Researcher: Okay, now what are the differences did you get in your teaching strategies before and after having TPD training? Do you believe that TPD training certainly help to increase the learning achievement of the learners?

Respondent: Certainly, TPD training provides me different guidelines how I can began my class, use teaching materials, and apply different teaching strategies to make my classroom more effective. My teaching strategies is little bit different than before which the learners are enjoying with. For example, uh… I used to use lecture method but now I have been using child centered and interaction method that makes my students more interactive and creative so TPD training certainly help to increase the learning achievement of the learners.

Researcher: Well….. TPD training is taken by most of the teachers these days. Are they really satisfied with that training and what about you?

Respondent: I really don't know about other people but I am satisfied with it because it developed my skills to identify the need and interest of the learners.

Researcher: Why do you satisfied with training?

Respondent: I am satisfied with TPD training because it fulfills almost all the expectations and provides me many guidelines to run a perfect class. TPD training taught me how to begin the class, how to carry action research, how to manage the class, how to use teaching materials, how to use various teaching techniques for the particular topic and so on so I am very satisfied with it.

Researcher: Now few questions are remaining (laugh). There are lots of strategies, approaches, and methods you may learn through your own teaching experiences, class observations and different kinds of trainings especially TPD training. In this reference, let me know can you apply each and every strategy in the classroom that you have learnt in TPD training?

Respondent: As we know that there is vast differences between theory and practice. I have learnt various strategies and skills in TPD training and I am applying some of them in my class also but to be frank, we cannot apply each and every strategies inside the classroom due to the lack of time, large class size, and the heterogeneous students.

Researcher: It might be the second last (laugh). If you are asked to explain TPD training as an opportunity or a challenge then what will be your opinion?

Respondent: In my opinion, I must say TPD training as an opportunity because it make the teachers updated in this changing world. TPD training provides us different strategies, methods, and it also develops our skills to identify our students on the basis of their level, interest and need.

Researcher: The final one.In your opinion, to whom do you think TPD training might be an opportunity and for whom it will be a challenge?

Respondent: Those who really wanted to be updated and want to learn different strategies, methods, and skill to make them as a confident and professional teacher in future definitely take it as an opportunity and those who are rigid, lazy and satisfied whatever s/he have in present day might be taken TPD training as a challenge.

Researcher: Ummm…….. Now done! I asked all the questions but if you want to add something that I have missed then you can say without hesitation.

Respondent: Uh-umm……… no, I do not have any question.

Researcher: Thank you so much to co-operate with me. I am grateful to you but I will again meet you if I need any more information to accomplish my research.

Respondent: Sure. Call me before you came.

Researcher: Ok! Thank you.

Respondent: Welcome.

Thank you for your cooperation

Appendix VI
Participants' Profile

Participant 1

Participant 1 is the inhabitant of Charaundi. She is 28 and married woman who has a four years old daughter. Her husband has been working in a rafting company and every year her husband goes to Japan for six months to work there. She is living with her in-laws so sometimes she has to face few family problems but her husband solves all the problems that arises at home. Her husband is very supportive and helps her in kitchen whenever he stays at home. She is very happy with her married life. Her brother is in Portugal where he got married with a foreigner and settled there. She completed B.Ed. with first division and her teachers suggested her to take the exam of Teacher Service Commission (TSC) so she participated in the exam and her name appeared in the list. She finally got permanent job and it's been five years that she is working as a permanent primary level English teacher at government school. Her teaching career is being successful and easy with the help of her husband. In the five years period, she took different training and TPD training, too. She learnt many things in different training but she said that she did not get new skills in TPD training. She has many expectations but TPD training could not fulfill that expectation so she was not satisfied with it. Though it did not satisfy her but she explains that TPD training is an opportunity if we, teachers get expert as our trainer.

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Participant 3

Participant 3 is 27 years old lady from Malekhu, Dhading. She is married and living with in-laws who are not understanding and supportive. There are eight members in the family and she is the one who has to prepare breakfast, lunch and dinner. She feels difficult to maintain home and school properly. They did not support to develop her professional career. As a teacher, she needs some preparation before going to school but no one care about her problems rather they order tea, breakfast and all the things from their room and she has to serve everything to them. Therefore, she left home before half an hour and prepare everything she needs on the way to school. She has no children yet even though they want to have one. The problem is in her husband so he is taking medicine. She is not happy with her married life.

She is a teacher in government school, Malekhu. She has been teaching in government school since 2069 as a primary level English teacher. From the

young age, she wanted to be a teacher and her dream comes true. She is a teacher and the head teacher asks her to take subject-wise training but due to family problem she could not take many more trainings but she has taken TPD training last year which is really helpful for her teaching career. She is satisfied with TPD training because she learnt many strategies, techniques, methods in that training. She used to use lecture method but these days she has been using child- centered method. She argues that TPD training is a challenge for the teachers in the process of implementation. She has learnt many strategies in the training but to apply each and every strategies in the classroom is really challenging due to large class and limited time.

Participant 4

Participant 4 is an unmarried girl of 27. She is from Hugdikhola, Dhading. She is living with her family. She has two elder brothers and one younger sister. Her two brothers had already got married but she is focusing in her career without getting married though the family is forcing her for marry. She has been teaching in a government school as a primary level English teacher for five years. She completed B.Ed. from the community college which is 20mins far by bus from her house. After completion of SLC she wanted to study Management but her elder brother insisted her to study Major English so she accepted the decision of her brother and started her journey towards Education. Now, she feels proud that she accepted her brother's decision and became a teacher in government school. She loves students and specially, children therefore she is enjoying her career. Her mother suggested her to take part in TSC examination so she is very grateful towards her mom. She is planning for Master's degree also.

For the professional development, she has taken several trainings in resource centers and headquarters. She is unmarried and her family also supports her so she didn't miss any of the training that organized in district, schools, resource centers, etc. she has taken both the trainings given by government and the private institutions. Among them the best training that she took from

government is TPD training in 2073 B.S. The training was in district headquarters and that really helps to improve her teaching strategies and using materials in the classroom. She learnt how to carry action research to solve the problems that arises in the classroom unknowingly. She had learnt many techniques from TPD training so she says that TPD training is an opportunity for the teachers.

Participant 5

Participant 5 was born in Majhimtar, Dhading. He is the first son of his family so he had to work at the age of 18. He had two younger brothers and a sister but his parents were unable to provide higher education to their four children by their own so they told him to do a job to educate his siblings. Therefore, after the completion of class 12 he started a job at finance as a collection boy. He struggled a lot to educate his brothers and sisters. His parents didn't have any job and they were dependent only in farming so it was very difficult for them to join hand and mouth before but these days his brothers also have job therefore it's been easy to run the house. Now he is 30 and planning to get married with a simple-minded girl who can understand him and his family. When he passed B.Ed. then he started preparation for TSC examination and finally he recruited as a primary level English teacher since 2069, Bhadra. He is very happy with his career because his students enjoy his class and the head teacher of his school also likes his teaching strategies. He had taken TPD training three years back and try to apply as many strategies as possible in the classroom to increase the learning achievement of the students. He thinks that TPD training is supportive equipment for his teaching through which he changed teaching style from lecture method to student participation method. He had been teaching in his own way but when he got to know about TPD training and also got the golden opportunity to be the part of it he learnt many strategies, use of materials, and how to carry action research, and so on. TPD training has made him a confident, laborious, and practical therefore he is very happy with his teaching career.

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