

**Attitudes and Practices of Teachers towards the Use of ICT for their
Professional Development**

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

**Submitted by
Saraswati Khatri**

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

2022

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2022**

**T.U Regd. No.: 9-2-379-68-2012
Fourth Semester Examination
Roll No.: 7328172/073**

**Date of Approval of Thesis
Proposal: 26/02/2021
Date of Submission: 16/06/2022**

Recommendation for Acceptance

This is to certify that Ms. Saraswati Khatri has prepared the thesis entitled **Attitudes and Practices of Teachers towards the Use of ICT for their Professional Development** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 16/06/2022

.....

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

Recommendation for Evaluation

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

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Purna Bahadur Kandel

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 26/02/2021

Evaluation and Approval

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

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Ram Ekwal Singh

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 11/ 07/2022

Declaration

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

Date: 15/06/2022

.....

Saraswati Khatri

Dedication

Dedicated

To

Respected, loving and caring persons of my life

*My teachers, parents, Sandesh Budhathoki (husband), family members who made me
what I am today.*

Acknowledgements

I would like to express my deepest gratitude to my teacher and thesis supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U., Kritipur Kathmandu, for his invaluable guidance for the successful complementation of thesis. This research would have been impossible without his constructive suggestion, corrective feedback and cooperation in completing this research work. Education for his productive suggestion and provided me with an opportunity to conduct this research study.

I am grateful to express my gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education. I would also like to express my sincere gratitude to **Dr. Ram Ekwel Singh**, Reader and **Dr. Purna Bahadur Kadel**, Reader for providing me valuable comments and suggestions while conducting the viva of the of this research.

I extend my sincere gratitude to **Prof. Dr. Tara Datta Bhatta**, **Prof. Dr. Bal Mukunda Bhandari**, **Prof. Dr. Ram Ekwel Singh**, **Mr. Bhim Bahadur Wasti**, **Dr. Prem Bahadur Phyak**, **Ms. Madhu Neupane**, **Ms. Saraswati Dawadi**, **Ms. Hima Rawal**, **Mr. Jagadish Paudel**, **Mr. Laxmi Prasad Ojha**, **Mr. Khem Raj Joshi**, **Mr. Ashok Sapkota**, **Mr. Guru Prasad Poudel**, for their constructive suggestions and inspiration.

Similarly, I am grateful to all the English teachers and students of different secondary level schools of the Triyuga Municipality, Udayapur for their valuable responses and supports.

I am thankful to all my teachers and the staff members of department of English Education, university Campus for their direct and indirect academic support to complete this study. And I would also like to express dearest gratitude to my colleagues: **Januka Karki**, **Sarala Limbu**, **Praweshika Majhi** for their support and motivation. I like to express my love and acknowledge to my husband **Sandesh Budhathoki** for his invaluable support and encouragement during my study.

Saraswati Khatri

Abstract

This study entitled **Attitudes and Practices of Teachers towards the Use of ICT for their Professional Development**. The main objectives of this research study were to identify and analyze the attitudes and practices of the secondary level English teachers towards the use of ICT as a resource for their professional development and to suggest some pedagogical implications. This study was based on survey research design. The population of this study was all the teachers teaching to the secondary level students. Sample consisted of only forty one secondary level teachers working in Triyuga Municipality of Udayapur. Questionnaire and observation are data collection tools and techniques. The research showed that majority of the respondents attended online conferences. They presented their views that positive attitude towards technology and Internet is necessary for teachers' professional development and ICT based resources are helpful for confident development. Most of the respondents have gone through the sites i.e. jstor.com, bookfi.com, nelta.org.np, youtube.com and to collect the relevant information and resources for their professional development. It was found that secondary level English teachers of Triyuga Municipality of Udayapur district found improvement in their professional development after the use of online resources via Internet.

This thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Whereas, second chapter incorporates the review of related literature, implication of the review of the study and conceptual framework. On the other hand, the third chapter deals with the methods and procedure of this study. Similarly, fourth chapter encompasses analysis and interpretation of data. Finally, fifth chapter deals with findings, summary, conclusion and recommendations of the study. And, in the final section, references and appendices are included.

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List of Abbreviation

- CUP : Cambridge University Press
- E- Learning : Electronic Learning
- ICT : Information and Communication Technology
- M- Learning : Mobile Learning
- OHP : Over Head Projector
- S.N. : Serial Number
- SNS : Social Network Site

Chapter I

Introduction

This study is on “Attitudes and Practices of Teachers towards the Use of ICT for their Professional Development”. This section consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Information and communication technology (ICT) is defined as a diverse set of technological tools and resources. It is required for information processing in particular, the use of electronic computers communication devices and software applications to convert store, protect, process transmit and retrieve information from anywhere, any time. The word is rapidly evolving with ICT (Papert, 2001). Teaching and learning with computers will never be completely accepted in the higher education community until considerable evidence of the efficacy of computers in this setting is provided (Bhatta, 2018). It is an accepted element in all our lives and has a central role to play in education.

The rapid growth of internet facility in Nepal has provided the current generation of learners with options of doing foreign university courses from Nepal and accessing the massive online open courses of several local and international training institutes from their home (Michael, 2015). We not only have pens, paper, board and chalk to work with but also have different information and communication technologies like computer, overhead projector, email, internet etc. The use of ICT at different aspects of life makes it easy and comfortable. The use of ICT in education especially in higher education can play a huge role in effectively and quickly transforming and receiving knowledge. Most countries around the world are for using on approaches to integrate ICT in learning and teaching to improve the quality of education.

More than ever, the advent of the knowledge, economy and global economic competition compel governments to prioritize educational quality, lifelong learning

and the provision of educational opportunities for all. Policymakers widely accept that access to ICT in education can help individuals to compete in a global economy by creating a skilled work force and facilitating social mobility (Shields, 2017). They emphasize that ICT in education has a multiplier effect throughout the education system, by enhancing learning and providing students with new sets of skills; by reaching students with poor or no access (especially those in rural and remote regions); by facilitating and improving the training of teachers; and by minimizing costs associated with the delivery of traditional instruction (Joel, 2018).

However, beyond the rhetoric and of equal importance to policymakers are basic questions related to the measurement of ICT in education, its usage and potential outcomes, including retention and learning achievement. There are those who contend that computers and other ICTs have properties or affordances that directly change the nature of teaching and learning (Kozma, 1994). For instance, it is believed that ICT can help to bring abstract concepts to life using images, sounds, movement, animations and simulations. Others meanwhile argue that ICTs are merely a delivery mechanism for teaching and learning, while it is the foundational pedagogy that matters (Clark, 1994). Regardless, a better understanding of ICT in education and how it is integrated across national education systems must be a priority for all countries.

The reason behind the selection of this issue is that using ICT in language teaching and learning process is a new way of teaching for teachers. It is a new and innovative for both students and teachers. It is the demand of 21st century (Bonifaz & Zucker, 2004). Nowadays, teachers are using attitudes and practice towards ICT tools in their teaching and learning process and in their personal life. In my own experience, I have seen that teachers spend a tremendous amount of time with ICT tools inside and outside the classroom. They may have different knowledge, attitude and practice about using ICT for their professional development. I am interested to find out the attitudes and practices of English teachers on the use of ICT for their professional development . It explores the new information in this area; it presents different views of English teachers. Similarly, it tries to add some extra information and opens the possibilities for further research and provides wealth of information related with ICT and enhance their professional development.

Statement of the Problem

Nowadays, ICT has become a motivating instrument to teachers and learners. There is no doubt that using ICT in education improves teachers' instructional process and helps in professional development. ICT is one of the education development pillars to gain a qualitative education. Use of ICT in education adds the value in teaching and learning by enhancing the effectiveness of learning. Different teachers may have different attitude and practice on the use of ICT for their professional development. In this research I am interested to find out attitudes and practices of teachers for their professional development. While trying to get how teachers deal with the dimensions of teaching, it is necessary to examine their thinking processes which underline teacher's classroom actions with the help of ICT for professional development. Teaching is a personal activity and teachers have different attitudes about ICT education.

This study can help students by supporting their academic studies by providing some ideas, information and working as an authentic materials. Similarly, it will helpful for researchers, they can get the significant ideas and guidelines about their topic, it can help them to select appropriate research methodology and it can help them to learn to carry out survey design. In the same way it will be equally important and useful for almost all the people of the modern world who are interested to know about the ICT because it will provide a wealth of information about ICT. Likewise, it was based on survey research design. The sample population has selected from the higher secondary school English teachers from Triyuga Municipality of Udayapur district by using purposive sampling method.

Objectives of the Study

The objectives of my study were as follows.

- a) To identify and analyze the attitudes and practices of the secondary level English teachers towards the use of ICT as a resource for their professional development.
- b) To suggest some pedagogical implications.

Research Questions

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

- a) What is the attitude of teachers on the use of ICT for their professional development?
- b) How do teachers practice ICT in the classroom for their professional development?

Significance of the Study

This study reveals the attitudes of secondary level English teachers towards using internet and their practices for their professional development. This study also looks how the English teachers are connected with the internet and what types of benefits they are getting from the use of internet. So, this study has significant to the teachers who are working in the field of ELT. It has equally useful for the researchers who want to carry out the researches in the same topic. Similarly, it has significant to teachers, educators as well as persons and organizations in the respective fields. Finally, the students and all the persons who are directly and indirectly involved in the teaching and learning program has benefited from this study.

Delimitations of the Study

This study had limited to the use of ICT based resources for professional development through teacher experiences. Purposive sampling procedure was used in this study. This study was delimited within the forty one secondary level teachers of Triyuga Municipality of Udayapur district as sample. It was delimited to questionnaire and observation as a tool to collect the data. Likewise, it was based on survey research design. The sample population was selected from the secondary school English teachers from Triyuga Municipality of Udayapur district by using purposive sampling procedure.

Operational Definition of the Key Terms

In this research, several key terms are used. The key terms related to my study have been defined below:

Attitude. Feeling or opinion about ICT or way of behaving that is caused by ICT

Computer. An electronic symbol manipulating system that is designed to accept automatically input data, store and process them to produce desired output step by step under the instruction provided by the stored program.

ICT. It refers to technologies that provides access to information through telecommunication. This includes the Internet, wireless networks, cell phones, and other communication mediums.

Internet. Internet is the large worldwide networks of computer that facilitates data communication services, file transfer, electronic mail, the World Wide Web (WWW) and newsgroup with the common protocols.

Practice. Used to describe what really happens as opposed to what teacher think will happen in the ICT based classroom.

Professional development. The process of obtaining the skills, qualifications, and experience that allows one to make progress in his/her career.

Websites. It is a set of related web pages served from a single web domain. A website is hosted on at least one web server accessible via a Network such as the Internet or a private local area network through an Internet address known as a Uniform Resource Locator (URL). All publicly accessible websites collectively constitute the World Wide Web (WWW).

Chapter II

Review of Related Literature and Conceptual Framework

In order to conduct any research work, literature review is necessary for the researchers to gain theoretical knowledge about the related topic. Theoretical knowledge is the based for researcher to internalize enough knowledge about the Particular topic of the study without good theoretical knowledge and the clear concept of the topic the researcher cannot integrate the research in good way (Khaniya, 2006). So, this section includes the theoretical reviews on use of internet in English teachers' professional development.

Review of Theoretical Literature

This section consists of Concept of Professional Development, Strategies of Teacher Professional Development, Introduction of ICT and it's Forms, ICT as a Tool for Teacher Professional Development and Positive and negative effects of ICT on student achievement

Concept of teacher professional development. A profession is a job, which requires specific training and regulated by certain standards. Teacher 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 compete at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development (TPD). Regarding the teacher professional development (Villegas-Reimers, 2003, p.33) states, "There have been debated over the years and throughout the nation as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a profession and not just an occupation". Villegas further states, "Fortunately, the tendency over the last and few years has been to begin to accept teaching as a profession and consequently, the transformation from the teacher training to teachers' professional development" (p.36). Professionalism requires prolong academic training and formal qualification and professional activities involve systematic knowledge and proficiency. Teachers are the professionals like doctors, pilots, engineers, who require special skills to accomplish their particular job. Khaniya (2006) supports this view

and states, “Teachers, professors, doctors, engineers, lawyers etc. are regarded as professionals...professional is who performs tasks involving not only skills and knowledge but also expertise” (p. 67). From the above-mentioned statements, profession is someone’s systematic and total involvement in particular having specialize knowledge and skill with some sort of innovation and this is required in the field of English. (Wallace,2005) has proposed five distinctive qualities of profession which include: a basis of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of conduct, and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Professional development is an inclusion of in-service training and workshops. It is a process in which teachers work under supervision to gain experiences. It is an ongoing learning process in which teachers primarily aim at how to teach in accordance with the expectations and needs of the students (Clark, 2003).

The above mentioned qualities are possessed by the English teachers. Then, why do not we call them as the professionals? Thus, teaching is a profession and teachers are the professionals.

Strategies of teacher professional development. Teachers’ professional development concerns the growth and development of teachers in their professional roles so that they can perform at their best. In other word, process of making teachers competent at applying the knowledge and skills. They have acquired in the classroom practice which gives teachers time to learn and implement new strategies. Professional development of a teacher is an ongoing and comprehensive process which starts with pre-service education, trainings. Just as a teacher has to create conditions that support and encourage student success, school districts have to support teacher professional development.

Today, professional development runs the gamut from one-shot workshops to more intensive job-embedded professional development, which has teachers learn in the day-to-day environment in which they work rather than getting pulled out to attend an outside training(Joel, 2018).Too many goals and priorities competing for teachers’ time, energy and attention. Unrealistic expectations of how much time it will

take schools and teachers to adopt and implement goals. Failure to provide teachers with feedback about how implementing new skills impacts student learning (Joel, 2018).

Professional development training events that is inappropriate in size, scope, or structure to support learning new ideas or skills. Gathering 100 teachers into one room for a training event will never give them the time they need to reflect on the material, ask questions, listen to their peers, or go through activities to enhance their comprehension. Lack of support for teachers' implementation of new instructional practices. There's an implementation gap in teachers' professional development. They may learn, understand, and agree with a new idea or technique presented in a workshop, but it's hard for them to implement that idea without ongoing support.

Second and foreign language teaching provides a career for hundreds of thousands of teacher worldwide and the vast educational enterprise of English language teaching could not operate effectively without the dedication and effort of such teachers day by day and year by year throughout their careers. 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 over time 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 teachers to develop longer-term career goals and opportunities over time.

The field of language teaching is subject to rapid changes, both as the profession responds to new educational paradigms and trends and as institutions face new challenges as a result of changes in curriculum, national tests, and student needs. As a result, teachers need regular opportunities to update their professional knowledge and skills, that is, their opportunities for professional development. Richards and Farrell (2005) explain in *Professional Development for Language Teachers: Strategies for Teacher Learning*. Teachers need to be able to take part in activities such as: engaging in self-reflection and evaluation. Developing specialized knowledge and skills about many aspects of teaching. Expanding their knowledge base about research, theory, and issues in teaching. Taking on new roles and responsibilities

such as supervisor or mentor teacher, teacher-researcher or materials writer and evolving collaborative relationships with other teachers.

Overall, the English language teachers are in the process of getting trained and becoming professional teachers, which is positive sign. However, they are still not fully conscious of this issue. Training programs are conducted from different organization over a different period of time. However, teachers are reluctant to apply the skill, ideas, techniques learnt in training sessions in their real classroom situation. Newly appointed teachers hardly get teacher induction programs like mentoring, observation and support.

Introduction of ICT and its forms. This is the age of information and communication technology. The word 'ICT' refers to the various technological devices used to communicate and to create, store, disseminate and manage the information (Papert, 2001). It includes technologies like radio, television, telephone, computer and latest technologies like email, internet, wireless network, laptop, projectors, cell phones, satellites system and so on. Information and communication technologies have become common place entities in all aspects of life.

The field of education has been affected by ICTs, which have undoubtedly affected teaching learning and research (Yadav, 2011). ICT refers to technological tools and resources, which are employed to communicate create, disseminate and manage information (Yusuf, 2010). ICT is currently being used in education to assist students to learn more effectively and help teachers to do administrative task more efficiently (Selwyn,N. 2003). It has been used worldwide to help people such as business, trade, marketing, science, education and others (Yadav, 2011). English language teaching is also one of those field where different sorts of new technologies are required. ICT is an umbrella term that includes any communication device or application, encompassing: radio, television, cell phone, computers network hardware and software satellite system.

In the recent years, different modern technologies have been used in the field of English language teaching. Use of technological aids, especially those related to computers has increasingly become a common feature of the classroom. The information and communication technology consists of various tools and system that

can be exploited by capable and creative teachers to improve knowledge, attitude and practice. Teachers need to have the knowledge and skills of using technology before they can discover how to implement it. For example: the use of the internet, computer, MS-Word and word processing programs are essential for the teachers to learn and make students practice on them. They can develop their knowledge, attitude and practice with students by using technological networks. Some of the common forms of ICT used by teacher to develop their knowledge, attitude and practice are discussed below:

Teaching and learning with laptop computers will never be completely accepted in the higher education community until considerable evidence of the efficacy of laptop computers in this setting is provided (Bin-Taleb, 2005, p. 184).

While computer use has increased in all parts of society, this literature review examines why there is still some discussion as to the nature of the value of the one-to-one laptop computer in educational programs (Papert, 2001). The areas of discussion involve; the history of the technology cycle in schools, the expectations that ICT had for improving education, techno positivism, and the effects of ICT on student achievement. This study examined the historical cultural introduction of previous communication tools into society such as language, writing and electronic media as factors in assessing the efficacy of ubiquitous computing in an educational context. The strengths and weaknesses of previous research using computers in schools were examined. This led to a reconsideration of the definition of technological literacy and learning the skills needed to develop computer proficiency including frequency of use.

The quick pace of technology in education has created concern for educators who desire to keep current and leads to the question of how they are learning ICT and its integration into teaching. One means by which professors learn is through faculty development and this literature review examines studies that recognize its effectiveness in teacher education (Yadav, 2011).

Diffusion of innovation theory has been used in various education research contexts including technology integration as a conceptual framework (Shea, Pickett &

Li, 2005). While diffusion of innovation theory has been used within technology and teacher education.

The review of the literature takes its areas of focus from Bin-Taleb's (2005) framework of laptop computer use through examining studies in three connected areas; 1) efficacy of laptop programs in education; 2) results of studies of laptop programs in Faculties of Education; and, 3) faculty development in the teaching of ICT. Finally the literature review will present an overview of diffusion of innovation research and its use in education.

The main importance of Internet is that it has made information available in a quick and easy manner, publicly accessible and within easy reach. People communicate, share data and work through the Internet all day. Internet plays a great role in removing the borders on nations, and assisting in the process of globalization. The Internet is very useful. We can communicate with people around the world either for important business or just for talking to friends. Internet has many different ways of helping people such as to find out the particular websites with search engines like Google, entertainment, game website like minilab, video websites like YouTube, communication, E-mail website such as Hotmail, online shopping site like amazon. So, it is useful to each and every people in the world. Some of the common services provided by the internet are electronic mail, advertising, online shopping, stock trading, chat etc.

Some of the search engines which are very essential for teachers to search information they require are cited below.

-) www.google.com (major and large generalized web search engine)
-) www.yahoo.com (major generalized web search engine)
-) www.bigchalk.com (education search engine for teachers, students, and parents.
-) www.educationworld.com (general education search engine)
-) www.ask.com (search engine which allows you to type questions)

Teachers also find valuable information they require and also get chance to update themselves with new knowledge and burning issues in their respective field through consulting various websites i.e.,

-) www.bookfi.com
-) www.jstor.com
-) www.nelta.org.np
-) www.languagetesting.info
-) www.teachingenglish.org.uk/eltecs
-) www.nicenet.org
-) www.youtube.com

An E-mail has several advantages over conventional postal mail service. It can be sent and will be received in some minutes. It is much faster as compared to postal mail. Paper, pen, stamp and envelope are not required. It is very nominal as compared to postal mail. It is more economic in international communication whereas postal charge is very high. E-mail is more reliable than postal mail.

English language teachers can be facilitated by E-mail. It is a best tool for sharing information among them. The teachers from same field can share their problems among the groups and discuss the solutions with the help of E-mail.

ICT as tool for teacher professional development. A profession is a job, which requires specific training and regulated by certain standards. Regarding the teacher professional development (Brown, A. & Green, T. 2008)

states, “There have been debated over the years and throughout the nation as to whether teachers are professionals as opposed to mere ‘workers’ and whether teaching is a profession and not just an occupation”. Villegas further states, “Fortunately, the tendency over the last and few years has been to begin to accept teaching as a profession and consequently, the transformation from the teacher training to teachers’ professional development” (p.36). Profession is a kind of job or occupation, which can only be well rewarded because of the difficulty in attaining it and the public good it brings. Professionalism requires prolong academic training and formal qualification and professional activities involve systematic knowledge and

proficiency. Teachers are the professionals like doctors, pilots, engineers, who require special skills to accomplish their particular job. Dhakal (2005) supports this view and states, “Teachers, professors, doctors, engineers, lawyers etc are regarded as professionals ...professional is who performs tasks involving not only skills and knowledge but also expertise” (p. 67). From the above-mentioned statements, profession is someone’s systematic and total involvement in particular having specialize knowledge and skill with some sort of innovation and this is required in the field of English. Wallace (ibid) has proposed five distinctive qualities of profession which include: a basis of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of conduct, and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

The abovementioned qualities are possessed by the English teachers. Then, why do not we call them as the professionals? Thus, teaching is a profession and teachers are the professionals.

Positive and negative effects of ICT on student achievement. Information, communication and technology is wide-spread and necessary to play a significant role in changing and modernizing educational systems as well as the way of learning. It is the part of our day to day lives. It encourages change to education in 21st century. On the other hands, there is certainly some negative effect of the ICT on education. Teachers always depend on the information that searched from the net. It may make a blunder. Information from the web or internet that usually came or composed from personal’s judgment. Teacher who depend more on the ICT do not perform well as a instructor. For instance, they may well not check through the details of the task that searched from the web.

Schacter (1999) completed a meta-analysis to summarize the positive and negative impact of technology studies on student achievement. He examined Kulik’s (1994) meta-analysis on more than 500 studies on computer based instruction and found the positive effects included students who used computer based instruction scored at the 64th percentile on achievement tests, learned in less time, liked their classes more, and increased their positive attitudes. Unsurprisingly, however, computers did not have positive effects in every area in which they were studied.

For example, Schacter (1999) summarized Sivin-Kachala's (1998) review of 219 research studies and found that students in technology rich environments experienced positive effects on achievement in all major subject areas and improved attitudes towards learning. However, the effectiveness of ICT is influenced by the nature of the student population, the particular software under study, the educator's role and the level of student access to technology (Schacter, 1999).

In a systemic review of research on the effects of ubiquitous computing on student learning, found mixed results on the effects of computers in schools that ranged from positive to marginal or lack of effect, to harmful. Bethel et al. (2007) found that ubiquitous computing in schools have "shown improvements in technology integration, use and proficiency, in attitudes towards technology and the promise of technology for learning, and to some extent increased engagement and motivation." (p. 5). However, laptop programs do not always lead to increased student achievement. Only six out of the fourteen studies showed evidence of student achievement gains, four of which had well-designed studies yielding reliable data while eight demonstrated no significant difference in results (Bethel et al. 2007). Positive results were shown for writing assessment and problem solving when teachers received prior integration training using integrating. Technology for inquiry (NTeQ), a model to develop problem based lessons for students using authentic learning including teaching research and writing skills (Lowther, Ross & Morrison, 2003). Although there is some positive data on achievement gains with one to one computing in schools, it is more likely to occur when teacher professional development activities are implemented. Hence there seems to be evidence that there is a need for effective pre-service teacher training of ICT integration in ubiquitous computing.

Review of Empirical Literature

In the field of Educational research, various researcher had done in related field and desired topic. The past these are the major materials for upcoming researchers. Researcher conducted various studies in the field of ICT. Some of the studies which are more or less related to this study. Every researcher needs to observe the fundamental background of the related subject and past studies. In this topic some

of the related research work and article under this topic some of the article under this topic reviewed below:

Chaudhary (2010) carried out research on "Use of the Internet as a language learning tool". The study was carried out to find out the extent to which the students use the internet as a language learning tool, to find out nature and variation of the Internet use by two groups of students and to list some pedagogical implications. Questionnaire was the research tool and the sample size was 80 students: forty students from each group. His findings were that 80% of the M.Ed. and 76.67% of the M.A. students used the internet as a language learning tool and since the number of the Internet users as a language learning tool in M.Ed. exceeded than that of M.A. by 3.33%, the study was significant.

Likewise, Shrestha (2011) conducted the research entitled "Use of Online Resources for English Language Teachers' Professional Development" and his aim was to identify the percentage of lectures of English they make use of online resources via Internet through various synchronous and asynchronous tools and to find out the usefulness of online resources for lectures of English in their professional development. The study was carried out with lectures from three districts: Kathmandu, Bhaktapur and Lalitpur. He used questionnaire as research tool. He used non-random sampling procedure to select the lecturers of 9 colleges where he selected 54 lecturers as sampling units. His major findings were: majority of lecturers of English have the concept of professional development and online resources for professional development while the least numbers of lecturers of English have general concept regarding to ELTD since it was a new course introduced. It was found that 22.22% lectures of English use Internet daily, 44.45% use frequently, 22.22% occasionally and 11.11% use rarely.

Similarly, K.C. H (2012) conducted research on "Use of Internet for Language Learning". He aimed to find out the use of the Internet for language learning. He selected Sanothimi Educational Campus, Bhaktapur as a research area. Research was carried out on the students of two classes: M.Ed. first year and second year English. Among two classes he selected eighty students using non-random sampling procedure. He used questionnaire as a research tool. His major findings were: majority of students (i.e. 100%) have access to the Internet of M.Ed. first year and 97.5% of the M.Ed. second year students. It was found the majority of students

use the Internet for entertainment and chatting purpose while minority of students from both groups use the Internet for reading news and making use of online resources..

Pant (2018) conducted a research entitled “English Language Teacher’s Motivation in Professional Development.” The main objectives of this research were to explore English language teacher’s motivation for teaching and professional development and identify the role of teacher’s motivation in professional development. This study was mixed methods research design. The population for the study included all the basic and secondary level English language teachers of Dhading, district. The sample of the study included forty English language teachers. He used the questionnaire to the forty teachers and conducted semi structured interview with five teachers within the sample. The sample of the study was selected through purposive non- random sampling procedures. It was found that teaching is not the first choice of career for all the English language teachers. It was explored that job enrichments, flexible working hours, merit pay and incentives were the significance

Maharjan (2018) carried out a research entitled “Use of Information and Communication Technology in the English Language Class Room” to find out the use of ICT in the English language classroom and to find the challenged faced by teachers in English classroom. The researcher used survey design by using random sampling procedure to elicit the data. The researcher selected 40 ELT teachers of secondary level from different schools. The researcher had used questionnaire (close- ended and open-ended) as a research tool. The finding of the study revealed that the teachers of Nepal are generally in favor of using ICT for teaching English Language.

Adhikari (2019) carried out the study entitled “Teacher use of Internet based resource for their professional development”. The study was carried out to find out the teacher using the internet development in left. He carried out his research in to English teaching in Rautahat district. He selected 40 teachers use of internet purposively as the sample of the teacher. He used survey questionnaire s, consisted of the teacher 20 items. The findings of the study show that the teacher use of internet based resource for their professional development in let classroom. From the above findings through review of articles and dissertations, it seems that this thesis is trying to find out something new especially in the field of knowledge, attitude and practice

of the secondary level English teachers towards the use of ICT as a resource for their professional development. This research is trying to discuss about ICT for professional development. It is also trying to discuss about knowledge, attitude and practice of teachers towards the use of ICT for professional development.

A study by Shields (2019) carried out the study entitled “Modernity, technology and education in Nepal”. Main objective of the study is to assess modernity, technology and education in Nepal. Analytical research design was used in this study. Modernity, technology and education in Nepal revealed that private computer institutes even in small towns in Nepal have developed some level of ICT literacy and computer skills. Teachers in rural primary schools needed to develop computer literacy to rid them completely of fear of computers. However, the teachers and students in rural schools in Nepal would often stay at school until midnight in the beginning days, and they gradually cultivated their interest to work on computers.

Basye (2020) carried out the study entitled "Reaching Rural Schools: Technology Makes Learning Possible No Matter the Zip Code". Principal objective of the study is to Basye focused on the rapid spread of using emerging information technologies is gradually linking the remote and rural areas to urban ones. Analytical research design was used in this study. However, it is not an easy task to equip the rural schools with ICT. Small districts and communities are likely to have a limited budget to install modern technologies in the schools, lack of information about educational grants and significant opportunities. For example, lack of high-quality internet, electricity and supporting infrastructure are major challenges in Nepal’s rural schools.

Dawadi and Shakya (2020) carried out the study entitled "ICT Implementation and Infrastructure Deployment Approach for Rural Nepal". Principal objective of the study is to analyze ICT Implementation for Rural Nepal and to assess infrastructure deployment approach for Rural Nepal. Descriptive and analytical research design was used in this study. Sample was taken from six village rural development different parts of Nepal as the sample of the study. Dawadi and Shakya reported some major challenges for implementing ICT in education, such as lack of skilled workforce, unreliable and costly internet facility, low level of ICT literacy in rural communities,

high hills and mountains, lack of hydropower in the countryside and low power solar energy and lack of security for ICT infrastructure in Nepal.

Konstantinos, Andreas & Karakiza (2020) carried out the study entitled "Views of ICT teachers about the introduction of ICT in primary education in Greece". Objective of the study is to analyze the socio economic background of the study areas and to views of ICT teachers about the introduction of ICT in primary education in Greece. Descriptive and analytical research design was used in this study. Konstantinos, Andreas & Karakiza argued that intelligent practice of emergent technology in education generates opportunities for educational institutions in a more cost-effective way than traditional strategies. Study in Norwegian high schools found that the teachers purchased a personal computer, subscribed to the internet at the early stage, accessed resources at schools and home, and the teachers were able to develop ICT competence. However, developing countries like Nepal are probably not able to invest extensively in ICT in education. The World Bank report suggests the developing countries have public-private partnerships and user fees for adopting technology in education.

Implications of Review for the Study

By reviewing of the theoretical and empirical literature I got the significant ideas, information and guide, it has helped me to explore the objectives of the research declare the research questions, methodology and research design. This review of the study may obtain from the variety of sources including books, journals, articles etc. This entire source helps bring the clarity and focus on the research problem, improve methodology and contextualize the findings. There were a number of researchers carried out in the information, communication and technology. This helped me to identify and analyze the previous studies and find out the gap between the present study and previous study.

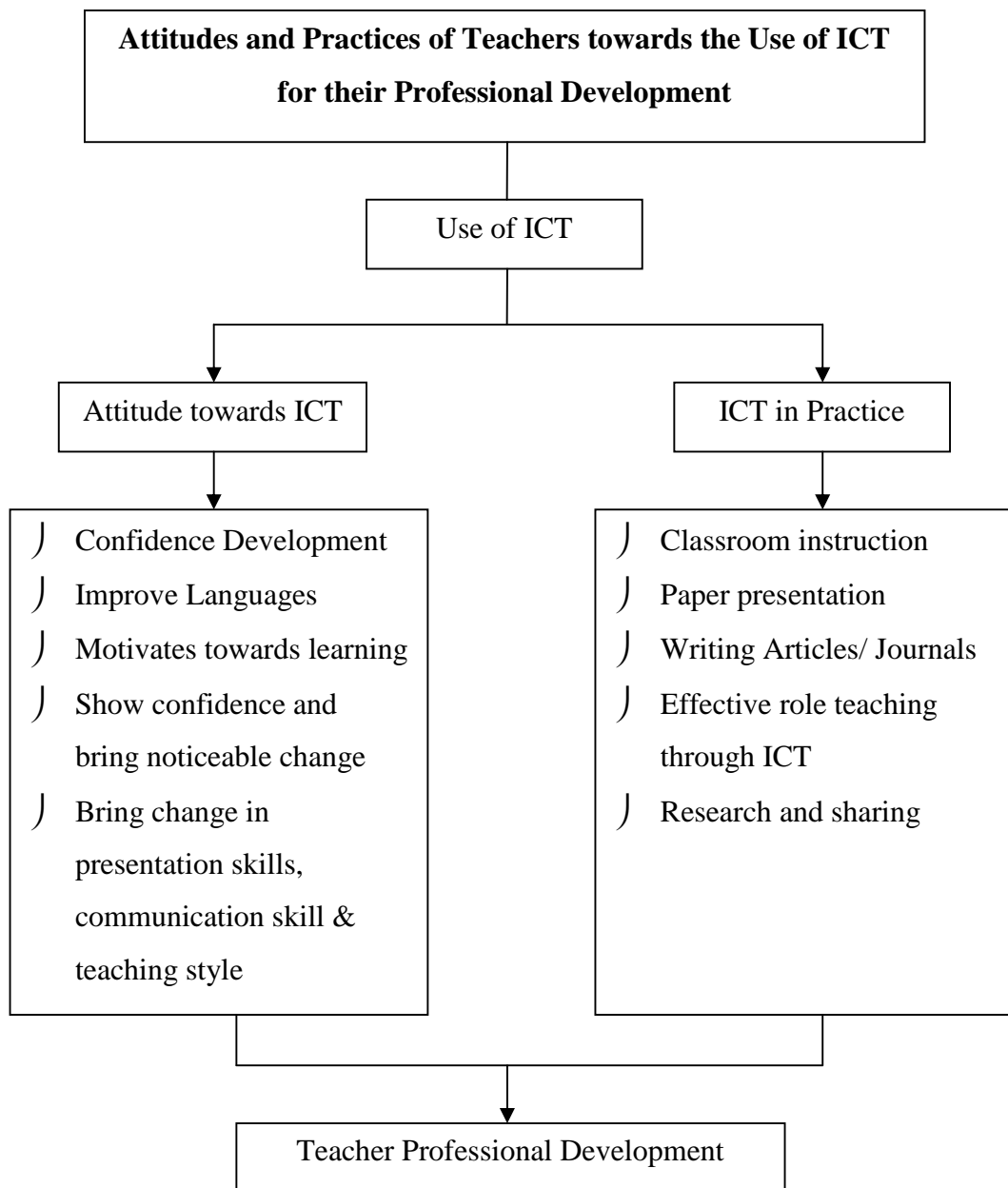
Here are my areas of interest is in the Attitudes and Practices of Teachers Towards the use of ICT for Professional Development. After reviewing the theoretical and empirical literature, I got lots of ideas how to conduct the study what design of study to adopt for achieving the stated objectives etc. Moreover, I understand about the research tool for research. Similarly I have gained clear and simple concept about

the statement of the problem and rationale of the study which are difficult for me to deal with.

More specially, I got attitudes and practices of teachers towards the use of ICT for professional development from the study of Chaudhary (2010) and Shrestha (2011). Likewise, from K.C. H. (2012), Pant (2012), Maharjan (2018) , Adhikari (2019) , Shields (2019), Basye (2020), Dawadi and Shakya (2020), Konstantinos, Andreas and Karakiza (2020). I have got some ideas about the ICT and teacher professional development. Finally they helped the researcher in all aspects of the study.

Conceptual Framework

The conceptual framework represents ways of thinking about a problem. It can be defined as a visual presentation of key variables. The overall aim of this framework is to make research findings more meaningful and acceptable. It is very important component of a research. It is the plan or frame on which the very study is established. The conceptual framework to conduct this research can be dramatically shown as:



Chapter III

Methods and Procedures of the Study

This chapter includes design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures.

Design and Method of the Study

This study was based on survey research design. Survey research is the most popular design of research in the field of education. It is mainly carried out to find out people's attitudes, opinions and the specified behaviors on certain issues, phenomenon, events and situation. My study was based on survey research design where the large numbers of the English teachers of the secondary level of Triyuga of Udayapur was selected as the population of the study.

The data were collected from primary and secondary sources in this research works, I basically used questionnaires as a main tool in order to find out the English teacher's attitudes and practice towards the use of ICT for their professional development. I asked a set of pre-formulated questions to the secondary level English teachers in pre-determined place of Triyuga Municipality of Udayapur district. Furthermore, through survey research, a great deal of information can be obtained by studying large population. It study in small group and the findings generalize in a large group of population. Similarly, it is easier than other research because in this research data collected only at a single point of time aiming to obtain on overview of an issues, phenomenon, event or situations. Therefore, I have selected this design in my study.

Population, Sample and Sampling Strategy

The population of this study was all the teachers teaching to the secondary level students. Sample consisted of only forty one secondary level teachers working in Triyuga Municipality of Udayapur district, one teacher from each school was selected through purposive sampling procedure in the survey research design.

Data Collection Tools and Techniques

Questionnaire. A set of questionnaire was used as the research tool for data collection; which contain both open ended and closed ended questions. There were closed ended and five open ended questions.

Observation. Observation is one of the basic powerful techniques of data collection to document the present condition. Information will be collected through observation about their overall activities related with ICT and behaviors as well as attitudes of the teachers.

Data Collection Procedures

The researcher collected the data from the primary sources with the help of questionnaire. For this purpose, I adopted the following procedures.

At first, I went to the selected schools, talked to the authority and built up rapport with the teachers who was available at those schools and/or talked via email to those who was currently unavailable. Then, I consult teachers and explained them the purpose of the research and requested him/her to take part in it. I assure them of the confidentiality in terms of the ethics of research regarding the information obtained through questionnaire. After that, I hand over the questionnaire and/or sent the questionnaire via email. Finally, I collect the questionnaire and thanked the informants and school authority for their cooperation.

Data Analysis and Interpretation Procedures

Both the primary and secondary data processed and tabulated. They analyzed by descriptive way as mentioned above in the research design. The data quantitative which are processed by the statistical program such as percentage method used to describe and analyze the attitudes and practices of teachers towards the use of ICT for their professional development.

Ethical Considerations

Ethical consideration is one the most valuable ornament that a researcher should follow while conducting his\her research work. To accomplish the research work, the researcher needs to be considered ethical value. So the researcher was conduct survey research design by taking permission of authority and the researcher keep the participant consent form and participant information statement and keep the responses of the respondent's confidential one. The researcher ensure that all the ideas used in this research are my own ideas except cited one and the researcher have tried to keep it safe from plagiarism.

Chapter IV

Analysis and Interpretation

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. Finally this chapter is wrapped up with the summary of findings.

Analysis of Data and Interpretation of the Results

Forty one teachers of forty one schools in Triyuga Municipality of Udayapur district were given a set of questionnaire.

Most of the questions were close ended in nature where the informants were requested to show their response by ticking the most appropriate option. A very few questions were open ended in nature in which case the informants had to write a few words or sentences to show their opinion. The data obtained from the respondents are analyzed and interpreted below.

Attitude towards the technology and internet is necessary for teacher professional development. The statement ‘Positive attitude towards technology and internet is necessary for teachers’ professional development’ was given to the respondents with the purpose of finding out whether our teachers have positive attitude towards’ ICT for their professional development or not. The responses obtained from the respondents are presented below.

Table 1
Attitude towards the Technology and Internet for Teacher Professional Development

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	26	63.41
2	Agree	15	36.58
3	Not sure	-	-
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

From the table it is clear that 63.41% strongly agreed, 36.58% agreed and none of the respondents told they were sure, disagreed and strongly disagreed. Since the majority of the respondents strongly agreed with the statement given, positive attitude towards technology and internet was found to be necessary for teachers' professional development.

Direct and indirect benefits of using internet in the classroom. This part consisted of a set of question related to the direct and indirect benefits of using internet. The data obtained by teachers are analyzed and interpreted separately in the table. 2

Table 2

Direct and Indirect Benefits of Using Internet in the Classroom

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	12	29.26
2	Agree	22	53.65
3	Not sure	7	17.07
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

From the table it is clear that 29.26% strongly agreed, 53.65% Agreed, 17.07% said that they were not sure about the direct and indirect benefits of using Internet and none of the respondents disagreed and strongly disagreed. Since the majority of the respondents agreed with the statement given, so researcher concluded that there are number of direct and indirect benefits of using Internet for teachers' professional development.

Using internet for updating with new teaching learning world. This part consists of a set of questions related to the use of internet to update oneself in new teaching learning world. The data obtained by secondary level English teachers are analyzed and interpreted in below.

Table 3**Using Internet for Updating with New Teaching Learning World**

S.N.	Result	No of Respondents	Percentage (%)
1.	Always	24	58.53
2.	Frequently	17	41.46
3.	Occasionally	-	-
4.	Rarely	-	-
5.	Never	-	-
	Total	41	100

From the table it is clear that 58.53% strongly agreed, 41.46% Agreed, none of the respondent said that they were sure, none of them disagreed and strongly disagreed about the use of Internet to update oneself in the new teaching learning world. Since the majority of the respondents strongly agreed with the statement given, so researcher concluded that one (English teacher) must use internet to update him/herself in the new teaching learning world.

Worldwide knowledge helps to integrate teachers' capacity. This part consists of a set of questions related to the worldwide knowledge help to integrate teachers' capacity. The data obtained by secondary level English teachers are analyzed and interpreted separately in the table.

Table 4**Worldwide Knowledge Helps to Integrate Teachers' Capacity**

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	11	26.82
2	Agree	30	73.17
3	Not sure	-	-
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

From the table it is clear that 26.82% strongly agreed, 73.17% Agreed, none of the respondent said that they were sure; none of them disagreed and strongly disagreed about worldwide knowledge helps to integrate the teachers' capacity. Since the majority of the respondents agreed with the statement 'Do you agree that worldwide knowledge helps to integrate teachers' capacity'? Therefore researcher concluded that worldwide knowledge helps to integrate the teachers' capacity.

Using computer to make teacher's life easier and more efficient. The next statement given to the respondents was 'In fact, using computer can make a teacher's life easier and more efficient. In this table clearly shows the responses gathered from the respondents.

Table 5

Using Computer to Make Teacher's Life Easier and More Efficient

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	10	24.39
2	Agree	31	75.60
3	Not sure	-	-
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

As presented in this table strongly agreed, 75.60% agreed, none of the respondents were not sure, disagreed and strongly disagreed with the statement. It indicates that majority of the teachers have the opinion that using computer can make a teacher's life easier and more efficient. So researcher came to the conclusion that using computer can make teachers' life easier and more efficient.

Online resources for making teaching materials needy and appropriate. The statement given to the respondents was 'Do you agree that online resources are helpful for making teaching materials needy and appropriate in this table clearly shows the responses gathered from the respondents.

Table 6
Online Resources for Making Teaching materials Needy and Appropriate

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	22	53.65
2	Agree	17	41.46
3	Not sure	2	4.87
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

From the table 53.65% respondents strongly agreed, 41.46% agreed, 4.87% were not sure, none of the respondents disagreed and strongly disagreed with the given statement. It indicates that majority of the teachers have the opinion that online resources are useful for making teaching materials needy and appropriate. So, the researcher concluded that online resources are helpful for making teaching materials needy and appropriate.

ICT based resources are helpful for confidence development in teaching.

The respondents were asked questions related to ICT based resources are helpful for Confidence Development in teaching. The questions were asked to find out whether they agreed that ICT based resources are helpful for confidence development in teaching?. The actual statement was 'ICT based resources are helpful for Confidence Development in teaching' the responses obtained from the respondents are presented in table.

Table 7
ICT Based Resources are Helpful for Confidence Development in Teaching

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	12	29.26
2	Agree	27	65.85
3	Not sure	2	4.87
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

This table shows that 12 (i.e. 29.26%) respondents strongly agreed and 27 (i.e. 65.85%) respondents are agreed that Internet has massive amount of useful information. Similarly, 2 respondents were not sure, and no one was disagree with this statement. The majority of the respondents agreed with the statement. So I came to the conclusion that ICT based resources are helpful for confidence development in teaching.

ICT based resources are helpful for Improve Languages in teaching. The statement given to the respondents was ‘Do you agree ICT based resources are helpful for Improve Languages in teaching?’ In this table clearly shows the responses gathered from the respondents.

Table 8

ICT Based Resources are Helpful for Improve Languages in Teaching

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	12	29.26
2	Agree	22	53.65
3	Not sure	7	17.07
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

From the table it is clear that 29.26% respondents strongly agreed with the mentioned statement. 53.65% agreed, 17.07% were not sure and none of the respondents disagreed and strongly disagreed about finding any improvement for his/her ICT based resources are helpful for Improve Languages in teaching

So, researcher came into the conclusion that, secondary level English teachers of found any improvement for their ICT based resources are helpful for Improve Languages in teaching.

ICT based resources are helpful for motivating towards learning in teaching. The statement given to the respondents was ‘ICT based resources are

helpful for Motivates towards learning in teaching?' In this table clearly shows the responses gathered from the respondents.

Table 9

ICT Based Resources are Helpful for Motivates Towards Learning in Teaching

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	20	48.78
2	Agree	21	51.21
3	Not sure	-	-
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

From the above table it is clear that 48.78% strongly agreed, 51.21% Agreed, none of the respondent said that they are not sure, none of them disagreed and strongly disagreed about the ICT based resources are helpful for Motivates towards learning in teaching. Since the majority of the respondents agreed with the statement given, so researcher concluded that ICT based resources are helpful for Motivates towards learning in teaching.

Writing journals, articles and reviews regarding ICT. The statement given to the respondents was 'I write journals, articles and reviews to share some ideas regarding ICT'. In this table clearly shows the responses gathered from the respondents.

Table 10

Writing Journals, Articles and Reviews Regarding ICT

S.N.	Result	No of Respondents	Percentage (%)
1.	Always	-	-
2.	Frequently	-	-
3.	Occasionally	7	17.07
4.	Rarely	27	65.85
5.	Never	7	17.07
	Total	41	100

From the above table it is clear that none of the respondent always or frequently write article and reviews to share some ideas regarding ICT. 17.07% write occasionally, 65.85% rarely and 17.07% never write journals, articles and reviews to share some ideas regarding ICT. So researcher concluded that secondary level English teachers of Triyuga Municipality of Udayapur district rarely write journals, articles and reviews to share some ideas regarding ICT.

Importance of integrating technology in English classroom. The statement ‘it is fruitful to integrate technology in English classroom’ was given to the respondents to find out the importance of integration of technology in English classroom. The responses obtained are presented in the table.

Table 11
Importance of Integrating Technology in English Classroom

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	12	29.26
2	Agree	27	65.85
3	Not sure	2	4.87
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

From the table, it is clear that out of the 41 respondents 29.26% of the respondents strongly agreed, 65.85% agreed and one respondent was not sure, there is no number of respondents for disagreed and strongly disagreed with this statement. Since majority of the respondents agreed with the statement, we are in the position to conclude that the teachers are aware of the fact that it is fruitful to integrate technology in English classroom.

Sharing of English related teaching ideas, methodologies, techniques and problems using e-mail. The respondents were provided a statement with a purpose to find out teachers’ attitude on sharing of ideas, methodologies, and techniques of teaching using E-mail service. The statement given was ‘I share my English teaching ideas, methodologies, technologies, techniques and problems using E-mail service’. The responses obtained from the respondents are presented clearly in the table.

Table 12

Sharing of English Related Teaching Ideas, Methodologies, Techniques and Problems Using E-mail

S.N.	Result	No of Respondents	Percentage (%)
1.	Always	-	-
2.	Frequently	8	19.51
3.	Occasionally	28	68.29
4.	Rarely	3	7.31
5.	Never	2	4.87
	Total	41	100

From the table shows, none of the respondents always used E-mail for sharing teaching ideas, methodologies, techniques and problems, 19.51% frequently, 68.29% occasionally, 7.31% rarely and another 4.87% never sharing such ideas. It shows that majority of the respondents occasionally use E-mail to share their ideas, techniques, methodologies and problems with the statement. So researcher concluded that secondary level English teachers of Triyuga Municipality of Udayapur district use E-mail for sharing teaching ideas and problems at any time.

Using internet to update with new knowledge and burning issues in respective field. The statement given to the respondents was 'Teachers get chance to update themselves with new knowledge and burning issues in their respective field with the help of Internet'. It is clearly shows the responses gathered from the respondents.

Table 13

Using Internet to Update with new Knowledge and Burning Issues in Respective Field

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	20	48.78
2	Agree	21	51.21
3	Not sure	-	-
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

From the table, it is clear that 48.78% strongly agreed, 51.21% Agreed, none of the respondent said that they are not sure, none of them disagreed and strongly disagreed about the use of Internet to update oneself new knowledge and burning in respective field. Since the majority of the respondents agreed with the statement given, so researcher concluded that teachers get chance to update themselves with new knowledge and burning issues in their respective field with the help of Internet.

Improvement in profession after the use of online resources in internet.

The statement given to the respondents was 'I found any improvement for my professional development after the use of online resources via Internet'. It is clearly shows the responses gathered from the respondents.

Table 14

Improvement in Profession after the Use of Online Resources in Internet

S.N.	Result	No. of Respondents	Percentage (%)
1	Strongly agree	12	29.26
2	Agree	22	53.65
3	Not sure	7	17.07
4	Disagree	-	-
5	Strongly disagree	-	-
	Total	41	100

From the above table it is clear that 29.26% respondents strongly agreed with the mentioned statement. 53.65% agreed, 17.07% were not sure and none of the respondents disagreed and strongly disagreed about finding any improvement for his/her professional development after the use of online resources via Internet.

So, researcher came into the conclusion that, secondary level English teachers of Triyuga Municipality of Udayapur district found any improvement for their professional development after the use of online resources via Internet.

Use of internet for enhancing teachers' professional development. The respondents were asked to mention the ways that using the internet can enhance

teachers' professional development. Since Internet is the ocean of knowledge, English teachers get different reliable resources and materials via Internet.

Internet is a quest of sharpening knowledge, skills, and experiences, Internet provides authentic text. Teachers can be updated with the recent trends and burning issues in teaching. Teachers can share their ideas, problems, experiences to their colleagues who are in country or abroad. Teachers can download useful material relevant to teaching from respective websites in the Internet. Teachers can participate in various seminars and learn from various online courses. Internet helps teachers to have improvements on their language skills and other different aspects. The Internet is a platform for experiencing and presenting creative works such as essays, poetry, and stories.

Most of the respondents opined that Internet helps teachers to be updated with current trends and innovations in teaching. Moreover, it provides massive authentic and reliable resources for teachers' professional development.

Websites for collecting information for teacher's professional development. The respondents were asked to mention that what sort of websites they are gone through to collect the information for their professional development. The list of web addresses of websites is presented below:

- www.wikipedia.org
- www.nelta.org.np
- www.jstor.com
- www.doe.gov.np
- www.nced.gov.np
- www.esl.com
- www.youtube.com
- www.bookfi.com
- www.moe.gov.np
- www.cdc.gov.np
- www.google.com.np
- www.coursera.org
- www.edx.org

Most of the respondents have gone through the sites i.e. jstor.com, bookfi.com, nelta.org.np, youtube.com, wikipedia.org to collect the relevant information and resources for their professional development.

Benefits for English teachers by using internet. The respondents were asked to mention what sort of benefits teacher get from Internet for professional development? The benefits that the teachers get are presented below:

Table 15

Benefits for English Teachers by Using Internet

S. No.	Benefit	Response	Percentage
1	Teachers can get chance to improve his/her skills	26	63.41
2	Understand key concepts of related field	32	78.04
3	Teachers can collaborate with others regarding respective subject matter.	30	73.17
4	Teachers can be familiar with current innovations, ideas	34	82.92
5	Got chance to update oneself	36	87.80
6	It helps English teachers to communicate with native speakers	19	46.34
7	Skills and aspects of English can be improved with the use of Internet	18	43.90
8	Teachers can communicate with each other and can share their problems, experiences, findings	16	39.02

At first, teachers can get chance to improve his/her skills and aspects regarding idea about English, building teachers' numeracy and literacy skills including spoken and understanding skills. Build teachers' most advanced subject mastery. Understand key concepts of related field. Build familiarity with approaches to teaching and learning. Teachers can collaborate with others regarding respective subject matter. Teachers can be familiar with current innovations, ideas and got chance to update oneself. It helps English teachers to communicate with native speakers in real situation which allows them to practice specific skills such as

negotiating, persuading, clarifying meaning, requesting information, and engaging in true-life, authentic discussion.

Most of the respondents opined that skills and aspects of English can be improved with the use of Internet. Moreover, teachers can communicate with each other and can share their problems, experiences and findings. Similarly, teachers can get chance to be familiar with new innovations and ideas and update him/herself using internet. From the analysis and interpretation of the information obtained, the major finding is most of the respondents have positive attitudes towards the use of Internet for their professional development.

Chapter V

Findings, Conclusions and Recommendations

This chapter includes the Summary, Conclusions and Recommendations of the study. It has been divided into three sub-sections. Firstly, it presents summary of the study. The second sub- section presents the conclusions made by the study. And finally, third sub-section of the study has been provided few recommendations on the basis of the findings and experiences of this study.

Findings

-) The statement given, positive attitude towards technology and internet was found to be necessary for teachers' professional development i.e. 63.41% strongly agreed, 36.58% agreed and none of the respondents told they were sure, disagreed and strongly disagreed. Since the majority of the respondents strongly agreed with the statement.
-) The statement given direct and indirect benefits of using Internet for teachers' professional development i.e 29.26% strongly agreed, 53.65% Agreed, 17.07% said that they were not sure about the direct and indirect benefits of using Internet and none of the respondents disagreed and strongly disagreed. Since the majority of the respondents agreed with the statement.
-) The statement given using internet for updating with new teaching learning world i.e. 58.53% strongly agreed, 41.46% Agreed, none of the respondent said that they were sure, none of them disagreed and strongly disagreed. Since the majority of the respondents strongly agreed with the statement given, so researcher concluded that one (English teacher) must use internet to update him/herself in the new teaching learning world.
-) The statement given worldwide knowledge helps to integrate the teachers' capacity i.e 26.82% strongly agreed, 73.17% Agreed, none of the respondent said that they were sure; none of them disagreed and strongly disagreed. Since the majority of the respondents agreed with the statement. Therefore researcher concluded that worldwide knowledge helps to integrate the teachers' capacity.

-) The statement given using computer can make a teacher's life easier and more efficient i.e.75.70% agreed, none of the respondents were not sure, disagreed and strongly disagreed with the statement. It indicates that majority of the teachers have the opinion that using computer can make a teacher's life easier and more efficient. So researcher came to the conclusion that using computer can make teachers' life easier and more efficient.
-) The statement given online resources are useful for making teaching materials needy and appropriate i.e.53.65% respondents strongly agreed, 41.46% agreed, 4.87% were not sure, none of the respondents disagreed and strongly disagreed with the given statement. So, the researcher concluded that online resources are helpful for making teaching materials needy and appropriate.
-) The statement given ICT based resources are helpful for confidence development in teaching. i.e. 29.26% teachers strongly agreed, 65.85% respondents are agreed that Internet has massive amount of useful information. Similarly, 2 respondents were not sure, and no one was disagree with this statement. So I came to the conclusion that ICT based resources are helpful for confidence development in teaching.
-) The statement given ICT based resources are helpful for confidence development in teaching i.e. 29.26% teachers strongly agreed with the mentioned statement. 53.65% agreed, 17.07% were not sure and none of the respondents disagreed and strongly disagreed. So, the researcher came into the conclusion that, secondary level English teachers of found any improvement for their ICT based resources are helpful for Improve Languages in teaching
-) The statement given ICT based resources are helpful for Motivates towards learning in teaching i.e. 48.78% strongly agreed, 51.21% Agreed, none of the respondent said that they are not sure, none of them disagreed and strongly disagreed. Since the majority of the respondents agreed with the statement given, so researcher concluded that ICT based resources are helpful for Motivates towards learning in teaching.
-) The statement given writing journals, articles and reviews regarding ICT i.e. 17.07% write occasionally, 65.85% rarely and 17.07% never write journals, articles and reviews to share some ideas regarding ICT so researcher

concluded that secondary level English teachers of Triyuga Municipality of Udayapur district rarely write journals, articles and reviews to share some ideas regarding ICT.

-) It is clear that out of the 41 teachers 29.26% of the respondents strongly agreed, 65.85% agreed and one teachers was not sure, there is no number of respondents for disagreed and strongly disagreed with this statement. Since majority of the respondents agreed with the statement, we are in the position to conclude that the teachers are aware of the fact that it is fruitful to integrate technology in English classroom.
-) None of the respondents always used E-mail for sharing teaching ideas, methodologies, techniques and problems, 19.51% frequently, 68.29% occasionally, 7.31% rarely and another 4.87% never sharing such ideas. It shows that majority of the respondents occasionally use E-mail to share their ideas, techniques, methodologies and problems with the statement. So researcher concluded that secondary level English teachers of Triyuga Municipality of Udayapur district use E-mail for sharing teaching ideas and problems at any time.
-) It is clear that 48.78% strongly agreed, 51.21% Agreed, none of the respondent said that they are not sure, none of them disagreed and strongly disagreed about the use of Internet to update oneself new knowledge and burning in respective field. Since the majority of the respondents agreed with the statement given, so researcher concluded that teachers get chance to update themselves with new knowledge and burning issues in their respective field with the help of Internet.
-) It is clear that 29.26% respondents strongly agreed with the mentioned statement. 53.65% agreed, 17.07% were not sure and none of the respondents disagreed and strongly disagreed about finding any improvement for his/her professional development after the use of online resources via Internet.

Conclusions

There are various ways for teachers to grasp knowledge in their related field. In the present era Internet is regarded as a best tool for taking out information needed. Nowadays, in the context of Nepal as well government has started providing

computers and Internet service in government schools. To find out whether Secondary Level English teachers of Triyuga Municipality of Udayapur district are using Internet to increase their knowledge, to update themselves with the concurrent changes and innovations in teaching, to improve all skills and aspects regarding English for their professional or not.

The majority of the respondents attended online conferences. They told that internet provides massive amount of useful information regarding teaching. Most of the English are aware of the fact that teachers must have knowledge of technology and Internet and it is fruitful to integrate technology in classroom.

Respondents presented their views that positive attitude towards technology and Internet is necessary for teachers' professional development and they also told that online resources are helpful for making teaching materials needy and appropriate.

Most of the respondents have gone through the sites i.e. jstor.com, bookfi.com, nelta.org.np, youtube.com, wikipedia.org, and so on to collect the relevant information and resources for their professional development. In fact, teachers are using Internet for improving their skills and aspects. Moreover, they are using Internet for making teaching materials needy and appropriate. Using computer made their life easier and more efficient.

Finally, it was found that secondary level English teachers of Triyuga Municipality of Udayapur district found improvement in their professional development after the use of online resources via Internet.

Recommendations

Being based on my findings, it is provided policy related, practice related, further researcher related recommendations for the pedagogical implications:

Policy related. Internet should be used in language pedagogy too. ICT related workshop, trainings, seminars should be provided to the teachers by the government. Government should manage computers for both teachers and students in schools. The facility of Internet should be made free and easily accessible to teachers.

Practice related. Teachers need to be updated with the recent trends and innovations regarding teaching via Internet. The schools should develop a trend of identifying the weaknesses of the current methods and techniques and replacing them with new one. Teachers should collaborate with their colleagues for carrying out ICT based resources.

Further research related. The researchers who are interested in this study area can study on ICT and it helps to teacher professional development. Due to the limitations of research, researcher could not include some areas in my research study. Since using Internet is the cry of the day for teachers to enhance their professional development, the areas which could not incorporate here can be a matter of research to contribute more to the existing knowledge regarding use of Internet for professional development. Some of those areas can be recommended as the use of Internet does not only enhance teachers' professional development. It also enhances learners' knowledge which can be the area of research.

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Appendix
Questionnaire

Dear Sir/Madam

This questionnaire is a part of my research study entitled “**Attitudes and Practices of Teachers towards the Use of ICT for their Professional Development**” The study will be concluded under the supervision of Teaching Assistant Mr. Resham Acharya at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. The objective of the study is to identify and analyze the attitudes and practices of the secondary level English teachers towards the use of ICT as a resource for their professional development. Your kind co-operation in completion of the questionnaire will have a great value to me. Please, feel free to put your responses required in questionnaire. I assure you that the responses you make will have no harmful effects to you as well as others, and this will only be used for the research purpose.

Researcher

Saraswati Khatri

SET "A"

Close ended questions

Put a tick (✓) on the box next to the alternative that best indicates your response.

Questions Related with Attitude

1. Do you agree positive attitude towards the technology and Internet is necessary for teacher professional development?
a. Strongly agree b. Agree c. Not sure d. Disagree
e. Strongly disagree
2. Do you agree there are number of direct and indirect benefits of using Internet?
a. Strongly agree b. Agree c. Not sure d. Disagree
e. Strongly disagree
3. How often do you use Internet to update yourself in the new teaching learning world?
a. Always b. Frequently c. Occasionally
d. Rarely e. Never
4. Do you agree that worldwide knowledge helps to integrate the teachers' capacity?
a. Strongly agree b. Agree c. Not sure d. Disagree
e. Strongly disagree
5. In fact, using computer can make a teacher's life easier and more efficient.
a. Strongly agree b. Agree c. Not sure d. Disagree
e. strongly disagree
6. Do you agree online resources are helpful for making teaching materials needy and appropriate?
a. Strongly agree b. Agree c. Not sure d. Disagree
e. Strongly disagree
7. Do you agree ICT based resources are helpful for Confidence Development in teaching?
a. Strongly agree b. Agree c. Not sure d. Disagree
e. Strongly disagree

8. Do you agree ICT based resources are helpful for Improve Languages in teaching?
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
9. Do you agree ICT based resources are helpful for Motivates towards learning in teaching?
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
10. Do you agree ICT based resources are helpful to show confidence and bring noticeable change in teaching?
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
11. Do you agree ICT based resources are helpful to bring change in presentation skills, communication skill & teaching style in teaching?
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree

Questions Related with Practices

3. Have you gone through the websites related to your field for collecting information for your professional development? If yes, list down the web addresses.

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4. What sorts of problems do you face while using ICT devices for the teaching purpose?

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Thank you for your participation.

Class Observation Checklist

Teacher's Name:

Name of School:

Class:

Date:

Subject:

Period:

Teaching item:

Section:

Use of Different sites or devices	Highly Used	Sometimes Used	Not Used	Which Purpose	How they used	Remarks
Use Mobile						
Use Laptop						
Use of Computer (PC)						
Use of Power Point						
You Tube						
Google						
Internet						
Gmail						
Language Testing						
Overhead Projector						
MS Word						
Microphone						
Television						
E- library						
Others						