

# **CHAPTER ONE**

## **INTRODUCTION**

This study is concerned with “Self-Direction as a Strategy in Developing Teachers’ Professionalism”. In this study, I have made an attempt to explore the role of self- directed learning and the help of self-directed strategies in teachers’ professional development. This chapter consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

### **1.1 Background of the Study**

Teacher professional development is continuous professional growth, developing both competence and performance skills, and the process of becoming effective teacher. In a broad sense, professional development refers to the development of a person in his or her professional role. More specifically, “teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn, 1995, as cited in Villegas-Reimers, 2003, p. 11). Professional development includes formal experiences such as attending workshops professional meeting, mentoring, and informal experiences such as reading professional publications, watching educational documentaries related to an academic discipline. In profession, we have a kind of occupation which can only be practiced after long and rigorous academic study. Teachers are primarily the learners as they are engaged in learning how to teach, throughout their lives. This view is supported by Lieberman and Miller (1990, as cited in Day, 2004). They mention:

They are problem posers and problem solvers, they are researchers, and they are intellectuals engaged unraveling the learning process both for themselves and for the young people in their charge. Learning is not

consumption, it is the knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interests of learners. Assessment is not judgment. It documents progress over time. Instruction is not technocratic; it is inventive craft like and above all on important human enterprise (p. 105).

As we know, through aforementioned citation teachers' role is core in teaching learning activities and they are actively engaged in this process.

Professional development is an ongoing, self-directed and autonomous effort of teacher to acquire new knowledge and skills and continually improve them after initial training in their careers. In their professional development, the teachers play an active role. It is self-development which requires teachers own effort to change themselves. Richards and Farrell (2005) argue that it is a process that takes place over time which starts with formal training or graduate education (pp. 3-13).

The term professionalism is used to refer to practitioners' knowledge, skills and conduct. It describes the type of behavior that should be the gold standard for a profession. Professional status, method, character, standard and the expertness are the characteristics of a professional person. Day (2004) defines professionalism as a consensus of the norms, which may apply to being and behaving as a professional within personal, organizational and broader political conditions (p. 13).

Self-direction plays essential role for teacher professional development. Self-direction refers to guiding one-self, deciding one-self and developing own skills and performance. The terms self-monitoring, self-motivation, self-regulation, self-direction and autonomy are synonyms of self-direction. The term self-direction was first used by Knowles who described the informal adult

education, self-direction and andragogy. Knowles, (1975) defines that self-directed learning is course of actions where each and every individual take the initiative with and without the help of others in diagnosing their learning needs, formulating their learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes (p. 18-19). Knowles puts forward three immediate reasons for self- directed learning. First he argues that there is convincing evidence that people who take the initiative in learning (proactive learners) learn more things, and learn better. They develop more than those who sit at the feet of teachers passively waiting to be taught (reactive learners). They enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do the reactive learners (Knowles, p. 14). A second immediate reason is that self - directed learning is more in tune with our natural processes of psychological development. A third immediate reason is that many of the new development in education put a heavy responsibility on the learners to take a good deal of initiative in their own learning. Students entering into these programs without having learned the skills of self-directed inquiry will experience anxiety, frustration, and often failure, and so will their teachers (ibid, p. 18). Knowles's five step models on the basis of self-direction included as follows:

- ) Diagnosing learning needs
- ) Formulating learning goals
- ) Identifying human material resources for learning
- ) Choosing and implementing appropriate learning strategies
- ) Evaluating learning outcomes

To become successful and satisfied in every field, learners themselves should be self-directed and decision makers. In an academic field, teachers should guide themselves and evaluate their own professional success. They need to check their daily lesson plan, teaching strategies and understand the students'

need and interest. On the other hand, teachers need to think over their daily teaching activities; what went wrong and what could be the next step in their professional development.

## **1.2 Statement of the Problems**

The research entitled “Self- Direction as a Strategy in Developing Teachers’ Professionalism” is an attempt to find out the benefits of self-directed strategies for teachers’ professional development and make them aware of their position, review their own teaching and learning activities in the classroom. It seeks to bring changes in teachers’ behavior, attitude and perception towards their professional development. For making the teaching and learning activities effective, teachers’ need to adopt different strategies like self-monitoring, analyzing critical incidents, journal writing, teaching portfolio, workshop, and action research. These types of activities enable teachers uplift their previous knowledge and experience. To make the classroom contextual, situational, meaningful and effective, teachers need to find out students’ problems arising in the classroom and solve them. Many research works have been done in the field of teachers’ professional development in the Department of English Education under Tribhuvan University (T.U.). Still there is no research done in finding out the strategies of self-direction in developing teachers’ professionalism. So, this research is based to explore the strategies of self-direction in teachers’ professional development and also provides some pedagogical implications. It means for professional development of teachers, they should themselves take initiative for better teaching and learning activities. Ministry of Education (MOE) holds various teachers training programs, teachers engage in such programs but they are not implementing in the classroom. There are many reasons behind it; teachers are feeling reluctant to use the knowledge received from training in the classroom, large number of students and insufficient time. It cannot be fulfilled only from the government side, therefore, teachers should take responsibility themselves and use modern

technology based activities in the classroom which help students to develop as an independent learners.

Self-directed learning means initiating the learning from introspection. The teachers' role is to guide, monitor and evaluate their learning. Richards and Farrell (2005) define:

The forms are based on expert knowledge as well as general theories and principles that teachers apply to their own situations; the latter are locally based approaches that encourage teachers to explore their own contexts and construct their own situations, their own knowledge and understanding of what takes place in their classroom. In self-directed learning teachers assume responsibility for setting goals for self-development and for managing and controlling their learning. (pp. 12-13)

Many activities are assumed by teachers for their professional development (PD) e.g. self-monitoring, teaching portfolio, journal writing, analyzing critical incident, action research, and workshops. Even teachers should be self-dependent to learning more and more. There are a number of areas of PD i.e. subject matter knowledge, pedagogical expertise, self-awareness, understanding of learner, understanding of curriculum and materials, career advancement and so on. In first stage of teachers' career, they feel nervous and hesitate to enter the classroom, from these self-directed strategies teachers learn how do deliberate the gained knowledge towards students and make the classroom meaningful. So, teachers need supervision, guidance and training for professional development. And teachers need self assumed responsibility for achieving goals. If we want to change our own educational system, first we need to change teachers' behaviors and perceptions. They need to grow their knowledge, skills and performance for making profession sustainable.

### **1.3 Objectives of the Study**

Objectives are the mandatory while conducting any research. So, this research study had the following objectives:

- ) To explore the strategies of self- direction in developing teachers' professionalism.
- ) To suggest some pedagogical implications from the study.

### **1.4 Research Questions**

The questions are guided by the objectives of any study. This research included the following research questions:

- ) What does the term self-direction mean?
- ) What are the strategies of self- direction in developing teachers' professionalism?
- ) What kinds of strategies do the teachers use in their classroom?
- ) How do self-directed strategies make the teachers successful in their lifelong learning process?
- ) How do these self-directed strategies make the teachers self-directed learner?

### **1.5 Significance of the Study**

Teaching is one of the most challenging jobs, no doubt. Every English language teachers should understand the fact that every classroom consists of students from different linguistics backgrounds. To be a good teacher s/he needs to change his/her behaviors according to time and situation. Teaching is a continuous process; it begins with recruitment and ends at retirement.

Teaching is two way communications that happens between the teachers and

the students. It means it is a giving and taking task. Teachers expose their own knowledge and gain new things from students.

This study is important for teachers' professional development. Teachers have developed the profession through different activities individually i.e. by self-monitoring, peer observation, peer teaching, keeping portfolio, journal writing, through group discussion and collaboration between the peer, expertise and senior teacher, and institutionally engagement in training, workshops and seminar. Self-directed strategies are key element, the strategies like workshops, self-monitoring, journal writing, analyzing critical incidents, teaching portfolio, and action research are beneficial to the teacher professional development. Professional accountability will be gained and retained and learners learning supremacy will be ensured. They have ideas on "local solution to local problems", and gaining desired outcome using low cost materials. Teachers will be more creative and critical researchers. Self-direction makes the teacher self-directed learners, they create teaching aids themselves as suited to situation and context. Proficient teachers always think I am poor in knowledge. Usually, s/he has hunger to gain new knowledge and reflect their knowledge too. They develop a desire to investigate and solve a wide range of teaching problems and develop ability to make sound institutive judgment based on past experiences. So, this study is useful for teachers, students and educators. And the practice of self-directed activities will help to improve the entire education system.

## **1.6 Delimitations of the Study**

This study was limited to the following areas:

- ) This study included both novice and expert teachers' teaching at intermediate to master level courses.
- ) This study included only English language teachers.
- ) This study included 30 English language teachers of Bardiya and Kailali districts. The sample population was selected by using purposive non-random sampling.

- ) This study was based on survey research design and the tool used to collect data was the questionnaire and interviews.
- ) This study focused on the strategies of self-direction in teachers' professional development.

## **1.7 Operational Definitions of the key Terms**

Some lexical terms are related to this study were presented below as:

**Approaches:** Assumptions, beliefs and thought system of the teachers towards the strategy of teachers' professional development.

**Critical Incidents:** It is one of the events that appear in the classroom accidentally and unexpectedly; which teachers take for analysis and finally, they overcome the problem.

**Higher Level:** In this study higher level refers to intermediate to master degree classes. It is self-dependent, regulation to do setting goals for changing.

**Perspective:** One of the mental views or prospects to analyzing the things related to the particular field, it may be different from person to person.

**Portfolio:** It is one of the activities where teachers keep record of what happens inside the classroom

**Profession:** In this study profession is a job or occupation for teachers who is being responsible for students learning.

**Professionalism:** Professionalism is collecting knowledge, skills, conduct and making standard professional status, method, character, expertise.

**Self –direction:** Here, self-direction refers to the teachers' responsible for management, judgment, evaluation own self.



**Strategy:** A plan or method for achieving a particular goal, usually over a long period of time.

**Workshops:** It is one of the strategies for teacher professional development, which is more activity base and creates the situations for learning by doing

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

In this chapter, I present the review of the related theoretical literature, related empirical literature, implication of the review for the study and conceptual framework of the study. Literature review is an indispensable task to conduct research. According to Kumar (2009), literature review is an integral part of entire research process and makes a valuable contribution to almost every operational step.

#### **2.1 Review of Related Theoretical Literature**

This sub chapter deals with the English language teaching as a profession, teacher professional development, scope of teacher professional development, introduction to self-direction, self-directed learning, self-directed professionalism and self-directed strategies: workshop, self-monitoring, journal writing, analyzing critical incidents, teaching portfolio and action research for self-directed professional development.

##### **2.1.1 English Language Teaching as a Profession**

Profession is a job requiring special type of skills and knowledge. The word ‘profession’ refers to the sense of the special kind of dedication to the welfare of others. Teachers as other personnel like doctors, pilots and engineers too require a special type of skill or knowledge to accomplish their particular job. So teaching is also regarded as one of the professions. In this regard, teaching as a profession Etrioni (1969) and Larson (1977, as cited in Mclaughin & Talbert, 1994) state “reformers have sought to engender teacher professionalism through various strategies to strengthen and amplify the specialized knowledge base for teachings to enhance teachers, economic status, and professional control over performance sanctions.”

According to Khaniya (2006, p. 7) “teachers, professors, doctors, engineers, lawyers are regarded as professionals”. According to him (ibid.) a professional is a person who performs task involving not only skills and knowledge but also expertise. Teacher as professionals are responsible for bringing about change in the way the student does things or performs tasks after he receives instructions. Good teaching method has a significant impact on teaching learning process. It helps to make students learning fruitful; teachers’ learn how to teach effectively and helps them to become an excellent teacher. Teaching is a long-term process that requires not only the development of very practical and complex skills under the guidance and supervision of experts, but also the acquisition of specific knowledge and the promotion of certain ethical values and attitudes. Calderhead and Shorrock (1997, as cited in Villegas- Reimers, 2003, p. 8) views that teachers must not only be acquainted with not only what and how aspect of learning but also should know why and when aspects of learning.

In the similar vein, Hoyle (1995, as cited in Villegas-Reimers, 2003, p. 31) views “there have been debates over the years and throughout nations whether teachers are professions as opposed to mere ‘workers’ and whether teaching is a profession and not just an occupation”. Villegas- Reimers (2003) mentions "Fortunately, the tendency over the last few years has been to begin to accept teaching as a profession and, consequently, the transformations from teacher training to teacher professional development" (p. 36).

The importance of the teaching profession is that it is responsible to produce other different professionals. Viewing teaching as a profession provides a motivation for continuous career growth. The aforementioned authors agreed that professionalization of teachers is essential for the upliftment of the entire education system. And this is an issue of great interest to those all concerned with the education system. Bhattarai and Gautam (2005) state:

An English teacher should compare himself/herself a person standing on a traffic island controlling and receiving the flow of knowledge and information from all directions. One should capture the appropriate materials and utilize/adopt it to the demand of the consumers (parents, students). (p. 4)

If the teachers are well informed and self-aware about the latest developments such as newly emerging concepts and new technological innovations related to their profession, they can present themselves according to the need and interest of their students. They can confidently make their own professional decision and handle their professional responsibilities; those may arise at present or in future, efficiently.

### **2.1.2 Professionalism**

Professionalism is necessary quality in all the teachers. Teachers need to be a good professional in all their course work, field experience and student teaching. About professionalism, Hargraves and Goodson (1996, p. 4) mention that professionalism is something which designs and articulates the quality and character of people's actions 'within that group.' Similarly, Day (2004, p. 13) states that professionalism is being "consensus of the norms, which may apply to being and behaving as a professional within personal, organizational, broader political conditions."

The above discussions can be restated as professionalism is socially constructed. It is subject to geographical and cultural differences in interpretation, which themselves may change over time.

Helsby, (1995, p. 5) argues that teachers usually believe that the means of professional consists of two things.

First, they talk about being professional, in terms of the quality of what they do, and of the conduct, demeanor and standards which guide it the literature usually refers to this occupation as professionalism.

Second, they also talk about being a professional. This normally has to do with how teachers feel they are seen through other people's eyes in terms of their status, standing, regard and levels of professional reward. Attempts to improve this status and standing of teaching are usually presented in the literature in terms of professionalization (improving status and standing) are often taken to be complementary (i.e. Improve standards and you will improve status).

Accordingly, many parts of the world have witnessed several stages in the evolution of the idea of professionalism in teaching, each phase carrying significant residues and traces from the past.

### **2.1.3 Teacher Professional Development**

Generally, teachers' professional development is a process of professional growth. It refers to the development in performance and becoming a best kind of teacher. Teachers' develop their knowledge through learning; experiencing, practicing, and preparing themselves for new challenges and responsibilities to be encountered in teaching. Professional development occurs from two angles: personal initiation and collaboration. Villagas-Reimers (2003, p. 11) defines professional development as the development of a person in his or her professional role. After gaining the experience and expertise for years in teaching systematically, a teacher achieves professional development as the growth that occurs as the teacher moves through the professional career. According to Underhill (1988) teacher development is a continuous process of transforming human potential in to human performance and this process is never complete.

In the context of teacher professional development (TPD) Underhill (1988) defines:

Development means . . . keeping myself on the same side of the learning hence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I am in a rut, then, so is my teaching and then, so are my students and learning from a rut is tedious, slow and uninspiring. (p. 4)

Similarly, on the concept TPD, Malley (1990, as cited in Joshi, 2012, pp. 37-38) he given the following examples:

Teacher A feels constantly under stress is sleeping badly and is off her food. She decides to act. After reading articles/books on stress and on personal organization, she decides to set aside 30 minutes 'quiet time' daily, and to use this to make lists of personal action points.

Teacher B finds a good practical idea (in a teachers' magazine). He decides, with a colleague to try it out for a month and too discuss progress, once a week.

Ten teachers from school X decide to meet once a month, to discuss a book or article all have agreed to read.

Eight teachers from school Y decide to meet once a month to talk over problems individuals have encountered. There is no agenda but group is tolerant and mutually supportive.

Teacher C decides to take a course on a non-ELT subject, which she thinks may give new insights for her teaching. (E.g. course on counseling skills, neurolinguistic programming, and photography and so on).

Teacher D decides to improve his qualifications. He enrolls on a RSA DIP in TEFL.

Teacher E has never written for a publication. She decides to review a recent book she feels enthusiastic about. She seeks advice from more experienced colleagues on how to write it and who to submit it to.

Teachers G and H decide to implement ideas they have on learner independence. They set up a small action research project. They present their findings at the next IATEFL conference.

So, teachers should take responsibility for their professional growth.

Head and Taylor, (1997) present their views on teacher professional development as follows:

Change may not be developmental unless it involves challenge to these beliefs, and willingness to recognize that they may no longer be serving us well. We know that teaching is really one of the most challenging job in the sense that it provides opportunities to the teachers to dip in to the depth of existing problems to cultivate desert land in order to explore hidden potentials(p. 16).

Teachers' professional development has been taken as an umbrella term, many activities carried out by the teachers, either individually or in a group or institutionally. Richards and Farrell (2005, p. 14) present the list of activities for teacher development given in the next page:

**Table 1**

**Activities for Teacher Development**

Individual	One-to-one	Group-based	Institutional
i. Self-monitoring	i. Peer coaching	i. Case studies	i. Workshops
ii. Journal writing	ii. Peer observation	ii. Action research	ii. Action research
iii. Critical incidents	iii. Critical friendships	iii. Journal writing	iii. Teacher support groups
iv. Teaching portfolios	iv. Action research	iv. Teacher support groups	
v. Action research	v. Critical incidents		
	vi. Team teaching		

These different activities can be planned and carried out by the teacher individually, by maintaining the collaborative relationship with the colleagues or as directed and supported by the institution

**2.1.4 Scope of Teacher Development**

Scope of teacher development refers to areas that are covered by the professional activities. It means, it refers to the factors and variables that are crucial for effective TD. The scopes of TD are presented below:

**2.1.4.1 Teacher Induction**

A teacher induction program involves those practices used to help new and beginning teachers become competent and effective professionals in the classroom. In induction programs, the new teachers try to solve these challenges with the support provided by the experts and school administration. Wong (2005, p. 14) defines “induction as a compressive process of sustained training and support for new teachers. It is a multi-year process designed to train and acculturates new teachers in the academic standards.”



Similarly, Tickle (2000) defines:

Teacher induction as a process in which the capital already vested in new entrants by the time they become teachers can be extended by way of systematic and sensitive provision for their further professional development. In accord with the need for transformative and dynamic dispositions toward educating which they will need to share with more seasoned colleagues. (p. 2)

Induction programs provide proper training and support for the professional development of effective teachers that lead to lifelong learning. This lifelong learning of teachers ultimately leads to students' learning. Many research studies have shown that the only way to improve students' learning is with a knowledgeable and skillful teacher (Wong, 2005, p. 46).

It means that induction supports new teachers' learning. Beginner teachers are provided with support which is supposed to increase the likelihood that they will stay in their jobs and do their jobs well. This, in turn, leads to improve student learning.

#### **2.1.4.2 In-service Teachers' Education and Training**

In-service teachers' education and training is a kind of teacher education which is provided for the teacher when a candidate enters into the profession and takes responsibilities and the education which a teacher receives after he has entered into the teaching profession. So, the training and education aims at enhancing skills, knowledge and performance of the working teachers.

According to Bolum, (1996, as cited in Roberts, 1998):

Teachers' professional development is possible through different models and types. One of these models is in-service education and training

(INSET). Education and training activities engaged in by teachers and principals, following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitude in order that they can educate children...and learners of all others age . . . more effectively. (p. 216)

Similarly, Whitehouse et al. (2005) define INSET as organized to meet objectives such as introducing new curricular, altering teachers' beliefs and instructional and assessment practices, changing school organization and culture and enhancing relationship between "school and community". INSET can address two types of needs: training or development needs: training need is characterized by "objectives" that are defined by a deficit in language, teaching skills, curricular knowledge or some other area of "expertise" (Roberts, 1988, p. 221). It means that it is related to the gap between their level of skills or knowledge and their expected role. On the other hand, development needs are determined by teachers' sense of their own learning needs. It focuses on the individual differences among teachers. In the training needs, the teacher is viewed to be an employee and the employer controls his or her learning because his/her current level of knowledge has to be increased to reach the level determined by the system.

The hallmark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of the outer world and children. So, to make efficient teachers is the prime goal of in-service teacher training.

#### **2.1.5. Introduction of Self-Direction**

Self-direction has been identified as a potential key to the success of professional development of teachers. There are several factors substantial for enhancing the knowledge base, skills, attitudes and competency of a teacher causing him or her to gain professional growth. These factors may embrace

both formal and informal learning experiences which contribute to the continual enhancement and maintenance of the professional skills, competencies and experiences (Guskey, 2000 as cited in Bhatta, 2011). Teachers teaching and assuming the responsibility as professional needs to be equipped with motivation for continuous and career long learning which enhances sustainable, intellectual and service oriented maturity. In order for teaching professional to keep abreast with change and review their own knowledge, skills and attitude, they need to involve themselves in a number of learning activities such as self-directed learning, collaborative learning, reflective practices and experiential learning. Such professional trajectory is gaining both vertical and horizontal professional development. However, this increment or development does not happen precipitately, instead it is a time taking process, and only happens gradually in a piece meal –approach.

Professional development, therefore, subsumes not only the facilitated learning opportunities but also self- motivation, intention, systematically and many relevant factors. In order to develop sensible professional development in teachers, they should, therefore, be encouraged to incorporate conditions of specialized knowledge, self-regulation, autonomous performance and large doses of responsibility for learner welfare. Teacher, among all the stakeholders, are the only on stage actors whose behavior directly affects learners' progress and accountability. Head and Taylor, (1997) state that teacher learning, in the pursuit of their PD is, therefore, a corner stone in their career path. In this respect, teachers look back at their past activities and compare them with those of present and bring necessary changes in their behavior and thereby they update their knowledge, skills and attitude (p. 92). Therefore, teacher professional development is a self-reflective process and it extensively demands the use of self –directed PD strategies so that teachers not only become professionally sound but also near themselves to achieve true professionalism.

The use of strategies coupled with intrinsic motivation is moment of developing a language teacher as a self-directed learner because strategies are the specific action plans (Oxford, 1990, p. 9) which essentially help teachers grow as true professional thereby teachers learners become excellence. Such strategies can be both self-initiated and learnt from others. Self-initiated strategies may differ from person to person. However, some strategies of language teacher development such as developing teaching portfolios, self-monitoring, analyzing critical incident, action research, workshop, and journal writing are common place strategies that teachers can adopt as self-directed learning corroborates lifelong learning which edifies language teachers about becoming dynamic and informed adults. Self- directed learning therefore is both a crucial gateway and an essential strategy for lifelong learning.

### **2.1.6 Self-Directed Learning**

Self-Directed learning occurs outside formal institutional settings and it is embedded in people's everyday lives; it involves all the tasks or activities that individuals engage themselves in on a daily basis outside of schools, colleges and universities. Knowles(1975) defined self-directed learning as “a process in which individuals take the lead in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” (p. 158). Self-direction, according to Dickinson (1987), “refers to a particular towards learning, one in which the learner is prepared to take responsibility for his own learning” (p. 12). Guglimino (2008) further clarifies self-direction in learning stating that it” can occur in a wide variety of situations, ranging from a teacher directed classroom to self-planned and self-conducted learning projects developed in response personal or work place interests needs and conducted independently or collaboratively (p. 1). Therefore, the self-directed learner, as Dickinson (1987) states, is one who retains responsibility for the planning, decision making and implementation of

the decision, throughout which the individual assumes privacy and responsibility for a learning experience.

In this sense, the self-directed learner is one who takes responsibility for the management of his or her own learning being autonomous in all the process without assistance. Self-directed learning, as Dickinson (1987) posits, is an attitude of mind towards learning rather than any particular techniques or activities. Self-directed adults are more frequent but are probably skill a minority of learners. However, “it is not the case for the school children that they are the paragons of virtue who will learn a language unaided, but that it is possible to teach them to be self-directed” (p. 5). He further states that self-directed learners have many of the qualities of good language learners. So, by promoting self-directed learning one is improving proficiency in learning in general and language learning in particular. The manifestation of self-directed learning differs according to the context, i.e. how for the context has been especially arranged to allow self-direction. Self-directed learning very well fits with autonomy individualized instruction and self-access. This distinction between them is made by their focus upon a learner or the material. Autonomy is one possibility within self-directed learning in which the learner undertakes all of the management tasks associated with his own learning.

Teachers must be lifelong learners. Understanding how adults learn improves professional development and honors the learner both professionally and personally. According to Knowles Theory of Andragogy (1970), adults learn more differently than children. Unlike pedagogy, which is the study of how children learn. Andragogy is defined as the art and science of helping adults learn (Knowles, 1970, p. 38). And later he states five assumptions of andragogy or adult learning. One is self-concept, as a person matures his or her self-concept move from being a dependent personality towards being one of self-directed. The rate at which this occurs varies for each individual adults have a psychological need to be more self-directing, although at times may need direction when a new concept is presented. The implementation of professional

learning communities in schools was teachers are directing their own learning follows this concept. The second assumption is 'experience,' as a person ages, he or she accumulates experience that becomes a resource for learning. When learning is experienced, it is more meaningful to people. Teachers have a wealth of experience to draw from and want to apply that experience to new learning. Third is 'readiness to learn'. As a person matures his readiness to learn becomes oriented to development tasks of his social roles. The learner feels ready to learn when he or she understand the need of the new learning and can understand how that learning will fit with real-life problems. A fourth assumption is 'orientation to learning'. As a person matures his or her time perspectives change from one of delayed application of knowledge to a need for urgency of application. The fifth or final assumption is 'motivation to learn'. As a person matures the motivation to learn is internal. Learners want to develop increased competence to achieve their full potential. They want to be able to apply knowledge and skills gained and are more performance- centered in their learning.

The environment for learning is important to adult success. Knowles (1970) believed "psychological climate should be upheld where adults feel accepted, respected, and supported in a trusting environment" (p. 14).

According to Richards and Farrell (2005) mention the central processes of self-directed learning as:

- ) Inquiry: Asking questions about one's own teaching practices and seeking the information needed to answer these questions.
- ) Self-appraisal: Assessing one's own teaching and development on the basis of evidence from oneself and others and the ability to critically reflect and a desire to analyze one- self to determine one's strengths and weaknesses.
- ) Experience: Personal experience becomes the basis and stimulus for learning.

- ) Personal construction: Meaning is personally constructed by learner.
- ) Contextualized learning: Learning takes place as a particular context and social setting and is socially constructed.
- ) Planning and managing: Learning is dependent on the ability to set short and long-term goals and to select strategies for their achievement (p. 14).

When teachers understand they are in a learning environment, they can take risks, experiment, learn from mistakes, and try new methods to improve; they are more willing to engage in professional learning.

### **2.1.7 Self-Directed Professional Development**

Professional development is a process of continuous growth of teacher professionalism and behavior which they gain by actively participating in various programs, activities, conferences, and workshops, designed in order to enhance their knowledge, skills, competency and attitude, both individually and in groups. Therefore, in many countries like Nepal, a number of days of work for teachers are included in the operation calendar of the school for developing teachers professionally with no less of instructional days for students. During these days teachers are provided with training, seminars, workshops, and many other professional development activities in order to improve their skills, improve practice and stay up-to-date with changes related to teaching and learning. However, self-directed professional development not only provides an opportunity to determine his or her own learning goals but also helps teachers to reflect on their learning experiences in order to augment their own professional expertise. The well-planned and continual self-directed professional development yields more effective professional learning than one-shot workshops and conferences. Teachers, since they have intrinsically initiated such activities of development, get involved in them wholeheartedly thereby recognizing the necessity of continuous learning and reflective practice.

According to Bhatta, (2011) states that self –directed professional development enhances teacher self-reflection whereby teachers have control over their professional experiences and are motivational by task or problems that they find meaningful. Because teachers are already aware of their strengths as well as needs, they create a self-diverted plan for them. These plans can be mean to be fluid, with the ability to grow and change over the course of the professional life in response to experience opportunities encountered self-directed professional development activities may include both collaborative and entirely individual activities whereby teachers, with or without the consultation of teacher educators attempt to diagnose their needs and solve them by themselves. The other forms of self-directed PD activities may include action research, collaborative learning teams, peer mentoring and coaching relationships or lesson studies. In this way, self-directed professional activities are listless. It can include professional reading or the discussions with colleagues or may be attending conferences either being a sponsor teacher or mentoring a beginning teacher. The development of innovative programs for use in the classroom either individually or by joining a teacher –research group can also be coupled with exploring researches through internet in order to have their professional knowledge and skills. Teachers can also participate in curriculum development they can write a subject related course or maybe they can visit the subject related bookstore or the university library.

Self-directed professional development encourages self-reflection, commitment and responsibility with higher motivational attitudes and thereby increases staff satisfaction. Since teachers are cognizant of their needs and strengths and also they have freedom to interpret and pursue interests and what they consider important, it increases contingencies of personal responsibility for their ongoing PD. The role of the institution, administrators, supervisors, teacher educators is also crucial in this respect. They should facilitate the teachers with whatever the way it is feasible for them because objective feedback is an



important gateway for successful acquisition of self-directed professional growth.

Pierce and Hunker, (1996, as cited in Bhatta, 2011) described self-directed professional development as a model of professional development for the teacher. This model is known as the school innovation through teacher interaction (SITTI) model. In this model the teachers agree on how they would like the school to look and be then they complete a need assessment involving administrators in the process in order to decide on who will be the experts (from within the school) on the topics chosen to work on, and elect people as team experts develop a module to address the needs and topics chosen by all those involved. However, this model has not yet being found in practice.

Easton (1999) assumes a model of self-directed professional development as “tuning protocols” which was developed by David Ellan and Joseph McDonald. In this model, “A teacher presents actually work before a group of thoughtful ‘critical friends’ in a structured, reflective discourse aimed at ‘tuning’ the work to higher standards” (Allen, 1995, p. 2 in Easton, 1999, p. 54 as cited in Bhatta, 2011) and after discussing with the group of colleagues all the positive and challenging aspects of the work, the presenter reflects on how the work could be improved.

### **2.1.8 Strategies for Self-Directed Professional Development**

English language teachers’ professional development is not the result of single. Many strategies or activity should carry out by teachers. Oxford (1990) refers to learning strategies enable students to become more independent, autonomous, lifelong learners. It also makes the learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Strategies have been “Transferred into learning strategies” (p. 8-9). Oxford (1990, as cited in Bhatta, 2011) enumerated features of language learning strategies, most of which can be incorporated in to strategies of teacher learning as well. According to her language learning strategies:

- ) Contribute to the main goal, communicative competence.
- ) Allow learners to become more self-directed.
- ) Expand the role of teachers.
- ) The strategies are problem oriented.
- ) Are specific action taken by the learner.
- ) Involve many aspects of the learner, not just the cognitive.
- ) Support learning both directly and indirectly.
- ) Are not always observable.
- ) Are often conscious.
- ) Can be taught.
- ) Are flexible.
- ) Are influenced by a variety of factors.

The aforementioned features of learning strategies encourage greater over all self-direction for learners and therefore, are applicable and adult learning as well. For instance, the learning teachers, in particular teachers, have to deal with peculiar situations in the classrooms, also known as critical incidents, and they have to act quickly where they do not get any support of others like trainers and they should find the way out by themselves and hence use strategies for the solution or it can be that they want to develop themselves for achieving greater professional augmentation. Adult learners are self-directed because they seek out learning activities to enhance their own knowledge in order to meet their needs. Besides, the adult learners want to draw on their rich personal and professional experiences. If the learners are involved in their learning rather than becoming merely passive participants they are more likely to master the information or concepts presented. Self-directed activities include a variety of activities before, during and after the learning experience to engage the participant in active learning. According to Oxford (1990), self-direction is often a gradually increasing phenomenon growing as learners become more

comfortable with the idea of their own responsibility (p. 10). Self-direction assists them to gradually gain greater confidence, involvement, and proficiency. Overall she talks about such strategies that a language learner employs while learning a language. However, Richards and Farrell (2005) view that teacher learning has been shifted towards self-directed, more democratic and participatory forms of teacher development from an authoritarian organizational structure in schools shifting responsibility for professional development from managers and supervisors to teachers themselves. Similarly, the power of experiential learning and action based learning has also been recognized in today's teaching- learning environment and this has given rise to self-direction.

Wallace (1991) emphasizes the use of self-directed strategies stating that teachers ought to be encouraged to become reflective practitioners and thereby self-evaluation takes place and the teachers can become cognizant of their professional competence. He stated that teachers should be flexible, capable of further independent study, able to solve problems in a rational way, able to combine speed of response with depth of understanding (p. 26). Richards and Farrell (2005, p. 14) classify the strategies in different four areas: individually, one to one, group-based, and institutional.

Self-directed activities make the teachers self-initiated. They can serve those activities without help of assistance and these activities motivate the teachers' themselves to solve the current problems arising in time of teaching learning activity. These activities include: workshops, self-monitoring, journal writing, critical incidents, teaching portfolios, and action research each of which is discussed below:

#### **2.1.8.1 Workshop**

Teachers attending workshop to make their own teaching learning activities more practical and activity oriented which is one of the strategies of teacher professional development. It provides opportunity to the teachers to examine

their own beliefs and perspectives towards the topics. The first workshop for teachers' dates back to 1936. A workshop is an intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills (Richards & Farrell, 2010, p. 23). It is a period of discussion and practical work on a particular subject; in which group of people share their knowledge and experience.

In a workshop, teachers are provided with the opportunity to acquire specific knowledge and skills. They are expected to explore and know different things such as how to conduct effective classroom observation, how to carry out action research in their own classroom. Teachers get hands and experience with such topic. In other words, they themselves take part in the activities actively therefore, they get practical experience or knowledge on the topics. In workshops, teachers can also examine their beliefs about teaching, learning, learners themselves and curriculum.

According to Richards and Farrell (2010, as cited, Joshi, 2012, p. 150-51), the benefits of workshops for language teachers are as follows:

- ) Workshops can provide input from experts
- ) Offer teachers practical classroom applications
- ) Raise teacher motivation
- ) Develop collegiality
- ) Support innovation
- ) Workshops are short-term

Richards and Farrell (2010) present various procedures for carrying out workshops. While conducting workshop topics should be relevant to participant, selecting limit number of participant have been easy to give feedback and assessment. To make the program effectiveness needed expertise lecturer of university level because facilitator engaged more time interaction

with participants and participants should have opportunity to more interact with experts too.

### **2.1.8.2 Self-Monitoring**

Self-monitoring is a strategy that a teacher can adopt for his or her professional development. Self-monitoring in teaching involves having a teacher record his or her teaching behavior for the future reference so that he or she can go through it for self-appraisal. Self-monitoring can make the teachers aware of their current knowledge, skills and attitudes as a basis for self-evaluation. Teachers can therefore collect information regarding their classroom behavior for future reference to bring about necessary changes. Richard and Farrell (2005) state that self-monitoring refers to an activity in which information about one's teaching is documented or recorded in order to review or evaluate teaching (p. 321). According to them, there are three approaches to self-monitoring of language lessons: lesson report, audio recording a lesson, and video-recording a lesson. Self-monitoring provides an opportunity in order not only to better understanding one's teaching but also to review one's own strengths and weaknesses as a teacher. Therefore, a teacher especially on EFL teacher should garner information about teaching behavior and practices objectively and systematically such that this information can act as a basis for making decisions about whether there is anything that should be changed. Larsen-freeman (1983, p. 266) further explicates Richards and Farrell's view saying that teachers need the heightened awareness, a positive attitudes and knowledge in order to make informed choices about their teaching. She states:

I cannot make an informed choice unless I aware that one exists.

Awareness requires that I give attention to some aspect of my behavior or that situation I find myself in. Once I give that aspect my attention. I must also view it with detachment, with objectivity, for only then will?

Become aware of alternative ways of viewing the situation, and only then will I have a choice to make. (p. 277)

Similarly, Self-monitoring or self-observation embodies a systematic approach to the observation, evaluation, and management of one's own behavior in order to gain better understanding and control over the behavior. According to Richards (1995) self-monitoring refers to the teacher making a record of a lesson, either in the form of a written account or an audio or video recording of a lesson, and using the information obtained as a source of feedback on his or her teaching (p. 118). According to him, self-monitoring not only complements but also replaces other forms of assessment, such as feedback from students, peer or supervisors. Richards stated that it can help teachers in at least four ways (ibid, p. 110). First the amount of time available for professional development is quite short when compared to the length of our teaching careers, even though professional development should ideally continue throughout our teaching lives. Second, self-monitoring can lead to critical reflection about the work. Third, it can help the teachers to better understand their own instructional process and thereby bridging the gap between what we think we do. Finally, it relocates the responsibility for improving teaching squarely with teachers as an individual.

Richards and Farrell (2005, pp. 38-47) present some of the procedures that teachers can employ in order to carry out self-monitoring in their pursuits of professional growth. They say that teachers can prepare lesson reports or a written narrative to record the incident that has taken place in the classroom. According to them a lesson report refers as a way of documenting such observations as a source of future learning. Similarly a written narrative consists of a descriptive summary of the lesson, which a teacher can go through latter and make improvement in the necessary areas. Audio and video recording of the lesson or the use of checklist and questionnaires can also help teachers to make a record of the account of the classroom activities.

Self-monitoring is an effective self-measurement device. The learner can become self-directed by keeping records of his or her own progress. It can be in the form of simple checklist of the items leveled or it may include a self-rating scale on each item.

### **2.1.8.3 Journal Writing**

For making the teacher profession sustainable teachers can keep a teaching journal as an effective device. Farrell (2005) explained that a teaching journal is an ongoing written account of observations, reflections and other thought about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation (p. 68).

Journals are sometimes called teaching logs or teaching diaries, and, can be used as an important reflective device or the self-directed strategy for the professional development of a teacher. Journals are more elaborate and systematically written in their nature and therefore can work as an aid to reflection on action (Schon, 1983). A teaching journal enables the teachers to go back and see their thinking whereby creating a lasting record of thoughts that provides evidence of the teachers self-development. According to Blake (2005, p. 2, as cited in Utley, 2011, p. 93) state that reflective journal also provides an avenue for integrative learning experience. According to her, integrative learning expands the concept of critical thinking.

The teaching journal provides a record of the significant learning experiences that have taken place. Equally, it helps teachers to keep themselves abreast with the self-development processes that have been taking place for them. The journal also provides an opportunity to foster a creative interaction between the novice teachers and the facilitator or more importantly it increases collegiality among colleagues if it is done by the experienced teachers and finally proves to be useful in their Self-development process.

Richards and Farrell (2005) state that journal writing enables teachers to keep a record of classroom events and observations (p. 69) without which teachers

hardly make substantial recollection of what happened during the lesson. They say that the experience of being successful can be the source of further learning. It opens up the way for a teacher to question, explore and analyze how teachers teach. If not only serves as device to demystify in their beliefs and practices. Journal writing, in this way offers a simple way to conscientious teachers about their teaching and learning whereby teachers gain growth and development in their professionalism.

Similarly, Dowrick (2007) states that journal writing is a gloriously self-directed source of inner development, at it also makes the world beyond your own self more real and more vivid (p. 2). According to her, a journal can become a companion that supports without any assessment. It can be a source of discovery, of learning, emotional relief and insight. Similarly, Stevens and Cooper (2009) define journals as a sequential, dated chronicle of events and ideas, which includes the personal responses and reflections of the writer on those events and ideas (p. 5). According to them a journal has six defining characteristics that: journal is written dated, informal, flexible private and archival. The journal appears in the written form consisting of information, ideas, thoughts, and questions. All the journal entire are dated in a sequential order and are usually informant. Thus, teachers can write whatever they feel like in their journals because it is private and for a personal use such that they can archive information in the later phases as required.

#### **2.1.8.4 Analyzing Critical Incidents**

An event occurs in the classroom in an unexpected manner; we should interpret a problem or a challenge as per a particular context, rather than a routine occurrence. It is a short description of an event that has taken place over a certain period of time. It can happen to anyone and anywhere, in a real life situation too. The incident is critical because it is important, essential or valuable in a way that it has some meaning. Critical incidents (CI) are based on real life situations and typical involve a dilemma where there is no easy or obvious solution. The objective of critical incident is to stimulate thinking



about basic and important issues which occur in real-life situations. Tripp (1993) states that a critical incident is an interpretation of the significance of an event to make something as a CI is a value judgment we make, and the basis of that judgment is the significance we attach to the meaning of the incident (p.8). Tripp believes that incidents happen but critical incidents are created because of their importance. Therefore, for Tripp any lesson can be critically analyzed and a particular event made critical by our reflection on it. It making incidents critical, one needs to ask not only what happened but also why it is happened. This should then be situational for the future reference.

Critical incident in teaching refers to a particular occurrence that has taken place during a lesson. Teachers make it critical because they think it important and want to utilize it for future reference. Richard and Farrell (2005) state that a critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insight about some aspect of teaching and learning (p. 113). They say that CI analysis refers to the documentation and analysis of teaching incidents in order learn from them and improve practice. Such incidents compel teachers to ruminate the long-term implications they may have this process of documentations and reflection provide opportunity for teachers to learn more about their teaching, their learners, and themselves (ibid, p. 14).

Majority of critical incidents that happen in classrooms are common place events that are critical in the sense that they reveal underlying beliefs or motives within the classroom. At the first appearance, these incidents seem to be significant but soon they become critical when they are subject to review and analysis since they trigger a sense of weird occurrence in that particular situation.

Brookfield (2006) states that Critical Incident Questionnaire (CIQ) is a Quick and revealing way to discover the effects your actions are having on students and to find out to the emotional highs and lows of their learning (p. 41). He

emphasizes the use of critical incident questionnaire in order to identify the feelings of the students regarding teaching out of which teachers can identify which incident is critical and which is not from the words of students. This activity can assist teachers to deal with similar incidents in the future.

Administering CIQ, according to him is just a five-minute activity. The students are asked to write the answers to a few questions without putting their name on the form. If they do not know the answer, they can also leave the space blank. This is done on a weekly basis.

Critical incident can be both positive and negative classroom events. If students have more participants and learn more things rather than what teacher expected it is positive and if students have weak engage and they learn less things rather than what teacher expected it is negative incident.

#### **2.1.8.5 Teaching Portfolios**

Teaching portfolios is a collection of documents that contain information about a person, an event or a subject. It is also called compilation of teaching materials and related documents that teachers employ during teaching and learning processes, portfolio serves as tools for reflection, a way to thoughtfully document teaching practices and progress towards goals. Portfolio entries can inform professional growth plans. As actual artifacts of teaching, portfolios help teachers to systematically ponder over their practice, reflect on the problems they face, and learn from their experience. They provide direct evidence of what teachers have accomplished. Richards and Farrell (2005) defined teaching portfolios as a collection of documents and other items that provide information about different aspects of teacher's work (p. 98). The teaching portfolio not only exposes the teachers' performance description but also facilitates professional development by providing a basis for reflection and review. The portfolios reveal how creative, resourceful, and effective the teachers are. They can also become the source of review reflection and also they can promote collaborative work as well.

Teaching portfolio has been defined variously by various authors. According to Porter and Cleland (1995) teaching portfolio is a collection of artifacts accompanied by a reflective narrative that not only helps the learners to understand and extend learning, but invites the reader of the portfolio to gain insight about learning and the learner (p. 154). Similarly, Stronge (1997, p. 194) states that in its most basic form, a teaching portfolio is a collection of information about a teachers' practice.

A portfolio is a valuable aid in PD for executing exercise of reflection. Therefore, apparently, portfolios and reflections go hand in hand. However, building automatic reflective skills is an arduous job; it requires huge patience in order to make reflection more natural. In this way, the most important use of portfolio is for self-reflection. Self-reflection encourages teachers to review their activities, strategies, and plans for their future to. Broadly, the habit of keeping teaching portfolios empowers teachers with reflective strategies to help understand themselves as learners.

Similarly, Kerr (1999) mentions portfolios are all about growing a person-as a learner. He said that portfolio documents your growth in three areas: developing self-awareness, managing emotion, and building relationships (p. 23). He further expounds that portfolio is all about both learning and making commitments.

#### **2.1.8.6 Action Research**

Teacher themselves are the researchers in the classroom. They conduct researches to solve the immediate problems that occur during teaching-learning process. Such type of research is known as action research. It is application of research to problems in a particular classroom setting. It is carried out not for the development of a theory or the generalization of the applications but it is done for the immediate in order to find the solution of the problem. Therefore, it refers to teacher –conducted classroom research (Richards and Farrell, 2005, p. 171). That attempts to solve practical problems. Many teachers, whether

deliberately or inadvertently- involve in conducting action research in their day to day classroom activities when they have to tackle a problem. Thus it is a crucial tool for a teacher for his or her self-development. Action research is, typically, a reflective process that allows for inquiry and discussion as a component of the research. Therefore, it also involves a cycle of activities such as problem, identification, information collection, strategic plan, and implementation of the plan and reviewing of the expected plan. Best & Kahn (2007) explicated that action research applies scientific thinking and methods to real-life problems and represents a great improvement over teachers' subjective judgments and decisions based on folklore and limited personal experiences (p. 20).

The goal of action research is to improve the teaching and learning environment enabling teachers' growth. Usually, action research is conducted in a small scale both individually and collaborates. Rather than dealing with the theoretical aspects, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. Individual teacher research usually focuses on a single issue in the classroom or the teacher's – individual problems related to his or her professional development. The teacher, in this sense may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning or his or her own PD issues. Carr and Kemmis (1986, as cited in Burns, 1999) define action research as a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out (p. 30). This critical definition of action research though reflective in nature – goes beyond classroom to society. It may therefore have some connection with the unexamined aspects of educational system rather than investigating the immediate practices. Therefore, action research being a reflective practice follows a cycling process of planning, action, observation and reflection in

which if the outcome is negative then this process begins again with a new hypothesis. Nevertheless, like many other researches, Burns (1999) prefers action researchers to be a highly collaboratively practice, she has presented not so much of the cyclical process of doing an action research but a series of interrelated experiences involving the following phases: exploring, identifying, planning collecting data, analyzing/ reflective, hypothesizing/ speculating, intervening, observing, reporting, writing, presenting ( p. 35).

Thus, action research can also be a collaborative activity among colleagues searching for solutions to everyday real problems experienced in schools or looking for ways to improve instruction for better student achievement. Additionally, it helps to develop professionalism among teachers should they be involved constantly in researching and educating themselves about their expertise. However, this is different from the study of more educational questions that arise from the practice of teaching. Collaborative action research differs from the individual teachers' research in that the individual teacher-researches may not prefer sharing the outcomes and the processes with the others like colleagues or the principals. He or she may not go for a formal presentation of the outcomes or submit written material to a listserv, journal or a new letter. The findings may not be publicized. On the other hand, collaborative action research is done to address a common problem or an issue shared by two or several colleagues, the outcome which is later shared and discussed. There may be a discussion during the research too regarding the issues that they come across. Therefore, action research whether it is carried out individually or may be done collaboratively- can become a form of professional development because research and reflection allows teachers to grow and gain confidence in their work. Action research projects influence thinking skills, sense of efficacy, willingness to shared and communicates and attitudes toward the process of change through action research, teachers not only learn about themselves and their students but also about their colleagues and administrators and the other concerned authorities such that it assists them

to determine ways to continually improve. If done collaboratively, it allows time for teachers to talk with others about teaching and teaching and learning strategies. In this sense, they can share their teaching styles, strategies and thoughts with others. In this way, action research can provide teachers with opportunities to evaluate themselves in schools. It serves as a chance to take a look at one's own teaching in a structural manner. Teachers can investigate the effect of their teaching upon their students.

In a nutshell, to develop a profession is gaining knowledge, skills and performance. It can boost up through different professional activities like, individually and collaboratively. Individually, that is keeping portfolio, journal writing, action research etc. and collaboratively, that is team teaching, peer observation, peer teaching and so on. Professional has respected and trusted of community and peers that leads to a degree of autonomy and self- direction. In this way, they hold a set of moral as well as ethical values that allow the performance of the job to become more service oriented.

## **2.2 Review of the Related Empirical Literature**

Every researcher needs the knowledge of previous studies which can help and direct to reach the target for finding out new things and ideas. Many researchers have already done research in the field of teacher professional development to become a periphery of center department of education (English). They have been conducted the research in field of TPD. But here, I carried out the research, strategies of self-direction in developing teachers' professionalism. In an international scenario some scholars have been done research relevance this topic however, this topic will be unique one research work in the university campus (TU) and others university too. Some of the related major research works and national and international articles are mentioned below:

Adenuga (1989) conducted a dissertation entitled "Self- Directed Learning Readiness and Learning Style Preferences of Adult Learners" at Iowa state

university. The first objective of this study was to identify the learning style preferences of the subject based on Kolb's experimental learning, model and categories. The second objective of the study was to identify the respondents' readiness for self-direction in learning using Guglielmino's (1977) scale. The third objective of the study was to compare the learning styles and inner-outer directors across demographic characteristics. The finding and most important objective of this study were to investigate the relationship between respondents, learning style preferences and readiness for self-directed learning. The research design utilized in this study is the ex-post facto research design using causal comparatively and co relational analysis methods. The data was collected from different areas of America; he used four research hypotheses as tools for collecting data. The major finding of this study was levels of readiness for self-directed learning differ significantly by learning style types, nationality, and academic program types of prior work-experience. American students were significantly more self-directed learning than foreign students.

Similarly, Bjorken (2013) carried out the research work entitled "Building Self-Directed Teachers: A Case Study of Teachers' Perspectives of the Effects of Cognitive Coaching on Professional Practices" at Minnesota State University, Mankato. The main objectives of this study was to identify teachers' perspectives of the effects of cognitive coaching on professional practices in a single school district after a four year period of time. The design of this study was a case study using a qualitative methodology. This study used three instruments in data collection including focus group interviews, survey, and archival evidence. The sample of this study based on the focus group interviews it is conducted at three school sites within the school district in order to gather teachers' perspectives inclusive of elementary, middle, and high school level teachers exist for the school years (2009-2012). The major finding of this study was present opportunities of broader impact worthy of consideration for research on professional development. What are the big gaps

professional development programs? How should professional development measure and ensure a focus on increased student achievement. How do teacher unions affect the progress of staff development?

Gyawali (2001) carried out a research entitled “Investigating Classroom Practices: A Proposal for Teacher Development for the Secondary School Teachers of English in Nepal” with one of the objective to find out answers to “how do teachers develop?” He interviewed the eight teachers and teachers educated from different countries: England, Georgia, Nepal, Romania, and Uzbekistan. The major finding was teachers develop in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues.

Adhikari (2010) carried out a research entitled on “Collaborative Learning for Teachers’ Professional Development”. The main aim of this thesis was find out the attitudes of secondary level English teachers towards collaborative learning and the school environment available to them for learning and practicing collaboratively. She was collected data from forty secondary English language teachers’ from Pokhara and Kathmandu valley. The major finding of this study was almost all the secondary English language teachers have positive attitude towards collaborative learning and majority of them are provided with a supportive and favorable environment for collaborative learning within their institution.

Katwal (2012) conducted a research entitled ‘Role of Critical Incident for Professional Development of Teachers of English’. The main objective of this research was teachers’ perception about analysis of critical incident for teachers’ professional development. And analyze the practices of teachers critical incident reflected teaching. It was mainly based on primary sources of data collection from teachers of secondary school of Jhapa district. The schools were selected by using purposive sampling procedure, and it was found gap between teachers’ knowledge, attitude and classroom practices.



Rai (2013) conducted a research entitled “Role of Head Teachers’ in Professional Development a Newly Appointed Teacher”. The main objective of this study was to find out the role of head teachers in professional development. For this, he selected forty head teachers from Khotang district, he used questionnaire as a tools for collecting data. Questionnaire was open-ended. The finding of this study was new teachers are challenging to familiar with students, Parents, their peer, and classroom management, so they need to support by head teacher.

Pandey (2014) conducted a research entitled “Role of Monitoring in Teachers’ Professional Development”, at Tribhuvan University, Kirtipur. The main objectives of this study were to find out the practice of mentoring in the secondary level. He purposively selected twenty English medium schools of Kathmandu district. He used open-ended questions as a tool for data collection. The main findings of this research were that mentoring is necessary for teachers, especially for novice teachers for the betterment of academic institutions.

Shrestha (2016) conducted a research entitled “Awareness of EFL Teachers towards Self-Monitoring for their Professional Development.” The main objectives of this research were self-monitoring practices employed by those teachers for their professional development and tried to suggest some pedagogical implications. He used the primary data for the study were collected from the thirty English teachers of different public and private schools of Kathmandu valley using non-random judgmental sampling procedure. Questionnaire was the main tool of data collection. The findings of this study were based on teachers’ awareness towards self-monitoring, procedures of self-monitoring and practices.

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

Literature review makes the researchers clear about their topic. It is very essential for every research works. It made me walk on right track on my research work and it helped me establish the link between the related studies and develop critical thinking about the findings and methodologies.

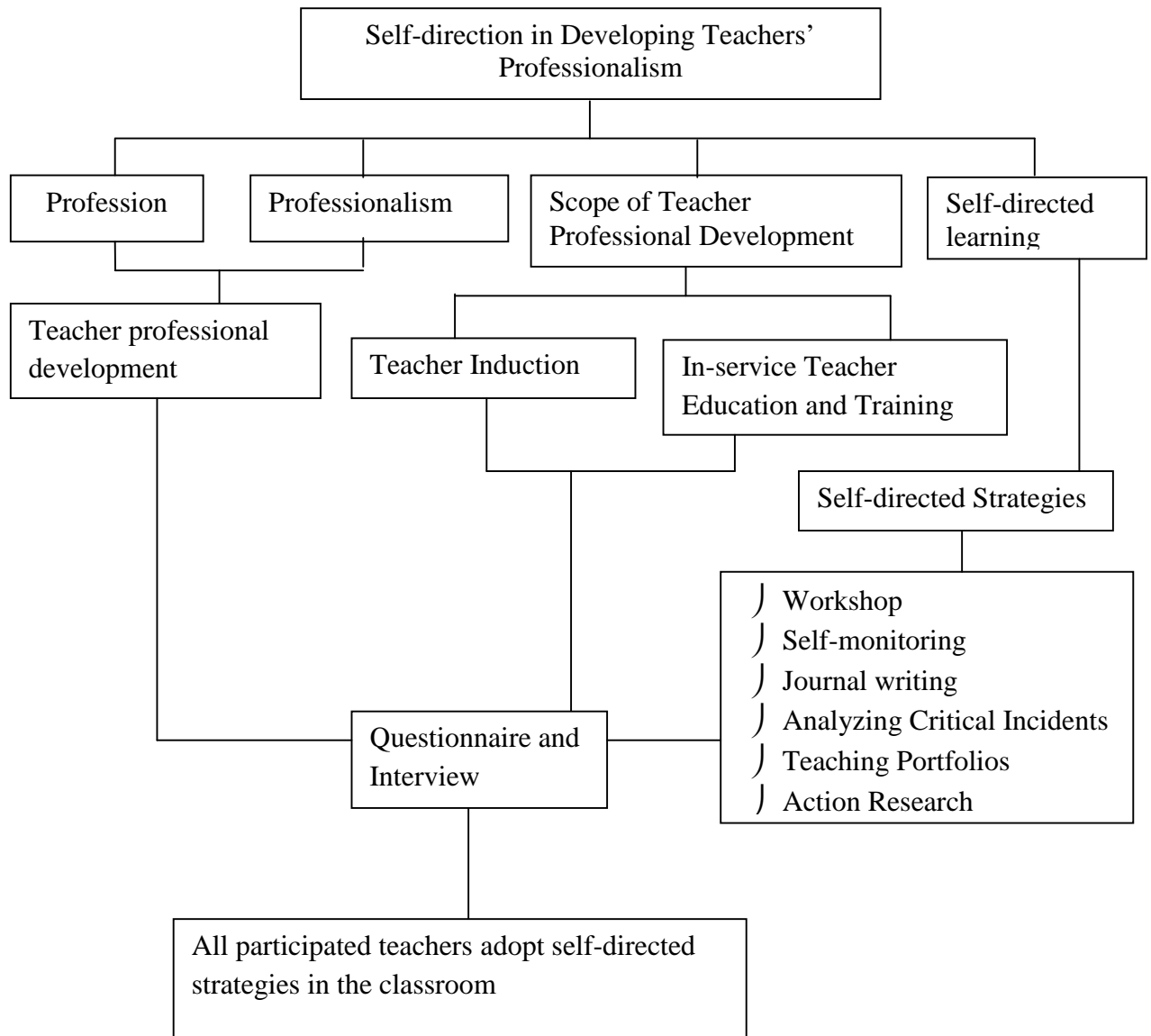
Reviewing literature helps researchers in different ways, Kumar (1990, p. 47) states a list of help, a researcher gets from reviewing literature.

- ) Bring clarify and focus to research problem
- ) Improve methodology
- ) Broaden knowledge base in your research area
- ) Contextualize finding

The above theoretical and empirical reviews helped me understand the “self-direction as a strategy in developing teachers’ professionalism”. It provided me a lot of ideas about research design, methodology and process as my research is also related to same field. The work of Adenuga (1989) helped me to formulate objectives of this study. Similarly, the work of Gyawali (2001) provided me the guidance to make research questions and improve methodological procedures. The research carried out by Adhikari (2005), Katwal (2012), Rai (2013), Pandey (2014), Shreshtha (2016) supported me to construct data collection tools, select populations and sample size, sampling procedures, citation and references respectively. It is also important to examine and evaluate what has been said on a topic and what has not been said yet for conducting further research. The review studies will help to make my research systematic and scientific.

## 2.4 Conceptual Framework

Conceptual framework is underlying map of the whole theoretical study. It grows out the theoretical framework. It connected to the research project's goal that directs the methodology. The conceptual framework to conduct my research diagrammatically shown as:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

In this chapter, I included the methods and procedures of the study that were followed to attain the objectives of this study. Hence, to meet the objectives of the study, I followed the following methodology.

#### **3.1 Design of the Study**

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems.

A traditional research design is a blueprint or detailed plan for how research study is to be completed – operational variables. So, they can be measured, selecting a sample of interests to study, collecting data to be used as a basis for testing hypotheses, and analyzing the results (Thyer, 1993, as cited in Kumar, 2009, p. 84).

The design of the study was survey. Survey research is the most popular design in the field of education, it is carried out to find out the practicality, applicability and for appropriating of certain events, issues, situations, and phenomena. While talking about a survey, we have to be clear that what do we want to find out and how will result be written up and presented. Survey is done in natural setting. The data are collected through methodological triangulation

Morrison (1993, as cited in Cohen et al. 2010, pp. 38-40) has given some characteristics of survey research which are as follows:

- ) Survey research gathers data on a one-shot basis and hence is economical and efficient,
- ) It represents a wide target population (hence there is a need for careful sampling
- ) It generates numerical data

- ) It provides descriptive, inferential and explanatory information
- ) It manipulates key factors and variables to derive frequency
- ) Sample should be unbiased,
- ) It gathers standardized information and ascertains correlation
- ) It presents materials which is uncluttered by specific contextual factor
- ) It captures data from multiple choice, closed question, test score or observation schedule
- ) It makes generalizations about and observes pattern of response in the target focus
- ) It gathers data which can be processed statistically
- ) It usually relies on large-scale data gathering from a wide population in order to enable generalizations to be made about given factors or variables.

### **Research Process in Survey Design**

While talking about the process of survey, I have to be clear on, what I want to find out and how results will be written up and presented. For this, different researchers have suggested the survey research procedure differently in their own style. Nunan (1992, p. 70) suggests the following eight – step procedure of survey in more comprehensive way.

- ) Define objectives: - what do we want to find out?
- ) Identify target population: - who do we want to know about?
- ) Literature review: - what have others said/ discovered about the issue?
- ) Determine sample: - how many subjects should we survey, and how will we identify these?
- ) Identify survey instructions: - how will the data be collected: questionnaire/ interview?
- ) Design survey procedure: -how will the data collection actually be carried out?

- ) Identify analytical procedure: - how will the data be assembled and analyzed?
- ) Determining reporting procedure: - how will results be written up and presented?

So, survey research is a type of research which tries to study the large population by selecting and studying samples, it is mainly carried out to find out peoples 's attitudes, opinions and the specified behavior on certain issues, phenomena, events and situations at a single point of time. Being direct and close contact between researcher and respondents, it is relatively free from various types of errors and miscommunication and there also becomes a good relationship between them. It is effective compared to other types of researchers. Empirical data can be obtained for information in a short time. It has broad coverage as the result/finding from the samples is generalization to large population. So, I decided to select survey research in my research study to cover broad area and to obtain empirical data within limited time and to obtain more valid and reliable findings of my study.

### **3.2 Population, Sample and Sampling Strategy**

The population of this study was English language teachers teaching at higher level (Intermediate, Bachelor and master) in Bardiya and Kailali districts. The sample size was 30 English language teachers. Over all 30 English language teachers 3% of teachers were engaged on interview along with semi-structured questions. This was done through purposive non-random sampling. The researcher was contact with them by visiting the fields i.e. selected campus as shown in appendix.

### **3.3 Research Tools**

A pre-constructed questions and interview was used as a tool for data collection. The interview questions were based on semi-structured model and the other questions were included. Three open-ended and thirty-five close-

ended questions were used to generate the information on self-direction, self-directed strategies and teacher professional development.

### **3.4 Sources of Data**

In order to carry out this research, I used both primary and secondary sources of data.

#### **3.4.1 Primary Sources of Data**

The primary sources of data were thirty English language teachers teaching at intermediate to master levels in Bardiya and Kailali districts. For this research, I visited the different colleges to meet the English language teachers teaching as a novice and experienced teachers. The written responses, alternative questions and teachers views from interview were taken as the primary data for this proposed study.

#### **3.4.2 Secondary Sources of Data**

I used secondary sources of data too, such as related books, journals, magazines, articles, unpublished research works, related websites and other relevant materials are Richards and Farrell (2005& 2010), Knowles, M.(1975), Villegas-Reimers, E. (2003), Oxford, R. L. (1990), (Bhatta, T. R. (2011) to facilitate this proposed study.

### **3.5 Data Collection Procedures**

I adopted the following procedures to collect the data from my informants:

- ) At first I went to different college, established a rapport with administration and explain the purpose and process of the research to them and asked for permission to carry out research.
- ) After getting approval, I consulted with English teachers.
- ) Then, I fixed the time for data collection, for interview I prescribed time 15 to 20 minutes.

- ) After that, I distributed the questions to them to collect their perception and intuitional environment practices towards “self-direction as a strategy in developing teachers’ professionalism”. And I take interview with 3 different English language teachers.
- ) Finally, I collected the questionnaire which I distributed to them; interview was kept on audio record.

### **3.6 Data Analysis Procedures**

Most of the survey researches are quantitative in nature. Being a survey research it has characteristics of both qualitative and quantitative. In this study I analyzed the raw data thematically, descriptively and statistically used of tables and figures. Simple statistical tools such as measure of frequency and percentile are used to record, analyze and interpret the data.

### **3.7 Ethical Considerations**

Ethical consideration is one of the main aspects of the research that a researcher should follow while conducting his/her research work. As this research involved human beings as participants, before conducting the study I took approval from department of English education T.U., Kirtipur, Kathmandu. After obtaining the approval I invited the teachers as participants teaching intermediate to master level. Then I asked them to fill the consent form and after that I handed them over with participant information statement, questionnaire and three teachers have participated on interview. I kept the responses of respondents’ confidential and did not mention the real names of participants in the research. Likewise, all the ideas generated in this research were my own except from the cited ones.



## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

In this chapter I have analyzed and interpreted the data collected from primary sources. The data was collected with the help of a questionnaire and interview. The interview questionnaire was based on semi-structured model. The questionnaire was constructed based on the objectives of the study. The teaching experiences of the respondents ranged from 3 to 22 years.

I arranged the questionnaire based on the six different self-directed strategies. They are workshop, self-monitoring, journal writing, analyzing critical incident, teaching portfolio and action research that are relevant to the teacher professional development to meet the objectives of the study. The participants were asked to respond 35 close-ended questionnaires. Among them, 12 contingency questions which were based on self-directed strategies. The respondent teachers were asked whether they adopted self-directed strategies or not. Similarly, the 10 others questions were based on how these self-directed strategies are beneficial for teachers and 8 Likert-scale questions were based on whether the teachers agreed or disagreed towards the effectiveness of self-directed strategies in their professional development whereas 5 listing questions were based on what different factors affect teachers' professional development. Similarly, 3 open-ended questions were asked based on self-directed strategies.

Moreover, 8 pre-structured questions were asked in interview with some others related questions based on self-directed strategies. The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation of the data have been done thematically, descriptively and statistically.

## 4.1 Analysis of data and Interpretation of Results

This section mainly concerns with the presentation, analysis and interpretation of the data. The collected data have been analyzed at first by using different charts, graphs and figures. Similarly, open-ended questionnaire are analyzed on the basis of the summary of all the answers of the respondents. Recorded interviews have been analyzed on the basis of thematic summary.

For this purpose the collected data were analyzed and interpreted under the following main headings:

1. Analysis of close-ended questions
2. Analysis of open-ended questions
3. Analysis of interview schedule questions

### 4.1.1 Teaching Learning Strategies Adopted by Teachers

Teachers used different types of self-directed strategies for making the classroom effective, these types of self-directed strategies lead to both teachers and students to the right path of learning and make them self-responsible. I asked respondents, “Which strategy did you adopt, and use in your classroom?” Their responses on this question are presented in the following table:

**Table 2**  
**Teaching Learning Strategies Adopted by Teachers**

Description of item	Responses											
	Workshop		Self-monitoring		Journal Writing		Analyzing Critical Incident		Teaching Portfolio		Action Research	
	No	%	No	%	No	%	No	%	No	%	No	%
Teaching learning strategies adopted by Teachers	9	30	17	56.6	4	13.3	6	20	3	10	4	13.3

Table 2 shows that 30 % (9) of the respondents' participated workshop, 56.67 % (17) of the respondents adopted journal writing. However, 20% (6) of the respondents adopted analyzing critical incident, 10 % (3) of the respondents used teaching portfolio and 13.3 % (4) of the respondents carried out action research.

From the table 2 it was founded that most of the respondents (56.67 %) adopted self-monitoring strategy whereas (10 %) of the respondents adopted teaching portfolio. Out of 30 respondents, thirteen respondents adopted more than one strategy, eight respondents adopted self-monitoring, journal writing, and teaching portfolio. Similarly, three respondents adopted workshop and two respondents adopted analyzing critical incident and action research. So, all participated teachers adopted self-directed strategies.

#### **a) Use of Strategy**

After selecting any strategy by teachers from item 1, I asked them next question 'How do you use this strategy in your classroom?' They present their different views which are presented as:

The respondents, selected any topic in the classroom and asked the students for discussion in the group, delivered the new knowledge in the classroom what they learnt from expert and senior. The respondents used self-monitoring for improving their previous weaknesses by bringing variety in activities.

However, the respondents used teaching portfolio by keeping the record of students and reviewing them. They used journal writing by making students participate in writing activities. At first, they provide any new topic to the students for writing and asked them for sharing with their friends. Similarly, they used analyzing critical incident by presenting their own earlier topics, analyzed them and then applying new techniques for remedial teaching. And the respondents carried out action research according to the classroom situations when students did not learn effectively.

#### **4.1.2 Learning Strategies for Enabling Teachers Autonomous Learners**

Self-directed strategies make teachers self-responsible to their own teaching learning activities. It makes them aware towards their classroom presentation

and helps them gain new knowledge. I asked, "Do learning strategies enable teachers to become independent, autonomous and lifelong learners?" Their responses on this item have been presented in the following table:

**Table 3**  
**Learning Strategies Enable Teachers Autonomous Learners**

Description of Item	Responses			
	Yes		No	
	No	%	Yes	%
Learning Strategies enable teachers independent, autonomous and lifelong Learners	29	96.67	1	3.33

From the table 3, it is seen that 96.67 % (29) of the respondents viewed that different learning strategies enabled teachers to be independent, autonomous and lifelong learners. However, 3.33 % (1) respondents responded that learning strategies did not enable teachers to be independent, autonomous and lifelong learners. Hence, majority of the respondents viewed that learning strategies enable teachers to be independent, autonomous and lifelong learners.

#### **4.1.3 Learning Strategies Make Teachers Autonomous Learners**

I asked them "How do these strategies make the teachers independent, autonomous and lifelong learners?" Their responses on this question have been presented given in the following table:

**Table 4**  
**Learning Strategies make Teachers Autonomous Learners**

Description of item	Responses							
	Engage in learning activities		Re-teaching in the classroom		Diagnosing the problems		Formulating the materials	
	No	%	No	%	No	%	No	%
Learning strategies make the teachers independent, autonomous and Lifelong learners	22	73.33	2	6.66	6	20	0	0

Table 4 shows that most of the respondents 73.33 % (22) opined that engagement in different learning activities make teachers independent, autonomous and lifelong learners. Only 6.66 % (2) of the respondents responded that re-teaching in the classroom played an essential role for teachers to be independent, autonomous and lifelong learners. Similarly, 20 % (6) of the respondents argued that diagnosing the problems make the teacher independent, autonomous and lifelong learners. And none of the respondents said that formulating the materials make the teachers, independent, autonomous and lifelong learners. Hence, majority of the respondents said that engaging in different activities made the teachers become independent, autonomous and lifelong learners.

#### 4.1.4 Self-Directed Strategies for Learning Easier and Faster

The respondents were asked to supply their responses to “Do self-directed strategies make the learning easier and faster or not?” Their responses to this question are presented in the following table:

**Table 5**  
**Self-Directed Strategies for Learning Easier and Faster**

Description of Item	Responses			
	Yes		No	
	No	%	No	%
Self-Directed Strategies make the Learning Easier and Faster	29	96.67	1	3.33

As is given in the above table, it can be said that 96.67 % (29) of the teachers responded that self-directed strategies made the learning easier and faster and only 3.33 % (1) of the teachers responded that self-directed strategies did not make learning easier and faster. So, most of the teachers believed that self-directed strategies make the learning easier and faster.

#### 4.1.5 The Ways of Learning Easier and Faster

The respondents were asked in what ways, “Do self-directed strategies make your learning easier and faster”? Their responses to this question are given in the following table:

**Table 6**  
**The Ways of Learning Easier and Faster**

Description of Item	Responses							
	Review own Experience Learning		Engaged in Different activities		Increase Readiness for Learning		Responsibility own self	
	No	%	No	%	No	%	No	%
Ways of Learning Easier and Faster	9	30	6	20	6	20	9	30

Table 6 shows that more than 30 % (9) of the respondents argued that by reviewing own experience learning is the best way of learning easier and faster. Approximately, 20 % (6) of them argued that engaging in different activities is the best way of learning easier and faster. Similarly, 20 % (6) of the respondents responded that increasing readiness for learning is the best way of learning easier and faster. Nearly, 30 % (9) of the respondents responded that by taking responsibility own self is the best way of learning easier and faster. Thus, it was noticed that most of the teachers responded that reviewing own experience learning is the best way of making learning easier and faster.

#### 4.1.6 Self-Directed Strategies as a Problem Oriented

Self-directed strategies are attempts to find out the classroom problems and create alternative ideas to solve the problems. About these types of strategies I asked the teachers, “Are self-directed strategies problem oriented or not?”

Their responses to this item are presented in the following table:

**Table 7**  
**Self-Directed Strategies as a Problem Oriented**

Description of Item	Responses			
	Yes		No	
	No	%	No	%
Self-Directed Strategies as a Problem Oriented	27	90	3	10

Table 7 indicates that 90 % (27) of the teachers argued that self-directed strategies are based on problem oriented; they help the teachers find out the classroom problem and solve them by applying alternative ideas whereas 10 % (3) of the teachers responded that self-directed strategies are not problem - oriented. Thus, I found that most of the teachers agreed that self-directed strategies are problem oriented.

#### **4.1.7 Problems Solved by Self-Directed Strategies**

The respondents were asked, “How do different problems arising in the classroom solve by self-directed strategies? Their responses are presented in the following table:

**Table 8**  
**Problems Solved by self-directed strategies**

Description of Item	Responses							
	Identifying the Problem		Apply new Techniques		Remedial Teaching		Create material Own self	
	No	%	No	%	No	%	No	%
Teachers solve their problem through self-directed strategies	8	26.66	10	33.33	6	20	3	10

Approximately, 26.66 % (8) of the respondents mentioned that teachers can solve the raised problems inside the classroom by identifying the problems. It means self-directed strategies help the teachers find out the burning problems in the classroom whereas 33.33 % (10) of the respondents argued that these strategies help teachers to apply new techniques. Similarly, 20 % (6) of the respondents said that the remedial teaching solves the problem, 10 % (3) of the respondents responded that creating teaching materials solve the classroom problems and 3 teachers are disagreed in this regard. Thus, it was found that (33.33 %) of the respondents opined that by applying new techniques solve the problem arising in the classroom.

#### **4.1.8 Reflective Practitioners through Self-directed Strategies**

The respondents were asked to express their views on, “Do self-directed strategies make teachers reflective practitioners or not?” Their responses are presented in the following table:

**Table 9**  
**Reflective Practitioners through Self-directed Strategies**

Description of item	Responses			
	Yes		No	
	No	%	No	%
Reflective practitioners through Self-Directed Strategies	29	96.67	1	3.33

Table 9 shows that majority of the teachers (96.67 %) viewed that self-directed strategies make the teachers reflective practitioners. However, 3.33% (1) of the teacher responded that these strategies do not make the teachers reflective practitioners.

#### **4.1.9 Self-Directed Strategies for Self-Reflective Practitioners**

Teachers need to reflect their own teaching learning activities regarding what they should do or what they should not do. The effective techniques should be



used according to the classroom situation and in what way students want to learn. The respondents were asked “How self-directed strategies help the teachers become self-reflective practitioners?” their responses are presented in the following table:

**Table 10**  
**Self-Directed Strategies for Self-Reflective Practitioners**

Description of Item	Responses							
	Increase awareness in own Teaching and Learning Activities		Improve own weaknesses		Ask Critical Questions in own Teaching		Collect Information from own Teaching	
	No	%	No	%	No	%	No	%
Help of Self-Directed Strategies become Self-Reflective	17	56.66	15	50	10	33.33	11	36.66

Table 10 indicates that 56.66 % (17) of the teachers responded that increase of awareness in own teaching and learning activities help the teachers make self-reflective practitioners. Similarly, 50 % (15) of the teachers responded that self-directed strategies help teachers become self-reflective practitioners if they improve their own weaknesses. However, 33.33 % (10) teachers opined that asking critical questions in their own teaching by teachers which help them become self-reflective practitioners and 36.66 % (11) of the teachers argued that the collection of information from own teaching help them become self-reflective practitioners. Thus, majority of the teachers (56.66 %) viewed that increase of awareness in own teaching and learning activities help the teachers become self-reflective practitioners. According to the table 10, out of 30, 23 teachers mentioned that above all four options have played important role to make teachers self-reflective practitioners through self-directed strategies.

#### 4.1.10 Teachers evaluate their own activities

The respondents were asked to “Do self-directed strategies make the teachers evaluate their own activities?” Their views are presented in the following table:

**Table 11**

#### Teachers evaluate their own activities

Description of item	Responses			
	Yes		No	
	No	%	No	%
Teachers evaluate their own activities	29	96.67	1	3.33

Table 11 indicates that 96.67 % (29) of the teachers opined that self-directed strategies make the teachers evaluate their own teaching and learning activities, and 3.33 % (1) of the teachers disagreed towards this question. Thus, it was found that self-directed strategies make the teachers self-evaluated their own teaching and learning activities in the classroom.

- a) In response to this question “How do you evaluate your own teaching and learning activities”? They responded their personal views differently which has been presented in the following table:

**Table 12**

#### Teachers evaluate their own Activities

Description of Item	Responses							
	Keep record through Checklist		Monitor own Position based on Students outcome		Ask students questions from Previous Lesson		Guide own selves through Students Motivation	
	No	%	No	%	No	%	No	%
Teachers evaluate own activities	6	20	18	60	1	3.33	5	16.66

The respondents were asked the question “How do you evaluate your own teaching and learning activities?” In responses to this question 20 % (6) of the teachers evaluate their teaching learning activities to keep the record through checklist. However 60 % (18) of the teachers evaluate their teaching learning activities through monitoring own position based on students outcome. Similarly, 3.33 % (1) of the teachers evaluate by asking them questions from previous lesson and 16.66 % (5) of them evaluate from guiding own selves through students motivation. Thus, it was found that majority of the teachers responded that they evaluate their own teaching learning activities by the monitoring own position based on students outcome.

#### 4.1.11 Teachers Participation in Workshop

Workshop provides teachers to acquire specific knowledge and skills. They are aware to explore and know different things, such as how to conduct effective classroom and how to apply that knowledge in their real classroom. I asked the teachers, “Have you ever attended in workshop or not?” Their responses are presented in the following table:

**Table 13**

**Teachers attended in workshop**

Description of item	Responses			
	Yes		No	
	No	%	No	%
Teachers attended in workshop	26	86.67	4	13.3

Majority of the teachers (86.67 %) opined that they attended the workshop. However, 13.3 % (4) of the teachers responded that they have not attended workshop. It was found that a large number of teachers (86.67 %) attended in the workshop.

#### 4.1.12 Frequency of Participation in Workshop

The respondents were asked this question “How often do you attend in the workshop?” Their responses are presented in the following table:

**Table 14**  
**Frequency of Attendance in Workshop**

Description of Item	Responses							
	One a Year		Twice a Year		Two times in a Year		Never	
	No	%	No	%	No	%	No	%
Time of attended in workshop	19	63.33	5	16.66	3	10	3	10

The table 14 indicates that 63.33 % (19) of the teachers attended a workshop once a year. Similarly, 10 % (3) of the teachers attended workshop two times in a year and 10 % (3) of the teachers have not attended any workshop yet. And 16.66 % (5) of the teachers attended it twice a year. It was found that majority of the teachers attended workshop at least once a year.

a) Respondents were asked to mention their views on the question, “In what way, does this workshop help you?” Their responses are presented as follows:

- ) Workshop makes the teachers self-evaluated
- ) It helps them conduct group work
- ) It helps to gain new knowledge from expert and colleagues
- ) It helps to be familiar with weaknesses and tends to remedial teaching
- ) It helps to diagnose the problems and find out the possible solutions
- ) It helps teachers raise motivation and developed collegiality
- ) It helps to make confidence in teaching and learning activities, enhance team work, and revision previous teaching
- ) It helps to build up co-operations between teachers and students

#### 4.1.13 Teachers as Self-Directed Learners

Through self-monitoring, teachers can themselves evaluate their teaching and learning behaviors. It helps the teachers develop their professional career in a better and more effective way. I asked them, “Does self-monitoring make teachers self-directed or not?” Their responses are presented in the following table:

**Table 15**  
**Teachers as Self-Directed Learners**

Description of item	Responses			
	Yes		No	
	No	%	No	%
Teachers as Self-Directed Learners through Self-Monitoring	29	96.67	1	3.33

In response to the question “Does self-monitoring make the teachers self-directed?” Among the respondents, 96.67 % (29) of the teachers agreed that self-monitoring makes the teachers self-directed learners and 3.33 % (1) of the teachers disagreed that self-monitoring makes the teachers self-directed learners. The data shows that most of the teachers agreed on self-monitoring makes the teachers self-directed learners.

#### 4.1.14 Self-Directed Learners Through Self-Monitoring

Self-monitoring is the process of picturing out the internal reality of the teacher. Moreover, it is the act of performance evaluation from insider’s perspective rather than outsider’s perspective. It makes teachers to identify the gap between their subjective perceptions and objectives reality. The respondents were asked “How does self-monitoring makes teachers self-directed learners?”

Their responses are presented in the following table:

**Table 16**

**Self-Directed Learners Through Self-Monitoring**

Description of Item	Responses							
	Awareness on own Performance		Self-Appraisal on own Learning		Collect Information from Classroom		Bring Change in Students Achievements	
	No	%	No	%	No	%	No	%
Self-Monitoring Makes Teachers Self-Directed Learners	16	53.33	9	30	0	0	5	16.66

Table 16 shows that 53.33 % (16) of the teachers' mentioned that self-monitoring makes teachers self-directed learners by making them aware on their own performance. Approximately, 30 % (9) of the teachers argued that self-appraisal on their own learning, no one mentioned on collecting information from classroom. Nearly, 16.66 % (5) of the teachers responded that self-monitoring brings changes in students achievement that makes the teachers self-directed learners.

Majority of the teachers responded that self-monitoring makes teachers be aware on their own performance to become a self-directed learner. Out of 30 teachers, one teacher disagreed in this regard that self-monitoring makes teacher self-directed learner.

## ii) Benefits from Self-Directed Learning

The respondents were asked, “What sort of benefits did you have from self-directed learning?” Their views are presented as below:

- ) Teachers have to know about their own performance level
- ) To review own strengths and weaknesses
- ) To make responsible towards own teaching and learning
- ) To enhance self-education make independent and autonomous learners
- ) To enable the teachers create new teaching aids
- ) To make their learning sustainable and practicable

### 4.1.15 Writing a Journal

Writing a teaching journal helps the teachers reflect own teaching and students’ achievement. It provides an effective means of generating questions and hypotheses about teaching and learning processes. Writing the regular incidents of classroom enhances the writing skills of teachers and helps them memorize the earlier lesson. So, it is an effective self-directed strategy for teachers’ professional development. The respondents were asked the question, “Have you ever writing journal or not?” Their responses are presented in the following table:

**Table 17**  
**Writing a Journal**

Description of item	Responses			
	Yes		No	
	No	%	No	%
Writing a Journal	18	60	12	40

The table 17 shows that 60 % (18) of the teachers responded that they have written a journal and 40 % (12) of them responded that they have not written a journal. Thus, majority of the teachers have written a journal.

#### 4.1.16 Self-Directed Learner Through Journal Writing

I asked teachers responded this question, “How does journal writing help you become self-directed learner. Their responses are presented in the following table:

**Table 18**

**Self-Directed Learner Through Journal Writing**

Description of Item	Responses							
	Record of Teaching Ideas and Problems		Reminding of Previous Lesson		Serves as a Discovery Process		Develop Writing Skills	
	No	%	No	%	No	%	No	%
Journal writing helps Teachers to Become Self-Directed Learner	4	13.33	0	0	5	16.66	9	30

The table 18 shows that, 13.33 % (4) of the teachers responded that journal writing helps teachers become self-directed learner through record of teaching ideas and problems. Similarly, 16.66 % (5) of the teachers responded that journal writing helps teachers become self-directed learner if they served the classroom problems through discovery process. About 30 % (9) of the teachers responded that journal writing helps the teacher develop their writing skills. However, no one responded on reminding of previous lesson. Out of 30, 12 teachers have not written a journal yet. Thus, most of the teachers responded that journal writing helps the teachers become self-directed learner by developing their writing skills.



#### 4.1.17 Unexpected Events in the Classroom

In duration of teaching learning activities in the classroom, students sometimes showed unexpected behaviors that might come immediately, if unusual behaviors appeared in the classroom, teachers should take an important event. These are the reactions, doubts and curiosities of unanticipated from students about subject matter in course of learning. The respondents were asked to respond their own experiences on whether the unexpected events have happened in their classroom or not. They responded on this item differently which is presented in the following table:

**Table 19**  
**Unexpected Events in the Classroom**

Description of item	Responses			
	Yes		No	
	No	%	No	%
Unexpected events happened in the classroom	26	86.67	4	13.33

From the table 19, it shows that 86.67 % (26) of the teachers stated that they have experienced, such types of events happening in the classroom. Nearly, 13.33 % (4) of the teachers have not experienced such events in their classrooms. Thus, majority of the teachers have faced unexpected events in their classrooms.

#### 4.1.18 Teachers Consideration Towards Unexpected Events

I asked the teachers, “How do you consider the unexpected events in your classroom?” Their responses are presented in the following table:

**Table 20**  
**Teachers’ Consideration Towards Unexpected Events**

Description of Item	Responses							
	Important		Boring		Normal		Critical	
	No	%	No	%	No	%	No	%
Teacher Consider towards Unexpected Events	14	46.66	1	3.33	4	13.33	7	23.33

Table 20 shows that 46.66 % (14) of the teachers take it as an important when unexpected events and behaviors showed by the students in the classroom. Similarly, 3.33 % (1) of the teacher takes it as a boring whereas 13.33 % (4) of the teachers takes it as a normal and 23.33 % (7) of the teachers take it as a critical event. However, 4 teachers did not respond in this item. Majority of the teachers responded that when unexpected behavior happens in the classroom, teachers should take it as an important event.

## **ii) Unexpected Behavior Shown by Students**

I asked teachers to present their real events happened in their classroom; their presented views are listed below:

- ) Sometime students shown highly excited behaviors and sometime show much boredom without any cause
- ) Students ask irrelevant questions
- ) Sometime they spell and write familiar vocabulary in wrong way
- ) Students show more and new ideas rather teachers
- ) Sometimes students ignore handouts provided by teacher
- ) They do not understand lessons even when repeated by teachers many more time
- ) They ask questions out of context in undisciplined way

### **4.1.19 Classroom Information Collected by Teachers**

Every teacher needs to collect information happening in the classroom, these types of information helps teachers for reflection and review of professional action. It promotes self-evaluation for the better academic performance for both students and teachers. I asked the teachers, “Have you ever collected any information happening in the classroom or not?”

Their responses are presented in the following table:

**Table 21**  
**Classroom Information Collected by Teachers**

Description of item	Responses			
	Yes		No	
	No	%	No	%
Classroom Information Collected by Teachers	27	90	3	10

From the table 21, it was found that 90 % (27) of the teachers responded that they collected information on what happened in the classroom and 10 % (3) of the teachers responded that they have not collected any information from their classrooms. Thus, most of the teachers collected information that what happened in the classroom.

#### **4.1.20 Collected Information Applied in the Classroom**

I asked the teachers, “How these collected information are applied in your classroom?” Their responses are presented in the following table:

**Table 22**  
**Collected Information Applied in the Classroom**

Description of Item	Responses							
	Use of Diary		Play Audio Record		Play Video Record		Distribute Handouts	
	No	%	No	%	No	%	No	%
Ways of Collected Information Applied in the Classroom	23	76.66	0	0	1	3.33	3	10

Table 22 shows that 76.66 % (23) of the teachers used diary as a medium to apply collected information in the classroom. Similarly, 3.33 % (1) of the

teachers used video record as a medium to apply collected information in the classroom. However, no one used audio record as a medium of collected information applied in the classroom. Nearly, 10 % (3) of the teachers distribute handouts to the students in the classroom as a medium of collected information applied in the classroom. Thus, most of the teachers (76.66 %) used diary for applying collected information in the classroom. And out of 30, 10 % (3) of the teachers disagreed in this item.

## **ii) Teaching Portfolio Changes Teachers Behavior and Attitude**

By the continuing record of classroom information bring changes in teachers' performance. They have an opportunity to reflect their previous knowledge and make classroom activities effective. The respondents were asked to mention their views on "How does the teaching portfolio help to change in your behaviors and attitudes?" Their responses are briefly mentioned as below:

- ) Teaching portfolio helps teacher review their previous classroom activities
- ) To evaluate own teaching by observing students achievement
- ) To self-guide reading, participating in study group, internship facing with various classroom problems
- ) To create new ideas and enable to apply them in the classroom
- ) To analyze previous weaknesses and to reform them in further classroom

### **4.1.21 Conducting Action Research**

Action research is one of the core avenues for teacher professional knowledge updating. It is a way of investing and exploring new ideas which add new dimensions in teaching. It leads to the teachers to swim into the depth of classroom reality in achieving local understanding and developing practical solutions to the problems. The respondents were asked to respond their views

on whether they conducted action research or not. Their responses are presented in the following table:

**Table 23**  
**Conducting Action Research**

Description of item	Responses			
	Yes		No	
	No	%	No	%
Conducting Action Research	16	53.33	14	46.7

From table 23, it is visible that 53.33% (16) of the teachers agreed to carry out action research in their classroom. Approximately, 46.7 % (14) of the teachers disagreed and they have not carried out action research yet. Majority of the teachers carried out action research.

#### 4.1.22 The Ways of Carrying out Action Research

Respondents were asked this question “How do you conduct action research in your classroom? Their responses are presented in the following table:

**Table 24**  
**The Ways of Carrying out Action Research**

Description of Item	Responses							
	Study over Poor Students		Engaged Students in Group Work		Changed in own Teaching		Observed overall Classroom	
	No	%	No	%	No	%	No	%
How do Teachers Carried out Action Research	12	40	0	0	3	10	1	3.33

Table 24 shows that 40 % (12) of the teachers carried out action research by studying over the poor students. Similarly, 10 % (3) of the teachers carried out action research by bringing change in their teaching. Nearly, 3.33 % (1) of the teacher carried out action research by observing overall classroom and no one carried it out by participation of the students in group work. However, among 30 teachers, 14 teachers did not conduct action research in their classroom. Thus, majority of the teachers carried out action research by studying over the poor students.

## **ii) Situation of Carried out Action Research**

The respondents were asked, “In what situation do you conduct action research”? Their views are listed briefly below:

- ) Teachers carried out action research when students are unable to succeed their own learning
- ) Students facing difficulties in their present topic
- ) Students have no any change in their outcome
- ) Classroom being less effective

### **4.1.23 Development of Teachers Professionalism**

Teachers require to be engaged in different activities for their professional development to find out the development of teachers professionalism. The respondents were asked the question, “How does a teacher develop their professionalism?” The information obtained on teachers response to whether they should be, is presented in the next page as follows:



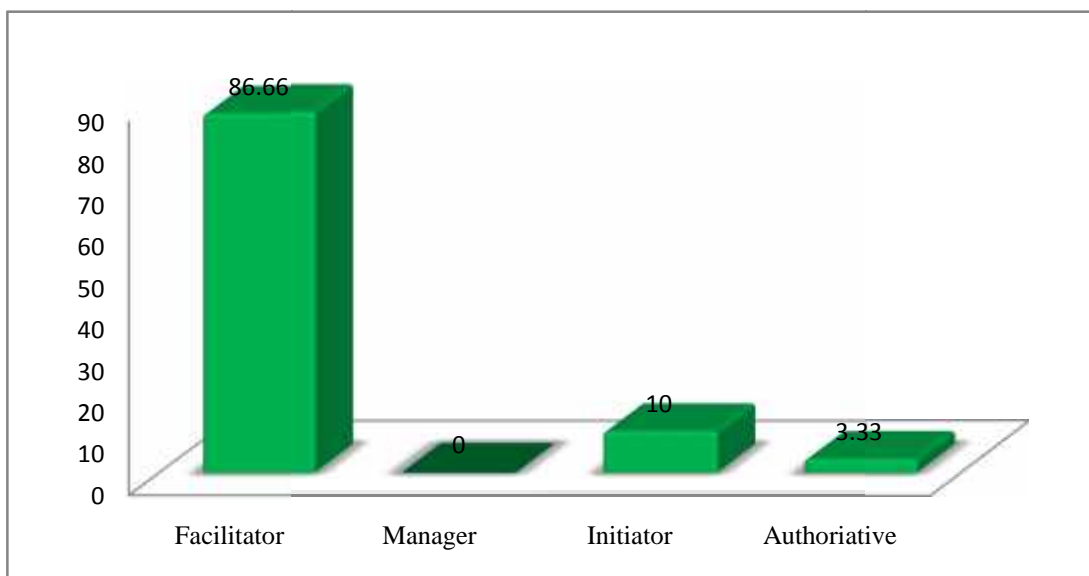
**Figure 1**

### **Development of Teachers Professionalism**

Majority of the teachers (53.33 %) opined that teachers would develop their professionalism in effective way if they engaged autonomy and self-access in own learning. Similarly, 43.33 % (13) of the teachers responded on participating in different activities. Nearly, 3.33 % (1) of the teacher responded on getting knowledge from expert and no one responded on directed from supervisor. Thus, it was found that if teachers have been autonomous and self-access in their own learning, they could develop teachers' professionalism effectively rather than directed from supervisor.

#### **4.1.24 Effectiveness of Teachers Involvement Role in English Language Teaching**

Teachers' involvement role is core to make the classroom effective. They have different roles, such as facilitator, tutor, supervisor and problem solver. I asked this question, "Which one of the following roles makes the ELT classroom more effective when teachers involve as..?" Their responded views in this question are presented in the next page as follows:



**Figure 2**

### **Effectiveness of Teachers Involvement Role in English Language Teaching**

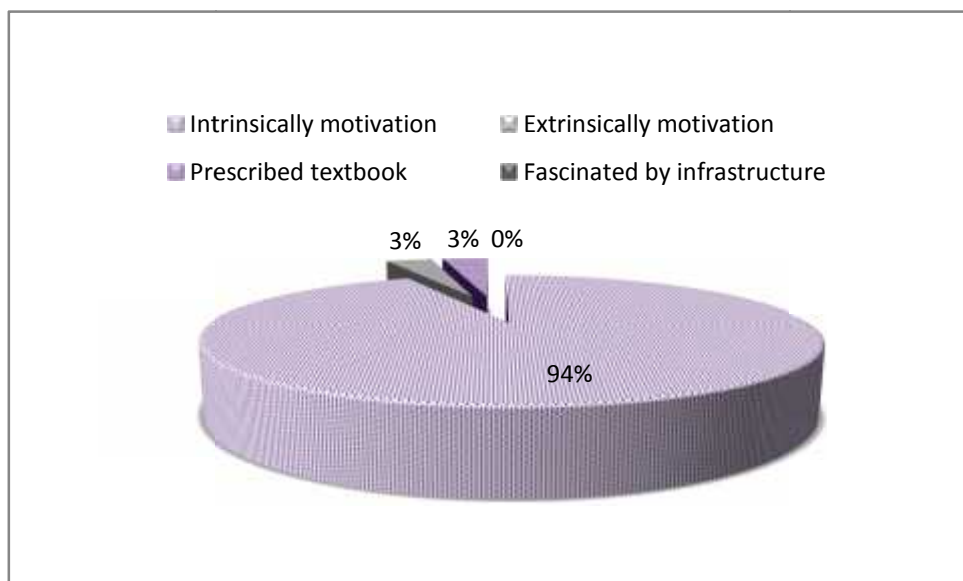
Figure 2 shows that most of the teachers (86.66 %) argued that facilitator's role of teachers are effective in ELT classroom. Similarly, no one responded on managerial role which is effectiveness for teachers' professional development. However, 10 % (3) of the teachers responded on initiator role which help the teachers to make the classroom activities effective. Nearly, 3.33 % (1) of the teachers responded on teachers' authoritative role that makes the ELT classroom effective. Thus, majority of the teachers responded that if teachers play as a facilitating role in the classroom, it makes the classroom effective.

#### **4.1.25 Teaching Learning Activities Effective for Learners**

Learning depends on individual interests of learners. Different learning factors influence on learning direct and indirect way. Learners take part in learning activities differently. Some learners want to learn in groups and some are learning better when they are alone. Respondents were asked the question, "What make the teaching learning activities effective in the classroom?"



The respondent views are presented in the following figure as:



**Figure 3**

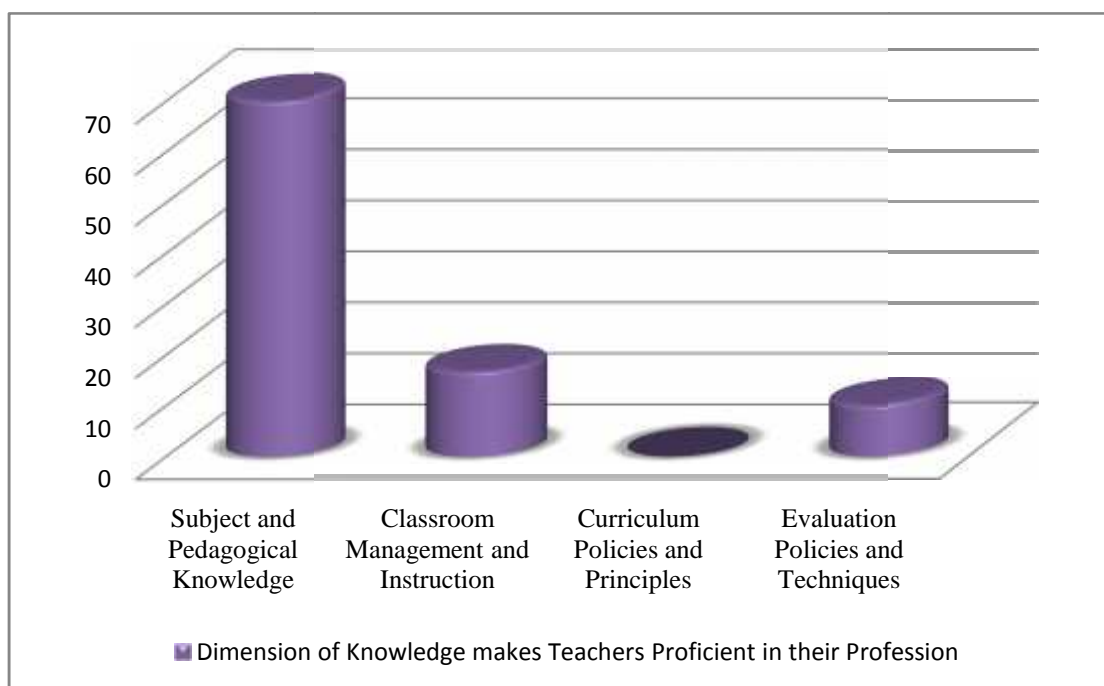
### **Teaching Learning Activities Effective for Learners**

Figure 3 shows that, majority of teachers (94 %) mentioned that teaching learning activities become effective in the classroom when students take part in learning with intrinsic motivation; however, 3 % (1) of the teachers responded extrinsic motivation in learning makes classroom effective. Similarly, 3 % (1) of the teachers responded that prescribed textbook effect in teaching learning activities. And no one responded on fascinated of infrastructure effect on teaching learning activities.

#### **4.1.26 Dimension of Knowledge Proficiency in Teaching Profession**

Dimension of knowledge is related knowledge to subject matter, teacher's personal and subjective philosophy of teaching. Teachers needed content knowledge which helps them deliberate knowledge till learners with effective way. The respondents were asked, "Which one of the dimensions of knowledge makes the teachers more proficient in their professional development?"

Their responses are presented in the following figure:



**Figure 4**

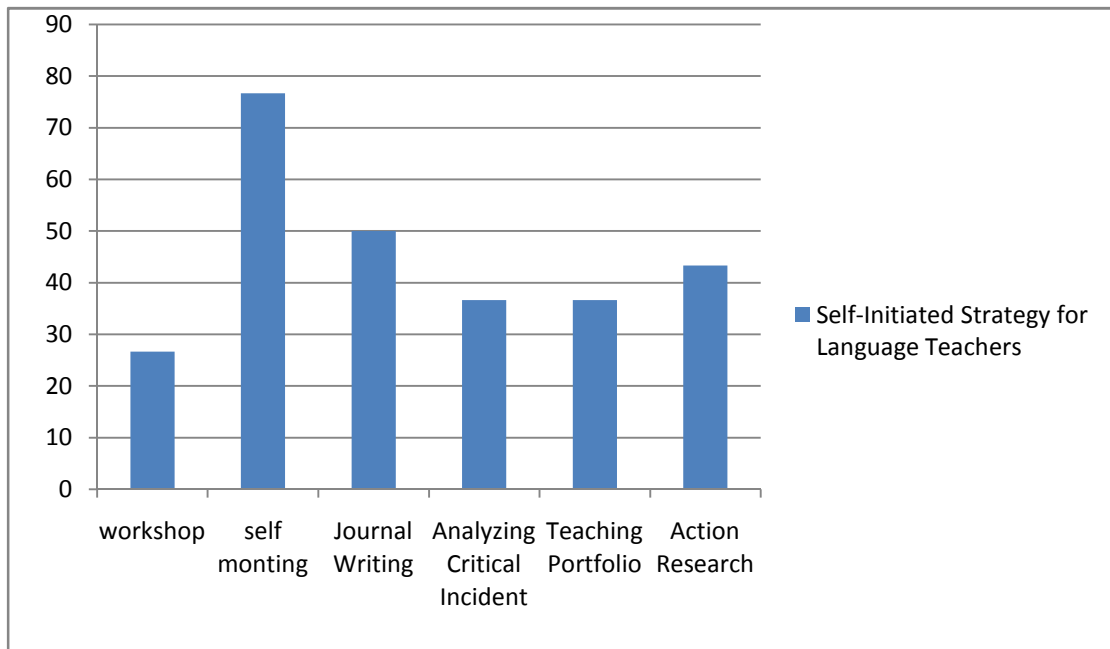
#### **Dimension of Knowledge Proficiency in Teaching Profession**

From figure 4, it was found that majority of the teachers (70 %) opined that subject and pedagogical knowledge makes the teachers more proficient in their professional development. Approximately, 16.66 % (5) of the teachers responded that classroom management and instruction make teachers more proficient. However, 10 % (3) of the teachers responded that evaluation policies and techniques make the teachers more proficient in their professional development and no one responded on curriculum policies and principles.

#### **4.1.27 Self-Initiated Strategy for Language Teachers**

Teachers take part in different activities for their professional development. Self-directed strategies boost up teachers knowledge and make teaching learning activities more effective. These strategies are beneficial for teachers due to solving the rising problems in the classroom. But some strategies are more self-initiated for teachers. I asked them, “ Which strategy can be more

self-initiated for teachers?” Their responses are presented in the following figure:



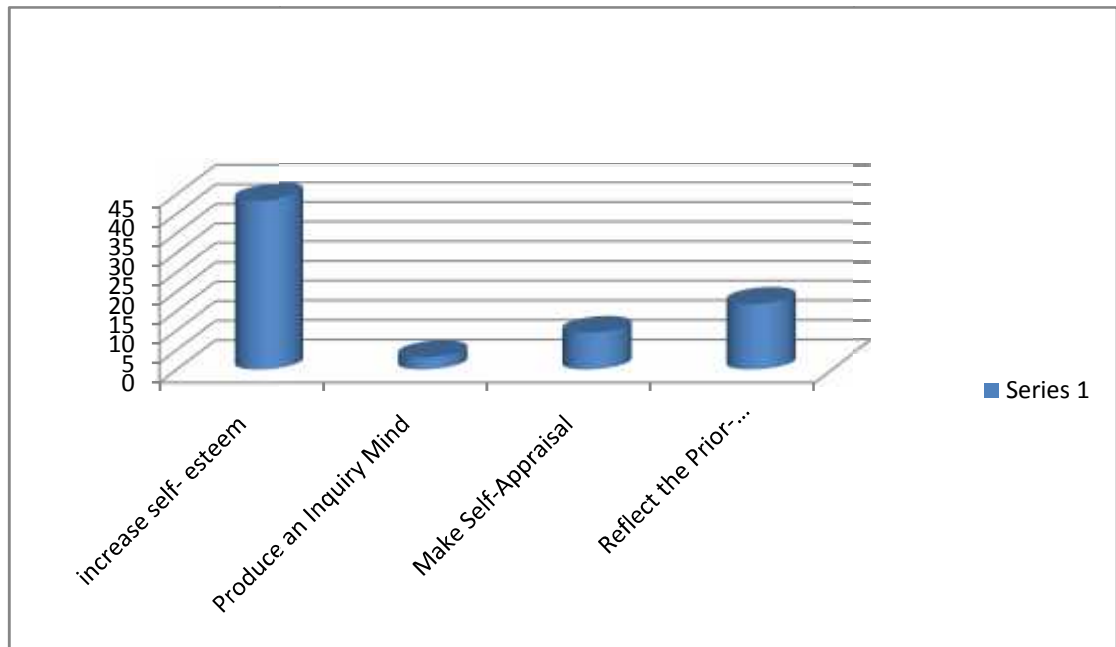
**Figure.5**

**Self-Initiated Strategy for Language Teachers**

Majority of the teachers (76.66 %) viewed that self-monitoring strategy is more self-initiated strategy for language teachers. In average, 50 % (15) of the teachers responded that journal writing is more self-initiated for language teachers. Approximately, 43.33 % (13) of the teachers responded that action research is more self-initiated strategy for language teachers. However, 36.66 % (11) of the teachers responded that teaching portfolio is more self-initiated for language teachers. Similarly, 36.66 % (11) of the teachers responded that analyzing critical incident is more self-initiated strategy for language teachers. Nearly, 26.66 % (8) of the teachers responded that work shop is more self-initiated strategy whereas out of 30, 28 teachers responded on more than one strategy, only one strategy can not be fulfillment of classroom problems.

#### 4.1.28 Taking Responsibility on own Learning Tends

Respondents were asked to respond on, “ Taking responsibility on own learning tends to...” Their responses are presented in the following figure:



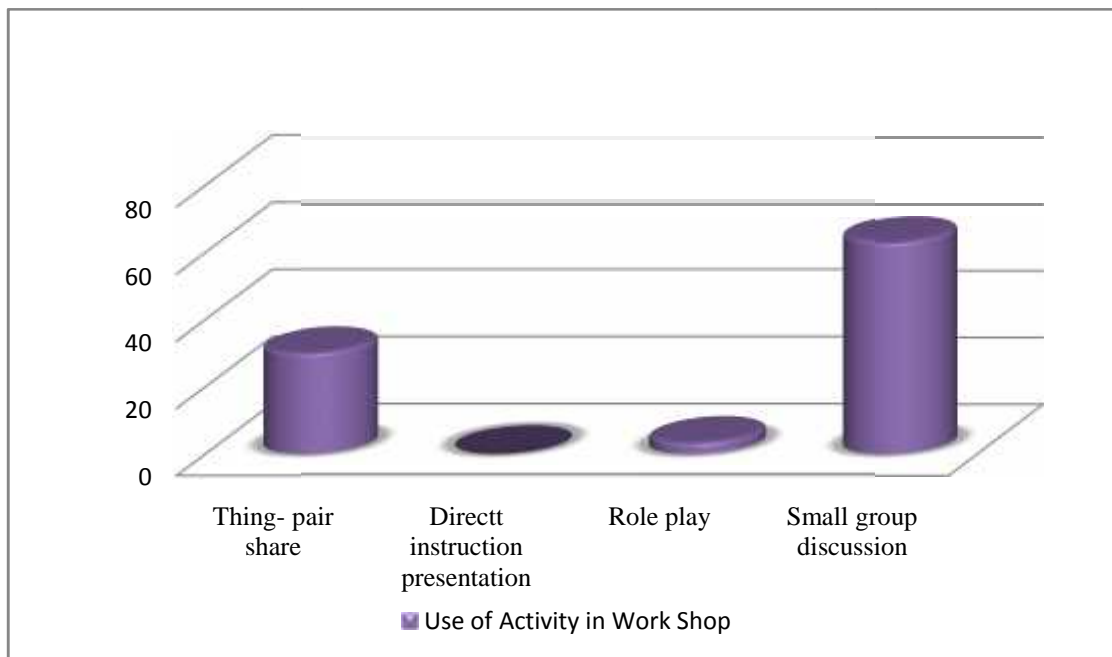
**Figure.6**

#### **Taking Responsibility on own Learning Tends**

Figure 6 shows that 43.33 % (13) of the teachers opined that by taking responsibility on own learning increase self-esteem of learners. However, 30 % (9) of the teachers responded that taking responsibility on their own learning makes the teachers self-appraisal. They can assess their own strengths and weaknesses in teaching learning activities. Similarly, 16.66 % (5) of the teachers responded that taking responsible towards their own learning is helped the reflect prior experience knowledge of techers. Nearly, 10 % (3)of the teachers responded that by taking responsibility of their own learning that promote an inquiry mind. Thus, majority of the teachers (43.33%) responded that by taking responsibility on their own learning which increase self-esteem of learners.

#### 4.1.29 Use of Activities in Work Shop

Activities like group discussion, paper presentation, experience sharing have been conducted in workshop programme. Such, types of activities develop teachers competence and performance skills in the classroom which ultimately enhances students' achievement. I asked the teachers, "which one of the following activities do you follow in workshop?" their responses are presented in the following figure:



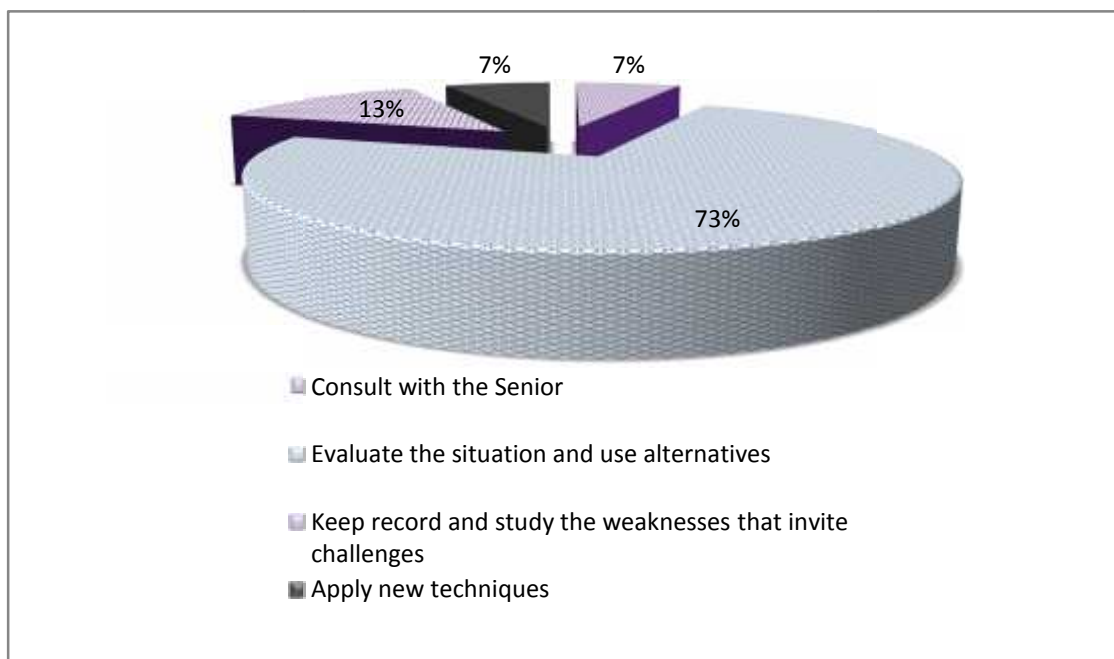
**Figure.7**

#### **Use of Activity in Workshop**

Figure 7 shows that majority of the teachers (63.33 %) mentioned that small group discussion as an activity use in workshop. Approximately, 30 % (9) of the teachers mentioned that they use think-pair share as an activity in workshop. However, 3.33 % (1) of the teachers responded that they use role play as an activity in workshop and no one responded that an activity direct instruction presentation whereas out of 30 teachers, 1 teacher did not attend on workshop yet.

#### 4.1.30 Unexpected Behaviour Makes Teachers to take Action

Critical incidents are students' behaviors that might come immediately and unexpectedly in the classroom. It can be both positive and negative. For example a boy in a grammar class asks to his teacher, "sir, what do you want us to do in grammar." It's really boring who says these type of behavior makes teachers a heightened sense of professional awareness. Respondents were asked, "Whether they take action on the unexpected behaviors shown by the students in the classroom?" Their responses are presented in the following figure:



**Figure.8**

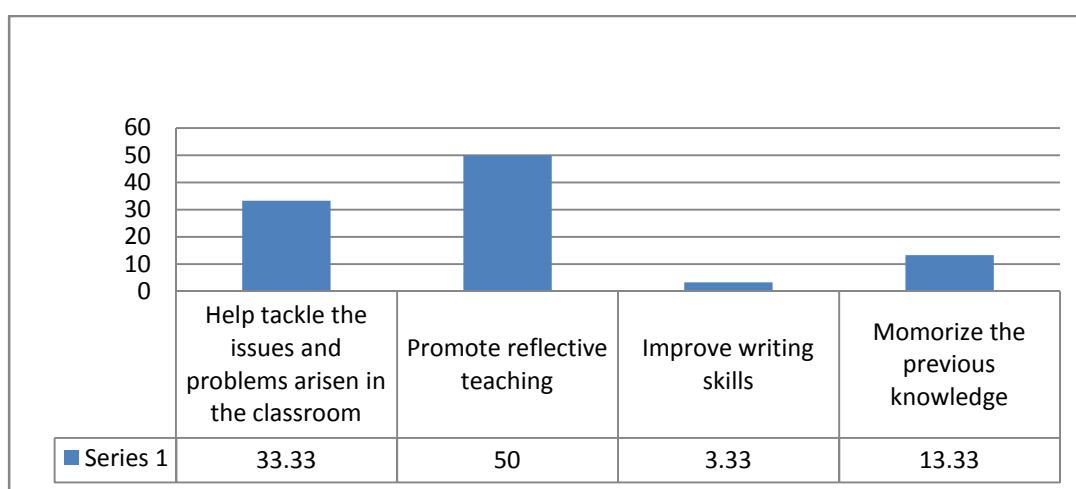
#### **Unexpected Behaviors Makes Teachers to Take Action**

The figure 8 shows that majority of the teachers (73.33 %) mentioned that when students shown unexpected behaviors in the classroom, teachers are evaluating the situation and use alternatives i.e. new teaching techniques in the classroom. Approximately, 13.33 % (4) of the teachers mentioned that if students have shown unexpected behaviors in the classroom, teachers are keeping record and studying the weaknesses of students for remedial teaching. However, 6.66 % (2) of the teachers mentioned that they are consulting with senior when students make the classroom boredom or shown unusual activity.

Nearly, 6.66 % (2) of the teachers are applying new techniques when unexpected behaviors shown by students in the classroom.

#### 4.1.31 Keeping a Diary

Teachers are keeping a record of activities what is happening in the classroom in the small hand book which help teachers review their own teaching, improve own weaknesses and usenew techniques. Teachers were asked,“ How does keeping a diary help teachers for their professional development?” Their responses are presented in the following figure:



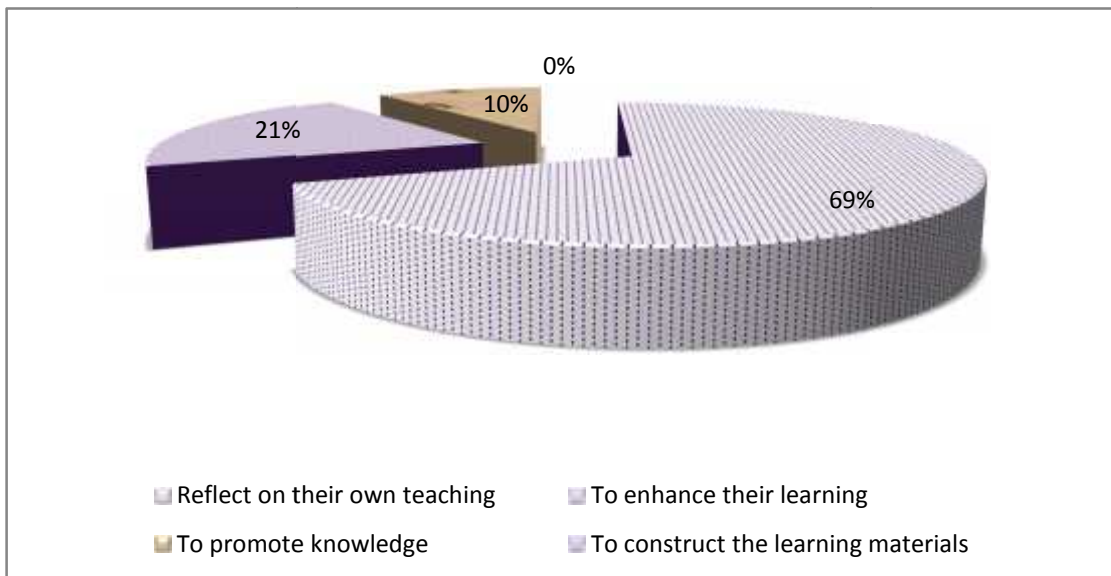
**Figure.9**

#### **Keeping a Diary**

From figure 9, it was found that majority of the teachers (50 %) responded that keeping a diary helps teachers promote reflective teaching. Similarly, 33.33 % (10) of the teachers responded that keeping a diary helps teachers tackle the issues and problems arising in the classroom. However, 13.33 % (4) of the teachers responded that it helps them memorize the previous knowledge. Only, 3.33 % (1) of the teacher mentioned that keeping a diary helps teachers to improve their writing skills.

#### 4.1.32 Teaching Portfolio for Teachers Professional Development

Teachers are keeping record of documents containing information about classroom activities. Teaching portfolio provides a lot of opportunities for teachers for executing exercise of reflection. And it encourages teachers to review their activities, it helps to understand themselves as learners. I asked teachers, “ How does teaching portfolio help teachers for their professional development?” Their responses are presented in the following figure:



**Figure.10**

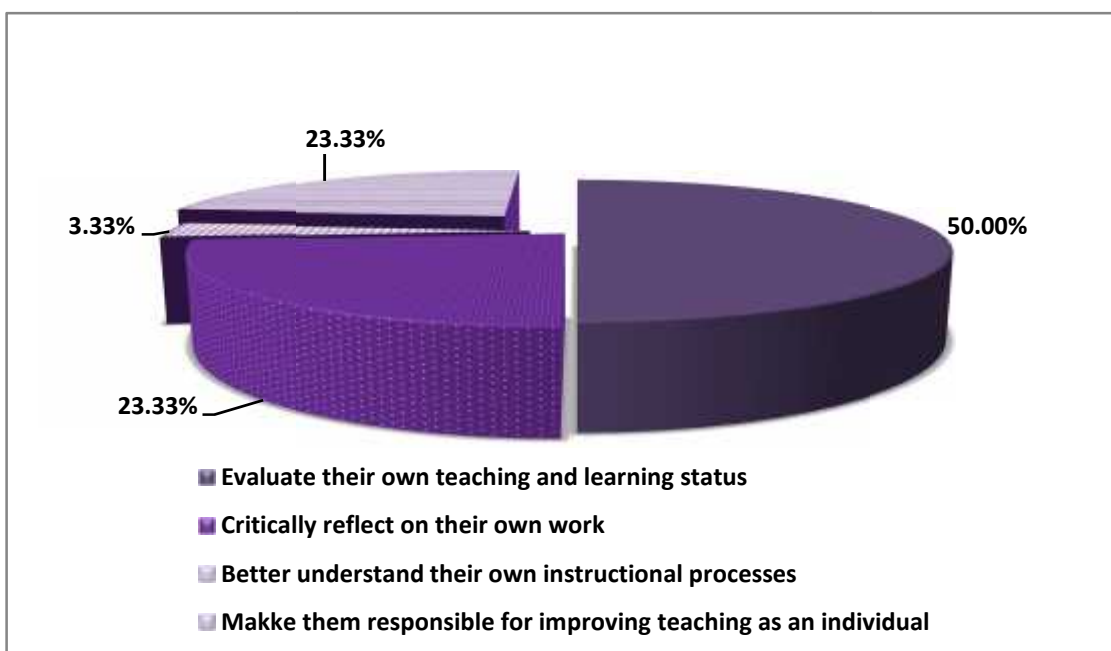
#### **Teaching Portfolio for Teachers Professional Development**

From figure 10, it was found that, majority of the teachers (69 %) mentioned that portfolio helps teachers to reflect on their own teaching. Similarly, 21 % (6) of the teachers mentioned that it helps teachers enhance their learning whereas 10 % (3) of the teachers mentioned that portfolio helps teachers promote knowledge of teachers and no one mentioned that portfolio helps teachers construct the learning materials. Thus, out of 30, 1 teacher disagreed in this regard.



#### 4.1.33 Self-Monitoring Leads Professional Careers

Self-monitoring leads the teachers to their professional careers. It is a systematic approach to the observation, evaluation and management of one's own behaviors in order to achieve a better understanding and control over the behaviors. It aims to make teachers aware of their current knowledge, skills and attitudes and to evaluate what is working well; what should be done different in further class? I asked teachers, "Do self-monitoring leads to the teachers in their professional careers?" Their responses are presented in the following figure:



**Figure.11**

#### **Self-Monitoring Leads Professional Careers**

Figure 11 shows that majority of the teachers (50 %) responded that self-monitoring leads teachers to evaluate their own teaching and learning status. Similarly, 23.33 % (7) of the teachers responded that it engages them to critically reflect on their own work. Approximately, 23.33 % (7) of the teachers responded that self-monitoring strategy makes teachers responsible for improving teaching as an individual and only, 3.33 % (1) of the teachers

responded that self-monitoring makes teachers to better understanding on their own instructional processes.

#### 4.1.34 Action Research for Teachers Professional Development

Action research takes place in the teachers own classroom. Teachers themselves as a researcher, they identifying problems then using appropriate strategy and solve it. It helps teachers improve teaching and learning in school and classroom and it can be conducted during the process of regular classroom teaching. Respondents were asked this question, “ How does action research help for teachers professional development?” Their responses are presented in the following figure:

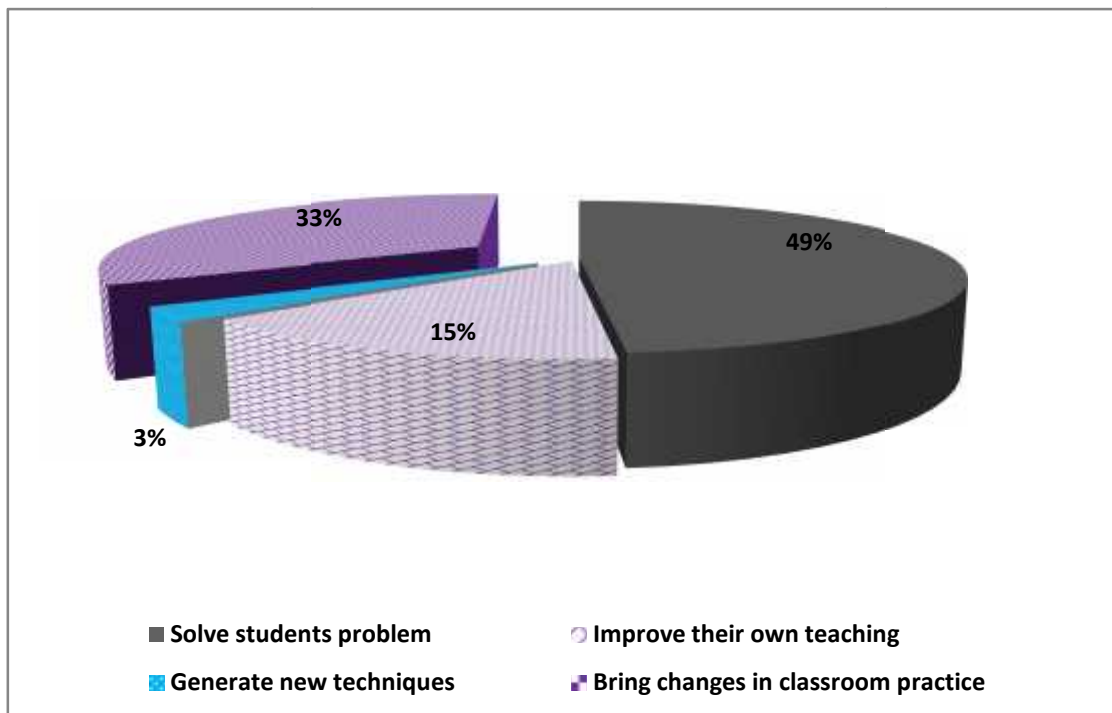


Figure.12

#### Action Research for Teachers Professional Development

From figure 12, it was found that majority of the teachers (53.33 %) opined that action research helps teachers solve students problem. Similarly, 36.66 % (11) of the teachers viewed that action research helps teachers bring changes in classroom practice. Nearly, 16.66 % (5) of the teachers responded that it helps

teachers improve their own teaching whereas 3.33 % (1) of the teachers responded that action research helps teachers generate new techniques. Out of the 30 respondents, 3 respondents responded that more than one alternatives which have helped teachers for professional development.

**Table 25**

**English Language Teachers attitude towards Self-Directed Strategies**

S.N.	Statement	Responses									
		SA		A		N		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Self-directed learning responsible for teachers and develop sense of learning as a lifelong process.	22	73.13	7	23.33	1	3.33	-	-	-	-
2	Institution create suitable environment for self-directed learning.	3	10	20	66.66	7	23.33	-	-	-	-
3	Work shop increases teachers, confidence, competence and performance.	23	76.66	6	20	1	3.33	-	-	-	-
4	Teachers achieve better understanding through self-observation, evaluation and management rather than observed from outside.	16	53.33	12	40	2	6.66	-	-	-	-
5	Self-monitoring helps teachers to review their own strengths and weaknesses.	21	70	8	26.66	1	3.33	-	-	-	-
6	Teaching portfolio helps teacher to evaluate their own work	15	50	12	40	2	6.66	-	-	1	3.33
7	Teachers look back seriously unimportant and unexpected behavior shown by students.	8	26.66	20	66.66	2	2.66	-	-	-	-
8	Action research improve students weaknesses and solve the problem	12	40	18	60	-	-	-	-	-	-

Among the 30 respondents, the collected data revealed that 73.33 % (22) of the teachers strongly agreed that self-directed learning is responsible for teachers and develop sense of learning as a lifelong process. In this regard, 23.33 % (7) of them agreed that self-directed learning makes teachers responsible for their

own learning. Nearly, 3.33 % (1) of the teacher was found that neutral in this question. The data shows that almost all the teachers agreed that self-directed learning makes teachers responsible for their own learning and develop the sense of learning as a life long process.

While analyzing the responses to question 2, it was found that 10 % (3) of the teachers strongly agreed that institution creates suitable environment for self-directed learning such as collection information from the classroom, construction teaching aids and individually initiation towards apply new technique in the school and college. Similarly, 66.66 % (20) of the teachers agreed in this regard. However, 23.33 % (7) of the teachers were neutral in this regard. None of the teachers disagreed in this question. Thus, It shows that all the teachers hold positive attitudes towards institution create suitable environment for self-directed learning.

Majority of the (76.66 %) teachers strongly agreed and 20 % (6) of the teachers agreed that participating in work shop increases teacher's confidence, competence and performance; however, 3.33 % (1) of the teachers were neutral in this regard. None of the teacher was against in this question. Similarly, 53.33 % (16) of the teachers strongly agreed and 40 % (12) of the teachers agreed that teachers achieve better understanding their own teaching and learning activities through self-observation, evaluation and management rather than observed from others. However, 6.66 % of the teachers were neutral in this question. None of them disagreed in this question. Thus, it shows that almost all the teachers agreed that self-observation, evaluation and management of teachers' own teaching and learning activities are better understanding rather than being observed from others.

Table 25 displays that majority (70 %) of the teachers strongly agreed and 26.66 % (8) of the teachers agreed that self-monitoring helps teachers review their own strengths and weaknesses while teaching.

Most of the teachers (50 %) strongly agreed and 40 % (12) of the teachers agreed that teaching portfolio helps teachers assess and evaluate their own work; however, 6.66 % (2) of the teachers are neutral in this regard and 3.33 % (1) of the teacher strongly disagreed on this item. Thus, it shows that almost all teachers express positive attitudes towards this item.

Majority of the teachers (66.66 %) agreed and 26.66 % (8) of the teachers strongly agreed that they look back seriously when students shown unexpected and unimportant behavior in the classroom but 6.66 % (2) of the teachers were neutral in this question and none of the teachers disagreed on this item. So, it shows that almost all teachers are positive towards in this regard.

Majority of the teachers (60 %) agreed that action research is the best way for improving students weaknesses and solving the students problem appeared in teaching and learning process. Similarly, 40 % (12) of the teachers strongly agreed in this regard and none of the teachers disagreed in this question. It shows that all teachers were positive towards that action research and it is the best way for improving students' weaknesses and solving the students problem.

## **4.2 Analysis of Open-ended Questions**

Along with the close-ended and interview questions, the open –ended questions were also asked. It includes different three questions related to the self-directed strategies in teachers' professional development. The collected responses are analyzed in the following sub-heading.

### **4.2.1 Strategies for Teachers' professional Development**

Teachers professional development is not the result of single endeavour. Teachers should hold various activities for making their classroom effective. They need to be able to take part in activities such as, engaging in self-reflection and evaluation, developing specialized knowledge and skills about many aspect of teachng and expanding their knowledge base about research, theory and issues in teaching. I asked the teachers this question, "What

strategies do you adopt for your self-directed professional development?" Their views are presented below:

- ) Action Research
- ) Teaching Portfolio
- ) Workshops
- ) Self-Monitoring
- ) Keeping Teaching Record
- ) Journal Writing
- ) Peer Teaching
- ) Consult with Internet

It clearly shows that teachers carried out different activities in their classroom for their professional development and become up to date with earlier experiences.

#### **4.2.2 Development of Teachers Competence and Performance Skills Through Self-Directed Learning**

Nowadays, teachers professional life has changed tremendously. New skills and competencies have replaced those needed in earlier days. A teacher continuous interest to his professional developments, his readiness to explore and learn new things which make him an active citizen, enhances his social inclusion and personal development. Self-directed learning makes teachers responsible towards their own learning. It promotes both competence and performance skills of teachers. Self-directed learning leads to the attainments of professional skills, attitudes knowledge and competency thereby equipping teachers with professional development. Respondents were asked, "What do you think regarding the teachers competence and performance skills development through self-directed learning?" Almost, all teachers responded same views in this question. They responded that 'yes' there is no doubt self-directed strategies build up both competence and performance skills of

teachers, not only that they responded through self-directed learning teachers themselves have awareness towards their own learning, who accepts responsibility for his or her own learning and views problems as challenges. Teachers identify the problems and apply new techniques for remedial teaching. They are able to use basic study skills, organize his or her time and set an appropriate pace for learning, and to develop a plan for completing work.

From above respondents, it can be cleared that teachers have taken responsibility on their own learning and participated in different activities like workshop, self-monitoring, teaching portfolio, journal writing, analyzing critical incident and action research which promote teachers competence and performance skills. These activities make teachers awareness toward their teaching and learning activities and reflect their own knowledge.

#### **4.2.3 Effectiveness of Self-Directed Learning**

Self-directed learning is a disposition to engage in learning activities whereas the individual takes personal responsibility for developing and carrying out learning endeavours in an autonomous manner without being prompted or guided by other people. Teacher ownself as a self-directed learner so s/he takes responsibility on their own teaching and learning activities. They engaged in different activities e.g. workshop, self-monittoring, teaching portfolio etc. which make them creative and problem solver. Teachers themselves findout problems and solve them by the use of new techniques, changed teaching method and constructed proper teaching aids. So, teachers themselves play doctor and patient role. I asked them “ How can self-directed learning be effective to solve the problem arising in the classroom? Their views in this question are presented below:

- ) Self-directed learning helps teachers engage in different learning activities and diagnose the possible problems in the classroom.
- ) Teacher can tackle with any problem arising in the classroom by used of contextual teaching method.

- ) Enable teachers to find their weaknesses and apply remedial teaching to solve the problems
- ) To make the teachers democratic and participatory
- ) Self-directed learning is effective for solving the rising problems in the classroom by creating an academic environment of self-evaluation and applying related tasks.
- ) It inspires both teachers and students for self-study and make teachers create new techniques the particular problem of the classroom.
- ) It makes teachers conscious towards their own profession.
- ) Teachers themselves analyze and evaluate their own knowledge.

From the above views of the respondents, we can conclude that self-directed learning is one of the learning strategies which make the learners responsible towards their learning. It can be a proper problem solving strategy for teachers that they considered themselves as a self-appraisal, facilitator, evaluator and reflective practitioners in the classroom.

### **4.3 Analysis of Interview Schedule Questions**

Interviews are planned, rearranged interaction between two or more people whereas one person is responsible for asking questions related to the research topic while the other person is to respond to the questions asked. There are three stages of analysing interview questions: transcript and organized, coding, and summarising and interpreting. In this study, I used summarising and interpreting stage. First, I kept record of respondents and then summarized core views what was required me. I selected three different teachers from three different campuses regarding this task. and I mentioned their name 'A', 'B', and 'C'.

#### **4.3.1 About Self-Direction**

Self-direction is a personal attitude towards learning which makes the learners curious and engaged them intrinsically in particular context. I asked "What is



self-direction?” As a first question to the teachers. Teacher ‘A’ says “*self-direction is the cover term of all the professional tools. It makes profession self-reliance, inquiry, contextual learning and learning from experience.*”

Similarly, Teacher ‘B’ says “*self-direction is one of the relevant topic for the present situation. It directly connects the people in self-education and make them democratic, autonomous and create suitable environment for learners and learn themselves action oriented activity*” and teacher ‘C’ says towards self-direction, “*it leads to both teachers and students towards their self-learning, motivate them how to promote their knowledge and take responsibility themselves to the teaching.*”

From aforementioned teachers views, it can be concluded that self-direction is an activity which make the teachers responsible towards their own teaching and learning. Teachers themselves worry about how can be create appropriate and relevant environment for learners and It enables the teachers to develop new knowledge and participating on self-directed strategies.

#### **4.3.2 Self-Directed Strategies**

To develop teachers profession, many activities play an essential role which build up their both competence and performance skills. By the help of self-directed strategies, teachers were able to solve problems in a rationale way. Self-directed strategies tend teachers to be encouraged to become reflective practitioners and thereby self-evaluation takes place and the teachers can become cognizant of their professional competence. I asked question to the teachers “What are the self-directed strategies in your opinion?” Teacher ‘A’ says “*self-observing or monitoring, journal writing, case study, action research and work shop are the self-directed strategies.*” Likewise, teacher ‘B’ says learning autonomous, workshop, journal writing and action research are the self-directed strategies. Teacher ‘C’ says “*self-directed strategies that writing journal, keeping portfolio, analyzing syllabus in the classroom, prepared oneself any kind of teaching materials and participating in*

*workshop.*” I also asked them which strategy did you use in your classroom, they mention “*journal writing, workshop, and teaching portfolios*” are the useful strategies respectively ‘A’, ‘B’, and ‘C’ teacher.

It was found that from the above answers provided by three different teachers, journal writing, workshop, teaching portfolio, analyzing critical incident, self-monitoring, action research, peer-observation, are the self-directed strategies.

### **4.3.3 Self-Directed Strategies Beneficial for Teachers Professional Development**

Self-directed strategies become beneficial for teachers. It develops teachers’ desires to investigate and solve a wide range of teaching problems. They have a deeper understanding of students and a student learning as well as improving teachers’ behaviors and finally school’s better performance. I asked teachers, “What benefit did you have from self-directed strategies?” Teacher ‘A’ says “*by the self-directed strategies, they make him record weaknesses of previous teaching and improve them in further classes and promote both competence and performance skills.*” Similarly, teacher ‘B’ says “*these types of strategies motivated in learning, discovered new techniques and applied them in daily teaching learning activities.*” It means self- directed strategies made teachers reflective practitioners. Teacher ‘C’ says “*by the help of self-directed strategies, it helps find out previous experiences and reforms them in their present knowledge and promotes reflective teaching. It enables them to apply appropriate and new techniques in the classroom.*”

By observing above mentioned views of teachers, teachers have much more benefits from self-directed strategies. These strategies make teachers co-operative, reflective practitioners, creativity and to construct proper teaching aids.

#### **4.3.4 Changing Teachers Behavior by using Self-Directed strategies**

In order to ask pre-structures questions to the interviewee teachers, I asked the question “What changes did you have while using self-directed strategies?” Three different teachers responded their views differently. Teacher ‘A’ responded that using of self-directed strategies bring changes in his behavior. In initial phase teachers should face many challenges like classroom management, students’ motivation, and deliberate subject matter knowledge. But later, when they are engaged in self-directed strategies i.e. participating in workshop and teaching portfolio helps to solve these kinds of problems. It makes them self-practitioners towards classroom activities. Similarly, teacher ‘B’ responded that by the using of self-directed strategies classroom is become effective. Students are engaged on group discussion and seen an active learners and they have better achievement than earlier. Teacher ‘C’ responded that use of self-directed strategies made him apply new techniques what he learned from outside. Teachers need to give class work to the students and assessed them constantly. So, in further classes it helps them provide feedback what they made mistakes in the classroom.

Above discussion shows that teachers who participated in different types of self-directed strategies, they have changed in their daily teaching learning activities such as to provide an opportunity to engage in group work, giving feedback and applying new techniques according to the classroom situation.

#### **4.3.5 Facing Challenges while using the Strategy in the Classroom**

Teachers face various challenges when applying self-directed strategies in the classroom. The interviewee teachers were asked “What kinds of challenges do you generally faced while using such type of strategies in the classroom. Teacher ‘A’ says *“time management, teaching materials and large number of students are the hindrance using self-directed strategies in the classroom.”* Similarly, teacher ‘B’ says *“old education system and administration are the challenges of applying strategies in the classroom.”* And teacher ‘C’ says *“co-*

*teacher and institution should be faced while using the strategies in the classroom.*” Regarding this question, I asked another related question like “Does your institution help you for using new strategies? Teacher ‘A’ and ‘B’ say ‘yes’ it means their institution help them to use self-directed strategies in the classroom but teacher ‘C’ says ‘No,’ his institution do not help him for using these sorts of self-directed strategies in the classroom.

#### **4.3.6 Situation for Using Strategies**

New strategies can be used according to the classroom situation, single activity could not be effective in every classroom; however, same activities would not be better in various classrooms. So, teachers should be aware towards what teaching method could be appropriate. In the similar vein I asked this question “In what situation do you use this strategy?” Teacher ‘A’ says “*self-directed strategies can be used when the critical situation appeared in the classroom e.g. old teaching activities did not work well, students have not reached on their goals or they are unable to secure good marks and negative feedback came from outside.*” However, teacher ‘B’ says “*I use self-directed strategies if teaching learning activities have not been effective and when Teachers themselves are being confused on their own recent lesson. Sometimes students made teachers confused by asking questions from earlier lesson. In such situation, teachers need to apply different strategies.*” And teacher ‘C’ says “*I use self-directed strategies when students are not interested and felt boring in the classroom. They have less motivated in subject matter and teaching methods have been inappropriate.*”

Above discussions show that teachers used self-directed strategies when students have difficulties in their learning, critical events happened in the classroom, negative feedback came from outside and earlier teaching method did not work properly.

#### **4.3.7 Teacher as Self-Directed Learners**

Self-directed strategies make teachers reflective practitioners; they themselves take responsibility for their own teaching and learning. In the classroom, various problems are appeared i.e. students motivation, deliver content knowledge, students achievement and so on. These types of problems have been seen when teachers are not familiar with their weaknesses. Self-directed strategies like self-monitoring and journal writing which help teachers to find out and diagnose the problems. Respondents were asked, “How does this strategy make the teachers self-directed learner?” The main purpose of this question was how by these strategies make the teachers responsible on their own teaching. Teacher ‘A’ says *“self-directed strategies make teachers self-reflective practitioners that enable teachers to reflect on their own learning and make them think locally and engage in learning according to the local situations.”* Similarly, teacher ‘B’ says *“self-directed strategies enable teachers create principal theory autonomously, create autonomous environment and be action oriented and to address the particular situation.”* However, teacher ‘C’ says *“by the use of self-directed strategies, teachers evaluate their strengths and weaknesses themselves. They understood the curriculum properly, keep them up to date with their own teaching and new techniques and motivate teachers to participate in workshop and seminar.”*

From the above mentioned responses it was found that self-directed strategies make teachers self-directed learners to diagnose the problems, identify the sources of material and evaluate their own teaching and learning activities.

#### **4.3.8 Comparison Between the Self-directed learning and Learning Directed from Others**

Self-directed learning is a learning in which learners take responsibility on their learning; they found their achievement by evaluating themselves their own previous knowledge and skills. And the other hand, learners can learn mentoring from others like co-teacher, senior and an expert.

In response to the question, “Which one can be better learning strategy between the self-directed learning and learning directed from others? Teacher ‘A’ says *“self-directed learning is better due to self-directed learning teach teachers to walk one state which has more interested and proper learning path. They reflect their own teaching; students are provided with feedback for motivating in the classroom.”* Similarly, teacher ‘B’ says *“directed from others have been authoritative in which self-directed learning focuses on self-autonomy, learners themselves solve problems.”* And teacher ‘C’ says *“both self-directed learning and learning directed from others are necessary for teachers to make the classroom effective. While engaging in workshop and seminar teachers required help of expert, senior and other participated persons. Through, self-directed learning, the teachers themselves enable to solve the problem which has been emerging in the real life situation.”*

From above discussions it can be concluded that self-directed learning is better learning strategy than directed from others. Self-directed learning makes the teachers democratic, responsible of their own learning, directed on right path. Even the teachers need assistance from others while they learn new things.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY**

In this chapter, I have presented the findings, conclusions of the research and the recommendations of the study on the basis of analysis and interpretation of the collected data. I have presented the conclusions and recommendations in the separate headings so that it will be comprehensible for the concerned readers.

#### **5.1 Findings**

On the basis of presentation, analysis and interpretation of the data, the major findings of the study are summarized and presented as follows:

- ) All the teachers teaching at intermediate to master level agreed that self-directed strategies develop teachers' professionalism by help of applied new techniques and reviewing with previous learning in the classroom.
- ) Majority of the teachers (56.67 %) adopted self-monitoring as a teaching strategy in the classrooms.
- ) Teachers provided various opinions on how self-directed strategies could enhance their professional development. Their opinions included: review of their previous lesson, development of self-confidence, finding out weaknesses and immediately improving them. And they enable teachers to be independent, autonomous and lifelong learners.
- ) Most of the teachers (96.67 %) opined that learning strategies enable teachers to be independent, autonomous and lifelong learners.
- ) Almost all the teachers (96.67 %) viewed that self-directed strategies make the learning easier and faster.

- ) Nearly, (10 %) of the teachers responded that self-directed strategies have no problem oriented.
- ) Approximately, (33.33 %) of the teachers argued that the classroom problem can be solved by applying new techniques.
- ) Majority of the teachers (96.67 %) responded that self-directed strategies make the teachers reflective practitioners.
- ) Most of the teachers (56.66 %) mentioned that self-directed strategies help the teachers to become a self-reflective practitioners, if they increases awareness in own teaching and learning activities.
- ) It was found that majority of the teachers (96.67 %) viewed that self-directed strategies make the teachers to evaluate their own teaching and learning activities.
- ) According to the respondents, most of the respondents (60 %) mentioned that teachers evaluate their own teaching and learning activities by the monitoring own position based on students outcome.
- ) Majority of the teachers (86.67 %) responded that they have attended at workshop.
- ) It was also found that (63.33 %) of teachers attended in workshop one time in a year.
- ) It was found that majority of the teachers (96.67 %) responded that self-monitoring makes the teachers' self-directed learners.
- ) It was also found that more than (53.33 %) of teachers mentioned that by the awareness towards own performance makes the teachers' self-directed learners.



- ) Teachers provided various opinions on benefited from self-directed learning included: teachers have to know about their own performance level, review their own strengths and weaknesses, make responsible towards own teaching and learning, improve teaching strategies and to enable the teachers create new teaching aids.
- ) According to the respondents, most of the respondents (60 %) responded that they have written a journal.
- ) Approximately, (30 %) of the teachers responded that journal writing helps the teachers to develop their writing skills.
- ) It was found that majority of the teachers (86.67 %) responded that they have faced unexpected events shown by the students in the classroom.
- ) Approximately, (46.66 %) of the teachers taken as important when unexpected events and behaviors showed by students in the classroom.
- ) Almost all the teachers (90 %) responded that they are collecting information happening in the classroom.
- ) It was also found that (76.66 %) respondents responded that teachers used diary as a medium to apply collected information in the classroom.
- ) More than (53.33 %) of the respondents responded that they carried out action research.
- ) Approximately, (40 %) of the teachers carried out action research by study over the poor students in the classroom.
- ) Teachers conducted action research in the following situations inside the classroom when students facing difficulties in their present topic, have not any changed in their outcome and classroom being less effective.

- ) It was found that most of the teachers (53.33 %) opined that teachers develop their professionalism effective way if they engaged autonomy and self-access in own learning.
- ) Majority of the teachers (94 %) viewed that teaching learning activities become effective in the classroom when students take place in learning with intrinsically motivation.
- ) It was also found that most of the teachers (70 %) mentioned that subject and pedagogical knowledge make the teachers more proficient in their professional development.
- ) Among the teachers (76.66 %) mentioned that self-monitoring strategy is more self-initiated strategy for language teachers.
- ) Approximately, (43.33 %) of the teachers mentioned that by taking responsibility on own learning increase self-esteem.
- ) According to the respondents, most of the respondents (63.33 %) responded that teachers follow small group discussion as an activity in workshop.
- ) Majority of the teachers (73.33 %) mentioned that teachers evaluate the situation and use alternatives idea when students shown unexpected behavior in the classroom.
- ) It was found that most of the teachers (69 %) argued that teaching portfolio helps teachers to reflect on their own teaching.
- ) Respondents responded that self-monitoring leads the teachers to evaluate their own teaching and learning status and systematically observation, management one's own behaviors in order to achieve a better understanding and control over the behaviors.

- ) Out of the total (53.33%) teachers mentioned that action research helps teachers to solve students' problem.
- ) According to the teachers, majority of the teachers (73.13 %) strongly agreed that self-directed learning is responsible for teachers and develop sense of learning as a lifelong process.
- ) Most of the teachers (66.66 %) strongly agreed that institution creates suitable environment for self-directed learning.
- ) It was found that majority of the teachers (76.66 %) strongly agreed that participating in workshop increases teachers confidence and both competence and performance knowledge.
- ) Out of the total (53.33 %) teachers strongly agreed that teachers achieve better understanding through self-observation, evaluation and management rather than observed from outside.
- ) It was found that, most of the teachers (70 %) strongly agreed that self-monitoring helps teachers to review their own strengths and weaknesses.
- ) In average (50%) teachers strongly agreed that teaching portfolio helps teachers to evaluate their own work.
- ) According to the teachers, most of the teachers (66.66 %) agreed that they look back seriously when students shown unexpected and unimportant behavior in the classroom.
- ) It was found that most of the teachers (60 %) strongly agreed that action research is the best way for improving students' weaknesses and solve the students problem appeared in teaching learning process.
- ) By the use of self-directed strategies, there was changed the behaviors of teachers like: - made the teachers self-practitioners towards classroom

activities. Students are engaged on group discussion and emphasize teachers to apply new techniques and evaluation classroom constantly.

- ) Teachers provided opinion on facing challenges while using self-directed strategies. Their opinions include: Insufficient time in classroom, old education system, not support by the co-teachers and institutions.
- ) Self-directed learning is the better learning strategies rather than learning directed from others as it enables teachers walk to one state which has more interested and proper learning path, they reflect their own teaching, students are provided feedback for motivation in the classroom. Self-directed learning focuses on self-autonomy; learners themselves solve problems arise in the classroom.

## **5.2 Conclusion**

The main objectives of this study was to find out how self-directed strategies help teachers' to make their classroom activities effective, learner based, easier and faster. Self-direction is a personal attitude towards learning which make the learners curious and engage them intrinsically in the particular context. Almost, all the teachers argued that self-direction leads both teachers and students towards their self-learning, motivate them how do promote their knowledge and take responsibility of own selves towards their learning. For making the classroom effective teachers use different self-directed strategies: - workshop, self-monitoring, journal writing, teaching portfolio, Analyzing critical incident and action research. These types of strategies enable teachers become independent, autonomous and lifelong learners and make the learning easier and faster as well. By the help of self-directed strategies teachers review their own experience learning, find out the burning problems arising in the classroom and solve them. Almost all the teachers are aware that self-directed strategies make teachers reflective practitioners and they are evaluating their own teaching and learning activities for remedial teaching. On the basis of

findings of this study each and every teachers adopted self-directed strategies in the classroom.

In context of Nepal self-direction is a new terms even some teachers are confused what self-direction means. They think that self-directed learning only focuses on learners they should own self be responsible for own teaching and learning activities but rather self-directed learning is emphasized on learners need to support of others people for betterment of teaching learning activities. Self-directed strategies such as, participating in workshop aware teachers to explore and know different things like as how to conduct effective classroom and expected to apply that knowledge in their real classroom, through self-monitoring teachers can themselves evaluate their teaching behaviors and even it helps teachers to review their own strengths and weaknesses, teaching journal helps teachers to reflect own teaching and students achievement. It provides an effective means of generating questions and hypotheses about teaching and learning processes. Analyzing critical incidents make teachers responsible for their own teaching. They are taking any events in the classroom as a critical because these types of events create problems and make teachers compel to select best ways of solution. Similarly, using teaching portfolio by teachers, they reflection and review their previous learning. And action research helps teachers to find out classroom problems and solve them. Teachers have a lot of benefits from self-directed learning such as teachers familiar with their own performance level, review their own strengths and weaknesses, make responsible towards own teaching and learning, improve teaching strategies and to enable the teachers create new teaching aids. So, every teachers need to adopt above mentioned strategies for making their teaching learning activities sustainable, productive, creative and better outcomes of students.

### **5.3 Recommendations**

Every research study should have its recommendations. So, this research work has also some recommendations. In the light of the findings obtained through

the analysis and interpretation of data, I have presented the following recommendations:

### **5.3.1 Policy Related**

- ) Government should organize the effective training programs for language teachers and focuses on self-directed strategies like workshop, self- monitoring, teaching portfolio, journal writing, analyzing critical incidents and action research are most means for teachers' professional development.
- ) Universities like TU, KU, PU and POU should design the course on Teachers' Professional Development including self-directed strategies on how teachers can develop personally and professionally.
- ) Teachers training programs organizers and teachers educators like NELTA, NCED, BC and MOE should hold workshop program regularly.
- ) The curriculum experts and designers should be aware of self-directed strategies that are most important strategies for teachers' professional development. This showed, encourage teachers to adopt those types of strategies in their daily teaching learning activities with practicably.

### **5.3.2 Practice Related**

- ) Teachers should apply these self-directed strategies in the classroom by the reflecting their previous learning for making classroom easy and fast.
- ) Students should have an ample opportunity to participant in group discussion, pair work, and project work and so on.
- ) Teachers should use new techniques in the classroom, what they learned from workshop program.

- ) Teachers need to keep record of everyday classroom activities remedial teaching and find out their strengths and weaknesses.
- ) Teachers should carry out action research if students felt difficult in the classroom, making classroom noisy and students did not have better achievement.
- ) Institutions should provide proper environment and sufficient time for teachers to apply self-directed strategies like keeping records, writing journals and carried out action research in the classroom.

### **5.3.3 Further Research Related**

This study limited to Bardiya and Kailali districts and only thirty teachers from fifteen campus teaching at intermediate to master level. It has limitations in terms of population, sample of data, tools for data collection. Moreover, researcher can make use of ideas suggested in this research to investigate the use of newer teaching and learning strategies in the classroom, so further researches can be conducted concerning the limitations of this research. Here are some other related areas recommended for further research.

- ) Use of self-directed strategies for teacher professional development.
- ) Problems faced by English Language Teachers while using self-directed strategies in the classroom.
- ) Self-directed strategies for professional development: A case of lower secondary Level English language Teachers.

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## APPENDICES

### APPENDIX I

#### Participant Consent Form Department of English Education

Tribhuvan University

**Dr. Purna Bahadur Kadel (Supervisor)**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

#### **Self-Direction as a Strategy in Developing Teachers' Professionalism**

I ..... [Name] agree to take part in this research study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses.
5. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission.
6. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

Fill the questionnaire:                      Yes [  ]                      No [  ]

Signature \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX II

### Department of English Education

Tribhuvan University

**Dr. Purna Bahadur Kadel (Supervisor)**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

### **Self-Direction as a Strategy in Developing Teachers' Professionalism**

#### **PARTICIPANT INFORMATION STATEMENT**

##### **1. What is this study about?**

You are requested to be involved in research entitled **Self-Direction as a Strategy in Developing Teachers' Professionalism** which aims to find out the strategy of self-direction for teachers' professional development. To be specific there has not been research in area of self-direction in teacher professional development. So, this study is an effort to find out the strategy of self-direction in teachers' professional development.

You have been invited to participate in this study because I am interested in finding out what is the self-direction and its strategy in teachers' professional development. Your responses will be helpful to know the self-direction as a strategy in teachers' professional development.

This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in this research study is voluntary. So it is up to you whether you wish to take part or not.

You will be given a copy of this Participant Information Statement to keep.

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

The study is being carried out by Mr. Keshab Sejuwal as the basis for the master degree of English Education at the University Central Department of English Education, T.U., Kirtipur. This study will take place under the supervision of **Dr. Purna Bahadur Kadel** lecturer, of English Education.

**3. What will the study involve for me?**

This study involves completing a set of questionnaire containing both open ended and close ended questions for teachers.

**4. How much of my time will the study take?**

It will take you about 1 hour to complete the questionnaire.

**5. Are there any risks or costs associated with being in the study?**

Aside from investing your time, there will not be any risks or costs associated with taking part in this study.

**6. Are there any benefits associated with being in the study?**

This study will help you to know the self-direction as a strategy in developing teachers' professionalism.

### APPENDIX III

#### Sample of Questionnaire

##### Set A

Put a tick ( ) on the option 'Yes' or 'No' next to the alternative, that best indicates your response and mention your own views.

1) Have you ever adopted any of the following strategies in your teaching and learning?

- a) Workshops
- b) Self-monitoring
- c) Journal writing
- d) Analyzing critical incident
- e) Teaching portfolio
- f) Action research

ii) How do you use this strategy? Briefly mention.

.....  
.....

2) In your opinion, do learning strategies enable teachers to become independent, autonomous, and lifelong learners?

- a) Yes      b) No

i) If yes how do they make the teachers independent, autonomous, and lifelong learners? Please tick one.

- a) Engage in learning activity b) re-teaching in the classroom c) Diagnosing the problems d) formulating the materials.

3) In your opinion, do self-directed strategies make learning easier and faster?

- a) Yes      b) No

- i) If yes in what way do they make your learning easier and faster? Please tick the best one.
  - a) To review your own experience learning
  - b) to be engaged in different activities
  - c) to increase your readiness for learning
  - d) to take responsibility own self
  
- 4) In your opinion are self-directed strategies problem oriented?
  - a) Yes            b) No
  
- i) If yes how do these strategies help teachers for solving the problems? Please tick the best one.
  - a) Identifying the problems
  - b) apply new techniques
  - c) remedial teaching
  - d) create materials own self
  
- 5) In your opinion, do self-directed strategies make teachers reflective practitioners?
  - a) Yes            b) No
  
- i) If yes, how do these strategies help you be self-reflective? Tick more as much as possible.
  - a) To increase awareness in your own teaching and learning activities
  - b) To improve your own weaknesses
  - c) To ask critical questions about your own teaching-learning activities
  - d) To collect information from your own teaching



- 6) In your opinion, do self-directed strategies make the teachers evaluate their own activities?
- a) Yes            b) No
- i) If yes, how do you evaluate your own teaching learning activities? Tick any one.
- a) To keep the record through checklist
- b) To monitor your position based on student- outcome
- c) To ask students questions from previous lesson
- d) To guide yourself through student- motivation
- 7) Have you ever attended a workshop?
- a) Yes            b) No
- i) How often do you attend the workshop?
- a) Once a year    b) twice a year    c) two times in a year d) Never
- ii) In What way, do these workshops help you? Mention your own view.
- .....
- .....
- .....
- 8) Does self-monitoring makes the teachers self-directed?
- a) Yes            b) No
- i) How does it make you self-directed? Please tick any one.
- a) To make awareness toward looking back at your own performance
- b) To make self-appraisal on your own learning
- c) To collect information from the classroom
- d) To bring change in students achievement

i) What benefit do you have through self-directed learning?

.....  
.....  
.....

9) Have you ever written a journal?

a) Yes      b) No

i) If yes, how does it help you? Please tick any one of them.

- a) To make a record of teaching ideas and problem
- b) To be reminded of previous lesson
- c) To serve as a discovery process
- d) To develop in writing skills

ii) How does journal writing make you self-directed?

.....  
.....  
.....

10) Have you ever experienced unexpected events in your classroom?

a) Yes      b) No

i) How do you consider these kinds of events? Please tick any one.

- a) An important
- b) A boring
- c) A normal
- d) A critical

ii) What kinds of unexpected behavior are shown by the students in your classroom?

.....  
.....

11) Have you ever collected any information happening in the classroom?

- a) Yes      b) No

i) If yes, how is this collected information applied in your classroom? Please tick the best one.

- a) Use of diary
- b) Play audio record
- c) Play video record
- d) Distributing handouts

ii) How does the teaching portfolio help to change in your behaviors and attitudes?

.....  
.....  
.....  
.....

12) Have you ever carried out action research?

- a) Yes                      b) No

i) If yes, how do you conduct the action research in your classroom? Please tick one.

- a) To study over the poor students
- b) To engage the students in group work
- c) To bring change in your own teaching activity
- d) To observe the overall classroom

ii) In what situation do you conduct the action research?

.....  
.....  
.....

## Set-B

Please tick ( ) the best alternative answer.

- 1) Professionalism can be well developed when teachers are: please tick any one.
  - a) Directed by supervisor
  - b) Getting knowledge from the experts
  - c) Provided autonomy and self-access in own learning
  - d) Participating in different activities
  
- 2) Which is one of the following roles makes the ELT classroom more effectiveness when teachers involve as?
  - a) Facilitator
  - b) Manager
  - c) Initiator
  - d) Authoritative
  
- 3) Teaching learning activities become effective in the classroom, when learners are: please tick one.
  - a) Intrinsically motivated
  - b) Extrinsically motivated
  - c) Prescribed text book
  - d) Fascinated by Infrastructure
  
- 4) Teachers' professionalism can be best developed by?
  - a) Reflecting
  - b) Imitating
  - c) Reasoning
  - d) Mentoring

- 5) Which one dimension of knowledge makes the teachers more proficient in their professional development?
- a) Subject and pedagogical knowledge
  - b) Classroom management and instruction
  - c) Curriculum policies and principles
  - d) Evaluation policies and techniques

## Set-C

Please tick ( ) the best alternative

- 1) Which strategies can be more self-initiated by teachers please tick as many as possible?
  - a) Workshop
  - b) Self-monitoring
  - c) Journal writing
  - d) Analyzing critical incident
  - e) Teaching portfolio
  - f) Action research
  
- 2) Taking responsibility for one's own learning tends to:
  - a) Increase self-esteem
  - b) Produce an inquiry mind
  - c) Make self-appraisal
  - d) Reflect the prior experience knowledge
  
- 3) Which one is the following benefit do you have most from a self-directed strategies?
  - a) Make presentation effective
  - b) Update my knowledge base to the new field
  - c) Make the text comprehensible
  - d) manage the class properly
  
- 4) Which one of the following activities do you follow in workshop?
  - a) Think pair- share
  - b) Direct instruction presentations
  - c) Role play
  - d) Small group discussion
  
- 5) When an unexpected behavior the students make me dissatisfied in my teaching in the classroom. Please tick the best one.
  - a) Consult with the senior

- b) Evaluate the situation and use alternatives
  - c) Keep record and study the weaknesses that invite challenges
  - d) Apply new techniques
- 6) Keeping a diary helps a teacher to.....
- a) Help tackle the issues and problems arisen in the classroom
  - b) promote reflective teaching
  - c) improve writing skills
  - d) memorize the previous knowledge
- 7) The use of portfolio helps teachers to.....
- a) Enhance their learning
  - b) construct the teaching materials
  - c) promote knowledge
  - d) reflect on their own teaching
- 8) Teaching portfolio serves best to.....
- a) reflect on one's own activities
  - b) Receive feedback from students
  - c) Give support to the institution
  - d) Facilitate students by using ICT
- 9) Self-monitoring leads the teachers in their professional careers to.....please tick the best one.
- a) evaluate their own teaching and learning status
  - b) critically reflect on their own work
  - c) better understand their own instructional processes
  - d) Make them responsible for improving teaching as an individual
- 10) Action research helps teachers to? Please tick one
- a) solve students problem
  - b) improve their own teaching
  - c) generate new techniques
  - d) bring changes in classroom practice

## Set-D

Please tick ( ) the best answer

- 1) Self- directed learning makes teachers responsible for their own learning and develop the sense of learning as a lifelong process.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
  
- 2) My Institution has created a suitable environment for self-directed learning.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
  
- 3) Participating in workshops increase teachers' confidence, competency and performance.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
  
- 4) By self-observation, evaluation and management of one's own behaviors, teachers achieve better understanding rather than being observed from outside.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree



- e) Strongly disagree
- 5) Self- monitoring helps teachers to review their own strengths and weaknesses while teaching
- a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
- 6) Teaching portfolio helps teachers assess and evaluate their own work.
- a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
- 7) When students show unexpected and unimportant behavior in the classroom, I always look back at them seriously.
- a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
- 8) Action Research is the best way for improving students' weaknesses and solving the students' problem appeared in teaching learning process.
- a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree

**Set E**

Please provide the response in your own words for these questions.

- 1) What strategies do you adopt for your self-directed professional development?

.....  
.....  
.....  
.....  
.....

- 2) What do you think regarding the teachers' competence and performance skills through self-directed learning?

.....  
.....  
.....  
.....  
.....

- 3) How can self-directed learning be effective to solve the problem arising in the classroom?

.....  
.....  
.....  
.....  
.....

Thank you for your kind cooperation.

## APPENDIX IV

### Questionnaire for Participating Teachers

Dear sir / madam,

This questionnaire has been prepared to draw information for the research entitled “Self-Direction as a Strategy in Developing Teachers’ Professionalism” at university campus, Department of English Education, T. U., Kirtipur. The research work is carried out under the supervision of Dr. Purna Bahadur Kadel, lecturer of Department of English Education. I hope that you will give your reliable and authentic information to cooperate me and that will be valuable contribution to complete research work. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

Researcher  
Keshab Sejuwal

#### Personal Details

Name.....

Name of Institution:.....

Address:.....

Qualification:.....

Experience:.....

## **APPENDIX V**

### **List of the selected Campus**

#### **Campus from Bardiya District**

- 1) Babai Multiple Campus, Gulariya, Bardiya
- 2) Guransh Multiple Campus, Sanoshree, Bardiya
- 3) Shree Nepal Rastriya Higher Secondary, Dhodhari, Bardiya
- 4) Chure Multiple Campus, Bagnah, bardiya
- 5) Amar Shahid Multiple Campus, Rajapur, Bardiya
- 6) EkPriya Higher Secondary School, Patabhar, Bardiya

#### **Campus from Kailali District**

- 1) Birendra Vidya Mandir Multiple Campus, Tikapur, Kailali
- 2) Tikapur Multiple Campus, Tikapur, Kailali
- 3) Millenium Bridge Higher Secondary School, Tikapur, Kailali
- 4) Ghodaghodi Multiple Campus, Sukhad, Kailali
- 5) Rastriya Multiple Campus, Ghodaghodi Municipality, Kailali
- 6) Kalali multiple Campus, Dhangadhi, Kailali
- 7) Dhangadhi Higher Secondary school, Dhangadhi, Kailali
- 8) National Academy of Science and Technology, Dhangadhi, Kailali
- 9) Sudurpaschchimanchal Campus, Dhangadhi, Kailali

## APPENDIX VI

### Name of the Participant Teachers

#### Teachers' participant From Bardiya District

- 1) Anil Dutt Chaudhary
- 2) Bamdev Gyawali
- 3) Dhan Bahadur Shahi
- 4) Dharma Raj Gharti
- 5) Indrakanta Sharma
- 6) Lok Bahadur Budhathoki
- 7) Madan Shah
- 8) Ram Krishna Pokhrel
- 9) Tanka Raj Sharma
- 10) Tekraj Chaudhary
- 11) Umesh Kumar Tharu
- 12) Yam Lal Bhat

#### Teachers' Participant from Kailali District

- 1) Chhatra Darlami
- 2) Dipak Raj Joshi
- 3) Durga Dattbhatt
- 4) Harichandra Kamali
- 5) Hem Raj Bist
- 6) Ishor Prasad Upadhyaya
- 7) Kedar Bhattarai
- 8) K.P. Jaishi
- 9) Laxmi Kant Joshi
- 10) Lila Paneru
- 11) Mohan Singh Saud
- 12) Nab Raj Pandey
- 13) Nab Raj Pant
- 14) Narayan Prasad Amnai
- 15) Prabhat Bogati
- 16) Ram Bahadur Mahara
- 17) Sandeep G.C.
- 18) Tej Raj Kunwar

## APPENDIX VII

### Sample Interview Transcript

#### **THESIS TITLE: Self-Direction as a Strategy in Developing Teachers' Professionalism**

Among the thirty different English language teachers three percent of them participated on interview. The participant teachers were selected by purposive non-random sampling. The interview questionnaires were semi-structured in model; each participant provided 15-20 minutes included eight questions. The recorded interview has been transcribed below:

Q: What is self-direction?

It is one of the cover terms of the entire professional tool, make profession self-reliance, key points or the hot of self- direction is inquiry, contextual learning and learning from experience. T-A

self-direction is one of the relevant topic for the present situation. It directly connect the peoples in self- education and make them democratic, autonomous, independent and create suitable environment for learners and learn themselves action oriented activity. T-B

it leads both teachers and students towards their self-learning, motivate them how to promote their knowledge and take responsibility themselves to the teachers. T-C

Q: What are the self-directed strategies?

Self-observing or monitoring, journal writing, case study, action research and work shop are the self-directed strategies. T-A

Learning autonomous, workshop, journal writing and action research are the self-directed strategies. T-B

writing journal, keeping portfolio, analyzing syllabus in the classroom, prepared ownself any kind of teaching materials and participating in workshop. T-C

Q: Among these self-directed strategies which one is more beneficial for teacher professional development? Reflect your own view.

By the self-directed strategies, it's made him to record weaknesses of previous teaching and improve them in further classes, promote both competence and performance skills. T-A

Self-Directed strategies motivated in learning, discovered new techniques and applied them in daily teaching learning activities. It's developing reflective view on teaching. It means self- directed strategies made teachers reflective practitioners. T-B

By the help of self-directed strategies find out previous experience and reforms them in their present knowledge and promotes reflective teaching. T-C

Q: Is this strategy bringing changes in your teaching learning activities?

Used of self-directed strategies its bringing changed in his behavior. In initial phase teachers should face many challenges like classroom management, students' motivation, and deliberate subject matter knowledge. But later, when they engaged in self-directed strategies i.e. participating in work shop, teaching portfolio help to solve these kinds of problems. It made him self-practitioners towards classroom activities. T-A

By the using of self-directed strategies classroom is being effectiveness. Students are engaged on group discussion and seen an active learners and they have better achievement than earlier. T-B

Self-directed strategies made teachers' to apply new techniques what they learned from outside. Students need to give class work and assessed them constantly, in Further classes provide them feedback what they made mistake in classroom. T-C

Q: What kinds of challenges do you generally face while using this strategy?

Challenges are everywhere, ground reality is that while using self-directed strategies time cannot be managed, within forty minutes all activities could not be applied and proper teaching materials did not available in the market. Large number of students affected in the classroom, teachers cannot checked assignment within prescribed time. T-A

Old education system bringing problems, students have been learned grammar through deductive method when students taught by inductive method they did not understand. This way student has less motivation towards learning. Teachers alone could not handle the classroom how they evaluation their own teaching so they need assist of administration. T-B

Every teacher needs help of colleagues, without peer support new techniques could not apply in the classroom effectively and institution should arranged suitable environment for using new activities. T-C

Q: In what situation do you use this strategy?

Self- directed strategies can be used when the critical situation appeared in the classroom such as old teaching activities did not work well, students have not reached on their goals, unable to secured good marks and negative feedback came from outside. T-A

Self-directed strategies can be used if teaching learning activities have not effective. Teachers themselves being confuse on their own recent lesson. Sometimes students made teachers confused by asked questions from earlier lesson. In such situation teachers need to apply different strategies. T-B

I used self-directed strategies when students do not interested and feeling boring in the classroom. They having difficulties in their learning, less motivated in subject matter and teaching method did not work properly. T-C

Q: How does this strategy make the teachers self-directed?



Self-directed strategies make teachers self-practitioners; enable them to reflection on their own learning. Experiences come from reflective practice which build a person from own self, make the teachers think locally and teachers are engage in their learning according to the local situations. T-A

Self-directed strategies enable teachers to create principal theory autonomously, create autonomous environment, action oriented and it's addressed the particular situation. T-B

By the using of self-directed strategies, teachers evaluate their strengths and weaknesses themselves, I am able or not in my own teaching. They understood the curriculum properly, keep them up to date for their own teaching and new techniques and motivate teachers to participate on work shop and seminar. T-C

Q: Which one can be better learning strategies between the self-directed learning and learning directed from others?

Self-directed learning is better due to self-directed learning learned teachers walk one state which has more interested and proper learning path. They reflect their own teaching; students provide feedback for motivating in the classroom. T-A

Directed from others have been authoritative where self-directed learning focused on self-autonomy, learners themselves solves problems. T-B

Both self-directed learning and learning directed from others are necessary for teachers to make the classroom effectiveness. While engaged in work shop, seminar teachers required help of expert, senior and other participate person. Through, self-directed learning helps the teachers themselves enable to solve the problem which has been emerging in the real life situations. T-C