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# CHAPTER ONE

# INTRODUCTION

This is the study on **Teachers' perceptions on Action Research for their Professional Development**. This introduction chapter consists of the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

## 1.1 Background of Study

 Development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. Professional development is the process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through watching others perform the job. Effective professional development relies upon teachers, head teachers and leadership teams in schools and organizations providing professional development, being clear about their respective roles and working together effectively. Teaching is the job or profession of a teacher, something that is taught by a person, religion, etc. Teaching is the act, practice or profession of a teacher. English language Teaching (ELT) is a double blind peer-reviewed in international journal dedicated to promoting scholarly exchange among teachers and researchers in the field of English language. The scope of ELT includes the following fields theory and practice in English language teaching and learning, teaching English as a second or foreign language, English teachers' training and education. Teacher development is centered on personal awareness of the possibilities for changes and of what influences the change process. It builds past and helps for change in present and in future. The development of teachers beyond their initial training can serve a number of objectives Organization for Economic Co-operation and Development (OECD, 1998), which are listed below:

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- ) to update individuals' knowledge of a subject in light of recent advances in the area;
- ) to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research; to enable individuals to apply changes made to curricula or other aspects of teaching practice;
- ) to enable schools to develop and new strategies concerning the curriculum and other aspects of teaching practice;
- ) to exchange information and expertise among teachers and others, e.g. academics, industrialists and
- ) to help weaker teachers become more effective.

Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful teaching involve teachers in learning activities and that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations and in ways for teachers to share their expertise and experience more systematically. These are changing times in education systems around the world. With the start of the new millennium, many societies are engaging in serious and promising educational reforms. One of the key elements in most of these reforms is the professional development of teachers; societies are finally acknowledging that teachers are not only one of the 'variables' that need to be changed in order to improve their education systems, but they are also the most significant change agents in these reforms. This double role of teachers in educational reforms- being both subjects and objects of change –makes the field of teacher professional development a growing and challenging area, and one that has received major attention during the past few years.

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Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching.

The design of high-quality professional development is as complex a discipline as the design of high-quality teaching. It requires the planning of programs of connected activities with clarity about intended outcomes, and evaluation.

Professional development can take many forms, but the best available evidence shows that the most effective professional development practices share similar characteristics.

Effective professional development relies upon teachers, head teachers and leadership teams in schools and organizations providing professional development, being clear about their respective roles and working together effectively.

Effective teacher professional development is a partnership between:

- Head teachers and other members of the leadership team;
- Teachers; and
- Providers of professional development expertise, training or consultancy. And all this is underpinned by, and requires that:
- Professional development must be prioritized by school leadership.

Professional development refers to many types of educational experiences related to an individual's work. Doctors, lawyers, educators, accountants, engineers, and people in a wide variety of professions and businesses participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job.

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Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, conferences and informal learning opportunities situated in practice. It helps teachers to update their knowledge skills and practices. With this aim in view, teachers often engage in professional development activities such as in-service courses, works hops, lectures and conferences. However, many conventional forms of professional development are seen as ineffective by a number of researchers in terms of their input on practice (Kennedy, 1998, Yoon, Park & Hong, 1999, Guskey, 2000, Ozzer, 2004; Uysal, 2012). Fullan and Miles (1992) suggested that by having pragmatic incentives, what teachers hope to gain through professional development activities are specific, concrete and practical ideas that relate directly to the day-to-day operation of their classrooms (as cited in Guskey, 2002, p. 382). Therefore, teachers need more practical tools such as action research that can help with resolving problems or issues that are of concern to them by being activity involved in problems in their own classrooms. (Freedman, 2001; Fernandez, 2000; Mills, 2007; Richards & Farrel, 2005; Burns, 2010). Action research enables teachers to act as researchers, develop personal goals, values and beliefs about practice (Burns, 2000). Nevertheless, teachers do not generally adopt the role of researcher. Teachers assign this role to outside experts with the notion that they themselves can become subjects to a researcher, but they can not produce research work of their own (Stenhouse, 1975 in Burns, 1999; Polemeni 1976; Hancock, 1997) because the word research often conjures up images of theory building or producing universal findings. However, action research plays a vital role for teacher professional development.

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## 1.2 Statement of the problem

My interest in "Teachers' perceptions on Action Research for their Professional Development" arose in my mind when I was reading books, articles, journals and previous theses. Learning is life-long process. There is no limitation of learning, it is a continuous process. Learning begins from cradle and ends to the grave. So, we can say that learning itself is an incomplete phenomenon, task and aspect. Learning is mostly concerned with social cultural advancement and economic prosperity, self-dependence. Teaching and learning are both complex activities and the teachers are the focal point of teaching and learning. Regularity, knowledge of content, child psychology and child environment are the ornaments of a good teacher. Language teachers need specific and special knowledge of content for teaching in the classroom. In my personal experience, when I was in grade ten and most of the teachers used to practice teacher centered technique and students were treated as passive participants. The teachers never tried to know about the students' interest, level and psychology. We were engaged as passive learner. They came to the classroom and returned back giving forty minute lecture, they never tried to know whether we understood or not?   To use student-centered techniques teacher must be trained. Untrained teachers might not know the level of students, their interest and their psychology. There are many challenges in the field of teaching due to the rapid development of science and technology. Thus, to face, these situations, circumstances teacher has to be well equipped with the knowledge to tackle and handle these challenges. The teacher should be professionally fit in their job. There are many activities for teacher professional development, such as self-monitoring, team teaching, peer coaching, workshops, seminars, teacher support group, reflecting teaching, journals writing, critical incidents, teaching portfolios, case studies, peer observation, critical friendships and action research . Among them action research is one of strategies for teaches' professional development.

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As cited in Joshi, (2015, p.4) "In the context of Nepal, various government and non-government organizations have been found to conduct teacher development programs.'' In this regard, in the report of Department of Education (DOE), (2011, p.3) the following information is presented:

> Under the Ministry of Education (MOE), National Centre for Education Development (NCED) is one of the main organizations which has been launching different development programs and training on school teachers. To train the teachers in government-aided school in Nepal, NCED has been conducting Teachers Professional Development Program (TPDP) for two years. It aims to train all the teachers during seven years under the TPDP by means of different workshops, seminars, conferences, training sessions accompanied with other developmental program as a form of in-service teacher training. Under the NCED, 29 teacher training center and 46 lead resource centers are conducting such program for secondary level school teachers.

Similarly, other Non-governmental Organizations like PABSON, NELTA, Room to Read, Base Nepal also organize different types of training program for teachers. In that program training of action research also takes important place.

Likewise, Department of Education (DOE), Flash I Report, (2013-2014) shows at secondary level (9-10) out of total number of teachers, 92.4% teachers from community school are fully trained.

Collaboration with teachers in action research is seen as significant benefit personally. It allows teachers to talk with others about teaching and learning strategies. It also generates solutions changes in institutional demands. It also increase the teachers' self- awareness and personal insight. Action research

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helps the teacher to be more conscious of an existing action or practice, more systematic and rigorous in their teaching style, strategies and   with others. In our context teacher does not experiment and reflect themselves. There is lack of sense of continuous effort to teach. There is a traditional view of the teacher that they are all in all. There is lack of teaching materials.  From this research, I want to find out how research can be done? And what is the effect of doing action research? Language teachers all around the world often desire to be effective and to develop professionally (Guskey, 2002; Burns, 2010). Nevertheless, professional development requires constant questioning of one's practices and this can be attained by carrying out action research. Even so many teachers do not see research as part of their role as it involves the concept of hypothesis testing or of being specialists. Action research is concerned with the immediate learning and teaching environment. Focusing within the context of the study, action research encourages teachers to collect data about their teaching to examine their attitudes, beliefs, assumptions and their teaching practices and to use the information obtained as a basis for critical reflection about their teaching (Richards & Lokhart, , 1994, p.1) In a similar vein, Pinder and Trunbull (2003) stated that professional development strategy influences teachers' content knowledge, teaching practices, and beliefs and attitudes. In addition, it can help teachers to see how they can use action research as practical classroom tool for professional learning and teaching. So, I am interested to carry out research on "Teachers' Perception on the Role of Action Research for their Professional Development.'

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## 1.3 Objectives of the Study

The objectives of the study are:

1. To find out the perceptions of English language teachers' on the role of Action Research for their professional development.
2. To analyze the impact of action research for teachers' professional development.
3. To suggests some pedagogical implications.

## 1.4 Research Questionss

The research questions are as follows:

1. What is the English teachers' perception on the role of Action Research for their professional development?
2. What are the impacts of Action Research for teachers' professional development?

## 1.5 Significance of the Study

Learning is the key to achieving a person's full potential. Human beings are uniquely adapted to learn and can learn throughout their lifespan. For people, learning does not stop after high school, college or graduate school. People who continue to learn are able to transform their lives and become more successful at home, more successful with their families, more successful at work and more successful writing their local community.

Learning does not happen through isolation, and there are many factors that can either boost learning or hinder learning. A person's motivation and their preferred learning style

can be a help or a hindrance to their ability to learn. A help or a hindrance. There are several key factors that affect people's learning behavior and these

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include people's resources, their image of learning, the rewards associated with learning activity, the availability of information about learning opportunities, the availability of appropriate learning environments and the climate in which learning takes place. Each and every study is important for the scholars, readers, students, researchers, institutions, professors who are interested in related field and area. This study aims at revealing the practices of action research for teacher professional development. It focuses on teachers' perception on the role of action research for their professional development. Whether it is helpful for teacher professional development and what are the existing beliefs and attitudes of teachers towards the role of action research. Similarly, this study explores the perception of teacher on the role of action research for their professional development. This study mainly focuses on action research as one of the important activities and practices for teacher's professional development. So, this study will be useful to the teachers who are willing to use different techniques to develop themselves professionally. It will be useful for the prospective researchers who want to undertake reaches in the area of action research and teachers' professional development. This study will be beneficial for experienced teachers who are working collaboratively with the beginners as well as the novice teachers. This study will be equally beneficial for the teacher trainers, institutions, readers, students and the researchers. It will be beneficial for textbook writers, educationists, administrators, language planners, syllabus designers, materials developers, policy makers, teacher training designers.

Moreover, this study will be Important to the interested readers as well as other people who are directly and indirectly involved in the teaching profession and who are willing to develop knowledge in the field of professional development.

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## 1.6 Delimitations of the Study

The study was limited under the following respects:

1. The population of this study was limited to the secondary level english teachers of Sunsari district.
2. The study was limited to secondary English teachers of Sunsari district.
3. The data was taken from 30 teachers.
4. The study was specific to the study of teachers' perception on the role of action research for their professional development.
5. Questionnaire was used as the tool for data collection.

## 1.7 Operational Definitions of Key Terms

The following are the key words used in this study.

**1**. **Action research**: action research is a teacher initiated classroom which seeks to increase the teachers' understanding in the classroom practices.

**2**. **Collaboration**: collaboration refers to the interaction and co-operation between teacher and students.

**3. Perception**: the act or faculty of perceiving, or apprehending by means or of The mind; cognition; understanding.

**4. Profession**: Profession refers to teachers' teaching job.

**5. Professional:** Relating to a teacher's work, especially work that require special training.

**6. Implementation**: Implementation is the realization of an application, or execution Of a plan, idea, model, design, specification, standard, standard, algorithm, or policy.

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# CHAPTER TWO

# REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of related theoretical literature on teachers' perception, review of related empirical literature, implications of the reviewed literature and conceptual framework of the study.

## 2.1 Review of Related Theoretical Literature

This section is concerned with the following theories and concept focused to develop the theoretical framework over the research questions.

### 2.1.1 Teaching as a profession

Profession refers to teachers' teaching job. A profession is something a little more than a job, it is a career for someone that wants to be part of society, who becomes competent in their chosen sector. A profession is a paid occupation, especially one that involves prolonged training and a formal qualification. It is an act of declaring that one has a particular feeling or quality, especially when this is not the case. Professional development has generally been recognized as having an important role in ensuring that teachers are part of skilled and up-to-date profession. Human beings perform different types of tasks, jobs, occupation in their society. All the people do not enjoy the same social prestige due to the inequality in the perceived significance among their occupations. Originally the word profession had religious overtones as in a profession of faith; and it also had the sense of dedicating oneself to a calling (Wallace, 2001, p.5). A profession is a job that requires specific training and is regulated by certain standards. Profession can be interpreted as an occupation which can only be practiced after a long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public good it

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brings. Wallace (Ibid) has proposed five distinctive qualities of profession, which are as follows:

- ⟩ a basis of scientific knowledge,
- ⟩ a period of rigorous study which is formally assessed,
- ⟩ a sense of public service,
- ⟩ high standards of professional conduct, and
- ⟩ the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

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

"Teachers are not only transformer of expert knowledge to students but are major elements of the entire education system; those are placed as the heart of education system''. (Deway, 96, 1916, as cited in Poudel, 2006). Thus, they have to be more professional in their business.

Teaching profession is an occupation describing a job type usually reserved for a recognized specific career i.e. doctors, lawyers etc. It conveys expertise and or education and required considerable training and specialized study. Bolitho (1986, p.2) writes "Although teaching is a skill that of which can be acquired by the study limitations of models, evaluations and other means. It is not and activity which can be successfully conducted in a way which is extrinsic to a person's being''. According to Weiler (1995) states as cited in Adhikari (2009, p. 6) "Professionals are at the top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good'' (as cited in Villegas-Reimers, 2003, p. 39). Similarly, Hoyle (1995, as cited in Vilegas-Reimers 2003, p.35), "There have been debates over the years and throughout nations as to whether teachers are

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professionals 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).

Richards and Rodgers (2001) mention "Language teaching came into its own as a profession in the twentieth century''. In the past teaching was not seen, taken, and regarded a profession, due to the emergence of new methods, knowledge, techniques in teaching field then it is labeled as a profession. Language teaching is not a constant process; rather it changes together with the development of new technologies and emergence of new approaches and methods.

## 2.1.2  Teacher training and development

According to Richards and Farrell (2005, p. 5), "Development is general not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as 'bottom-up''. According to Ur (1996, p.31), "Training can imply unthinking habit formation and an over emphasis on skills and techniques. In this sense, teacher training has a narrower scope than that of teacher development." Teacher development is obviously wider in scope as it includes different areas like subject matter knowledge, pedagogical expertise, self-awareness, and understanding of learners' psychological, understanding of curriculum and materials and career advancement.'' Similarly, Roberts (1998 pp. 121-122), "Training is characterized by objectives that are of expertise. And the notion of development implies more divergent objectives which allow for teachers'

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individual differences and which are determined by teachers' sense of their own learning needs.''

"Training refers to the activities directly focused on teacher's present responsibilities and is typically aimed at short term and immediate goals.'' (Richards and Farrel 2005, p.3).

They further state:

"Teacher training also involves trying out new strategies in the classroom, usually

with supervision, and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and is often available in standard

Training formats or through prescriptions in methodology books."

The main purpose of teacher training is to prepare a skillful teacher in related areas. It is generally focused on preparing a teacher in specific areas such as use of teaching materials and resources, application teaching techniques in the classroom, conducting group and pair activities, use of textbook, classroom management, and constructing test items, preparing tools for the evaluation of learners.


Head and Taylor (1997, p.9) have compared teacher training and teacher development are as follows:

| Teacher training | Teacher development |
| --- | --- |
| Compulsory | voluntary |
| Competency based | holistic |
| Short term | long term |
| One-off | ongoing |

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|---|---|
| Temporary | continual |
| External agenda | internal agenda |
| Skill/technique and knowledge based towards | awareness based, angled |
| | personal growth and the |
| | development of |
| attitudes/insights | |
| Compulsory for entry to the profession | non-compulsory |
| Top-down | bottom-up |
| Product/certificate weighed | process weighted |
| Mean you can get a job | means you can stay interested in |
| | your job |
| done with experts | done with peers |

From the definition and difference mentioned above, teacher development seems to be a macro process and teacher training, a micro one. Teacher development is the whole one and teacher training is the part of teacher development. Teacher training is one of the strategies and pre-requisites to teachers' professional development. So in fact, teacher training and teacher development complement to each other.

On the other hand, Underhill (1988, p.4) defines development in the field of teacher's professional development as follows:

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

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

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


### 2.1.3  Teacher professional development

Professional development, in a broad sense, refers to the development of a person in his or her professional role. More specially, "Teacher development is the professional growth in which a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically'' (Glatthorn, 1995, p, 41). Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences related to an academic discipline, etc.) (Ganser, 2000). This conception of professional development is, therefore, broader than career development, which is defined as "the growth that occurs as the teacher moves through the professional career'' (Glatthorn, 1995, p, 41), and broader than staff development, which is "the provision of organized in-service programs designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development'' (Glatthorn, 1995, p. 41). When looking at professional development, one must examine the content of the experiences, the processes by which the professional development will occur, and the contexts in which it will take place (Ganser, 2000; Fielding and Schalock, 1985).

This perspective is, in a way, new to teaching. For years the only form of 'professional development' available to teachers was 'staff development' or

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'in-service training', usually consisting of workshops or short-term courses that would offer teachers new information on a particular aspect of their work. This was often the only type of training teachers would receive and was usually unrelated to the teachers' work. Only in the past few years has the professional development of teachers been considered a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been so dramatic that many have referred to it as a 'new image' of teacher learning, a 'new model' of teacher education, a 'revolution' in education, and even a 'new paradigm' of professional development (Cochran-Smith and Lytle, 200; Walling and Lewis, 2000).

There has recently been a significant increase in the level of interest and support that teachers throughout the world are receiving in their professional development. According to Villega-Reimers, (2003, p. 12), evidence of this include the following:

- The extensive literature which is available; including documents, essays and research reports on models and practices of professional development. The long reference list at the end of this document is only a sample of the way studies that have been published since the beginning of the 990s alone.
- International and national donor agencies have acknowledged the importance of teachers' professional development and have commissioned studies (many of which are reported in this document) with the purpose of learning how to support such efforts more effectively.
- Many national and international organizations have supported the implementation of initiatives which aim to improve the professional skills and knowledge of teachers. One good example is the efforts of the as the economy of these 18 countries that border the Pacific Ocean have identified teacher

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> education as being a key issue in economic development (Cobb, 1999).
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> ʃ Most educational reforms currently being designed and or implemented include a component of teacher professional development as one of the key elements in the change process.

According to Villega-Reimers, (2003, p. 13), this new perspective of professional development has several characteristics:

1. It is based on constructivism rather than on a 'transmission-oriented model. As a consequence, teachers are treated as active learners (Lieberman, 1994; McLaughlim and Zarrow 2001) who are engaged in the concrete tasks of teaching, assessment, observation and reflection (Dadds, 2001; Darling-Hammond and McLauughlin, 1995; King and Newmann, 2000).

2. It is perceived as a process that takes place within a particular context. Contrary to the traditional staff development opportunities that did not relate 'training' to actual classroom experiences, the most effective form of professional development is that which is based in schools and is related to the daily activities of teachers and learners (Abdal-Haqq, 1996; Ancess, 2001; Baker and Smith, 1999, Darling-Hammond, 1998; Dudzinsi et al., 2000; Ganser, 2000; McLaughlin and Za1rrow, 2001).

3. It is perceived as a process that takes place within a particular context. Contrary to the traditional staff development opportunities that did not relate 'training' to actual classroom experiences, the most effective form of professional development is that which is based in schools and is related to the daily activities of teachers and learners (Abdal-Haqq, 1996; Ancess, 2001; Baker and Smith, 1999; Darling-Hammond, 1998; Dudzinski et al., 2000; McLaughlin and Zarrow, 2001), Schools are transformed into communities of learners, communities of inquiry (McLaughlin and Zarrow, 2001), professional communities (King and Newmann, 2000) and caring communities (Jenlink and Kinnucan-

Weslsch, 1999) because teachers are engaged in professional developments activities (Lieberman, 1997). The most successful teacher development opportunities are 'on-the-job learning' activities such as study groups, action research and portfolios (Wood and McLQuarrie, 1999).

4. Many identify this process as one that is intimately linked to school reform (Guskey, 1995; Loucks-Horsley, 1998), as professional development is a process of cultural building and not of mere skill training (Cochran-Smith and Lytle, 2001) which is affected by the coherence of the school program (King and Newmann, 2000). In this case, teachers are empowered as professionals, and therefore should receive the same treatment that they themselves are expected to give their students (McLaughlin and Zarrow, 2001). A teacher professional development program that is not supported by the school or curricular reform is not effective (Guzman, 1995; Sckifter, Russell, and Bastable, 1999).

5. A teacher is conceived of as a reflective practitioners; someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge (Cochran-Smith and Lytle, 2001; Jenlink and Kinnucan-Welsch, 1999; Liberman, 1997). In so doing, the role of professional development is to aid teachers in building new pedagogical theories and practices (Darling-Hammond and McLaughlin, 1995; Schifter, Russell, and Bastable, 1999), and to help them develop their expertise in the field (Dadds, 2001).

6. Professional development is conceived of as a collaborative process (Darling-Hammond and McLaughlin, 1995). Even though there may be some opportunities for isolated work and reflection, most effective professional development occurs when there are meaningful interactions (Clement and Vanderberghe, 2000), not only among

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teachers themselves, but also between teachers, administrators, parents and other community members (Grace, 1999).

7. Professional development may look and be very different in diverse stings, and even within a single setting, it can have a variety of dimensions, and even within a single setting, it can have a variety of dimensions (Scribner, 1999). There is not

one form or model of professional development better than all others and which can be implemented in any institution, area or context. Schools and educators must evaluate their needs, cultural beliefs and practices in order to decide which professional development model would be most beneficial to their particular situation. It is clear in the literature that different factors within a workplace (one significant variable of 'the context'), such as school structure and school culture, can influence the teachers' sense of efficacy and professional motivation (Scribner, 1999). Apparent contradictory results reported in the literature (such as the fact that some studies conclude that the best professional development is that designed and implemented on a smaller scale, while others say that it is more effective when implemented on a larger, system-approach scale) may be explained, not by deciding that one study is more accurate than another, but by examining the contexts in which the different studies were completed. Guskey (1995b) argues strongly the importance of paying attention to context so that the "optimal mix'' (p.3) of professional development processes can be identified and planned. In other words, professional development has to be considered within a framework of social, economic and political trends and events (Woods, 1994).

"The uniqueness of the individual setting will always be a critical factor in education. What works in one situation may not work in another… Because of the enormous variability in educational contexts, there will never be 'one right answer'. Instead, there will be a collection of answers, each specific to a context. Our search must focus, therefore, on

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finding the optimal mix—that assortment of professional development processes and technologies that work best in a particular setting''
(Guskey, 1995a, p. 117)

Professional development helps teachers develop the content knowledge and skills they need to succeed in their classrooms. By improving their skills and knowledge, teachers become better prepared to make the right curriculum and instructional decisions. As content areas, teaching approaches and pedagogies change and develop teachers must grow and develop over the courage of their careers. Pre-service teacher education programs are by no means sufficient to provide teachers all the skills needed to the effective in the classroom. Just as physicians are ill-prepared to practice medicine independently before their residency, so are young teachers not fully prepared to practice teaching.

## 2.1.4 Importance of Teacher Professional Development

Teacher professional development can take a variety of shapes: collective or individual development, continuing education, pre-service and in-service education, group work, team curriculum development, peer collaboration and peer support. Professional development as Fullan (1991) argued, is "the sum total of formal and informal learning experiences throughout one's career''. (p. 326). Professional development is a growing need as schools move toward reform, and as new policies are established for teacher certification and recertification.

According to Chaudhary (2008):

" It has been wrong tradition in our ELT society that experience is everything which is   most Prominent quality for teachers' professional development. To some extent, experience plays the role for teacher development but it is insufficient as a basis for  teacher development  because teachers teach in the classroom what they know or what  have been taught to them  by their tutors. Experience can scaffold In teacher  development (p.22)."

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Similarly, Head and Taylor (1997, p. 1) say "state or narrowly subject-bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of  development means that such teachers proliferate''. Hence, learning to teach is a lifelong process. Similar is the view put forward by Richards and Farrell (2005). They state, "In most schools and institutions today, language teachers are expected to keep up to date with developments in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution.'' They further mention that teachers have to expand their role and responsibilities over time if they are to continue to find language teaching rewarding.

Khaniya (2006, p.9) States:

 People who do not update themselves find it difficult to cope with the emerging Situation because every discipline is prone to change and if change are not kept abreast People working in that field will be left far behind. For this purpose people involved in different types of activities. It should be allowed to work for its development, advancement and continuous improvement.

Teachers' professional development is a key factor to bring the positive effect on the educational products. So, a teacher should advance in professional expertise throughout his/her career and this advancement does not depend on formal courses or external input alone. Personal experience, self-reflection and interaction with colleagues in the institution are very important strategy for personal progress.

According to  Guskey (2003, p.4) professional development, "Difference in communities of school administrators, teachers and students uniquely affect professional development processes and can strongly influence the characteristics that contribute to professional developments effectiveness.''

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## 2.1.5 Activities for Teacher Professional Development

Just as a teacher has to create conditions that support and encourage student success, school districts have to support teachers' professional development.

Today, professional development runs the gamut from one-shot workshops to more intensive job-embedded professional development, which has teachers learn in the day-to-day environment in which they work rather than getting pulled out to attend an outside training. Professional development for teachers can fall short in numerous ways, including:

- Too many (and sometimes conflicting) goals and priorities competing for teachers' time, energy, and attention.
- Unrealistic expectations of how much time it will take schools and teachers to adopt and implement goals.
- Professional development training events that are inappropriate in size, scope, or structure to support learning new ideas or skills. Gathering 100 teachers into one room for a training event will never give them the time they need to reflect on the material, ask questions, listen to their peers, or go through activities to enhance their comprehension.
- Lack of support for teachers' implementation of new instructional practices. Research shows there's an implementation gap in teachers' professional development. They may learn, understand, and agree with a new idea or technique presented in a workshop, but it's hard for them to implement that idea without ongoing support.
- Failure to provide teachers with feedback about how implementing new skills impacts student learning.

According to Richards and Farrell (2005, p.14) the following list of activities for teacher development:

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**Table**

**Activities for Teacher Development**

| Individual | One-to-one | Group-based | Institutional |
|---|---|---|---|
| ⎠ Self-monitoring | ⎠ Peer coaching | ⎠ Case studies | ⎠ Workshops |
| ⎠ Journal writing | ⎠ Peer observation | ⎠ Action research | ⎠ Action research |
| ⎠ Critical incidents | ⎠ Critical friendships | ⎠ Journal writing | ⎠ Teacher support groups |
| ⎠ Teaching portfolios | ⎠ Action research | ⎠ Teacher support groups | |
| ⎠ Action research | ⎠ Critical incidents | | |
| | ⎠ Team teaching | | |

According to Villegas-Reimers (2003, pp. 67-70) models of teacher professional development into these two categories:

⎠ The models that require and imply certain organizational or institutional partnerships in order to be effective.

⎠ The models that can be implemented on a smaller scale (a school, a classroom etc.)

She has mentioned the models included in each category in the chart below:

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**Table**

**Models of Teacher Professional Development**

| Organizational partnership models | Small group or individual models |
|---|---|
| ʃ Professional development schools | ʃ Supervision: traditional and clinical |
| ʃ Other university- school partnerships | ʃ Students' performance assessment |
| ʃ Other inter-institutional collaborations | ʃ Workshops, seminars, courses etc. |
| ʃ Schools' networks | ʃ Case-based study |
| ʃ Teachers' networks | ʃ Self-directed development |
| ʃ Distance education | ʃ Co-operative or collegial development |
| | ʃ Observation of excellent practice |
| | ʃ Teachers' participation in networks |
| | ʃ Skills-development model |
| | ʃ Reflective models |
| | ʃ Project-based models |
| | ʃ Portfolios |
| | ʃ Action research |
| | ʃ Use of teachers' narratives |
| | ʃ Generational or cascade model |
| | ʃ Coaching/Mentoring |

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## 2.1.6 Teacher Professional development of Nepalese Teachers

In Nepal, the system of training for teachers especially the secondary level teachers was initiated in 1957, when the government established College of Education. It was established with functional and technical assistance of the government of USA. A two year I.Ed program for 10 year high school graduates offered by the establishment of the college of education. In addition, it also offered a one-year B.Ed course for those who hold Bachelor degree in subjects other than education. In 1973, the college of education was converted into the Institute of Education as one of the 10 institution of Tribhuvan University. The institute of Education was offered the responsibility to conduct all sorts if in-service and pre-service training. As a part of T.U, it has several campuses in different parts of the country. The ministry of education started getting directly involved in the in-service teacher training programs during the early 1980's when the government executed science education perfect with the financial assistance of Asian Development Bank.

The institute of educations conducted various types of teacher training programs during 70s' and 80s'. those programs were: Women Teacher Training Program, Remote Area Teacher Training Program A-Level Program, Campus Based B-level Program, on the Spot Teacher Training Program, Primary Training through Distance Learning and Radio Education Teacher Program'' (Joshi, 2010). There are some academic and training requirements for teachers. Successful completion of 12 year schooling is the academic requirement for lower secondary school teachers. Ten month training is a mandatory requirement for secondary school teachers. However, there is a system to recognize the training requirement if the candidate had been offered education as his or her major subject.

On the other hand, in school level education, the government of Nepal has implemented the school sector reform plan (SSRR) from 2009) and it will continue up to 2015. The plan makes provision for professional development of the school teachers and mention that the government will be responsible for

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teacher development functions (MOE, 2009), the plan further states that the government is getting strong support from the teacher professional development. The government has established the National Centre for Education Development (NCED) in (1992), with a view to produce training manpower involved in school education and thereby developing teachers' professionalism. This institution has been providing various teacher learning opportunities to the school teachers since its establishment.

 According to Bhandari (2006):

In order to enhance the professional development of school level teachers' the government owned NCED, Educational Training Centre (ETCS), Leading Resources Centre (LRCS), and Resources Centre (RCS) have been arranging different teacher learning activities. Apart from these institutions, there are privately owned institutions which provide similar sorts of opportunities for the teacher. There are some non-governmental professional forums of English teachers like. Nepal English Language Teachers' Association (NELTA), Tribhuvan University Teachers' (TUTA) such forums also encourage teacher training Seminars, Workshops, journal writing and so on.

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


## 2.1.7 Teacher Training in Nepal

Open Learning Exchange  (OLE) Nepal recognizes that teachers hold the key to the success of any program at the schools. Unless the teachers are fully comfortable and confident with this new approach to teaching, the

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initiative will have limited impact on the teaching-learning process. It is also essential to reassure the teachers that ICT-based education only changes their role, rather than minimizing or eliminating their role altogether.

The teacher training focuses on the areas of Information Technology (IT) literacy, child-centric interactive teaching and integration of ICT-based instruction in teaching. The training program combines presentations, interactions, hands-on activities, and practice teaching to prepare teachers to successfully conduct technology-integrated classes.

The entire training program is structured in three steps**:**

## 1. Initial Training

It is seven days intensive training. It has held right before program is lunched at school. It is the combination of theory and practice teaching sessions. It is sessions on education philosophies and how children learn effectively. It is the basic training on the use computer, E-path and E-pustakalaya. It is the training on how to effectively integrate ICT in classroom teaching. It is discussion on proper classroom management and seating arrangements.

## 2. In-School Training

It is four to six weeks training after program launch. It has held after students have had ample practice using digital tools. It is the trainers review lessons plans prepared by teachers. It observes ICT-integrated classes run by trained teachers. It is the discussion of challenges faced by teachers in applying what was covered in the initial training. In this

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training we identify areas of improvements in the classroom teaching-learning process. It gives the feedback to the teachers.

## 3. Refresher Training

It is six months training after program launch. It is the reinforce key concepts and skills learned during initial seven days training. It addresses issues and challenges encountered in ICT-integrated classes. It removes confusions regarding in the program. It gives orientation on additional activities. It reviews general troubleshooting techniques. It is the sharing of lessons learnt during the program. It encourages trained teachers to pass the skills to other teachers.

 self-learning. Hence, teachers need to have basic understanding of child-centric interactive education. The training also provides teachers with practice in topics such as lesson planning, basic troubleshooting, classroom arrangement, techniques for managing the class, and pre and post non-computer activities that can be used to integrate the computer-based activities more effectively.

The training program combines presentations, interactions and practice teaching to prepare teachers to conduct technology-integrated classes. Trainers also observe real classes conducted by trained teachers and provide feedback to further improve their performances. The training package was prepared through interactions with teachers, consultations with experts including trainers from National Center for Education Development (NCED) and an active participation of teacher trainers in child-centric teaching methods. The training has gone through numerous revisions based on feedback received from program schools.

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## 2.1.8 Types of Teacher Training

There are mainly two types of training which are given below:

### 2.1.8.1.Pre-service Training

Pre-service training takes place before a teacher starts their job. This refers to student teachers who will become teachers after completing their pre-service training. Pre-service training could involve a component on inclusive education, or how to respond to special educational needs in the classroom. The goal of pre-service training is to help the student teacher develop an understanding of the role of the teachers, and to gain the necessary skills and competence to become a teacher.

When organizing a component on inclusive education in pre-service training, different activities like school visits, classroom observation activities and practical assignments based on the content of the training will need to be arranged. Ideally, inclusive education should not be understood as a component, but as a fundamental principle of teaching all content. The whole pre-service curriculum should therefore be based on responding to diversity by using inclusive practices.

It is imperative that links with the authorities and existing teacher training colleges are made when developing and organizing, and that any manuals which are created are planned for and accepted by the Ministry of Education. Advocacy with the highest levels of the education authorities is therefore crucial for ensuring that inclusive education is an over-arching principle in teacher training initiatives.

### 2.1.8.2 In-Service Training

We talk about in-service training when we organize training for teachers who are already working as teachers or qualified as teachers. This training can take many forms, for example:

⎵ two week intensive training

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) weekly/ monthly sessions over a period of time

) several intensive training sessions during a longer period (e.g. 2 weeks per year over 3 years).

In-service training can be organized for a group of teachers from different schools, or can be organized for a whole team of teachers in one school (whole-school approach).

We can see the comparative study between Pre-service and in-service teacher training in the following table:

| Pre-service training | In-service training |
|---|---|
| ) Students acquire understanding, skills and competences on inclusive education from the beginning of their teaching career.<br>) Teaching approaches of students can be influenced before they become entrenched.<br>) Possibly, less resistance to trying different ideas.<br>) The trainees have limited experiences on which to build.<br>) It is more difficult to monitor trainees after the course to see, how they put into practice what they learned.<br>) They might face lack of co-operation once they start teaching, as other | ) Teachers can almost immediately put into practice what they have learned in the training.<br>) Participants have a lot of experiences that the trainer can build on.<br>) There might be resistance as teachers have become accustomed to the methods they are already using. |

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| teachers/colleagues. | |
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Who is involved?

If we want teacher training to be sustainable, it should be carried out in collaboration with those partners and stakeholders who are responsible for teacher training in the country where you work. Ideally, teacher training should be organized by teacher training Centre. The role of Handicap international or any other organization should be to support and to advise regarding, the teacher training development process. All partners who are involved in the development of the teacher training process of developing teacher training, as this will influence the content of the teacher training, and how training will be put in practice by teachers.

These partners (individuals and groups) might need support to take up their role in the development of inclusive education, but they will also already have a lot to offer. They might have experiences around disability and/or inclusive education and they can act as a useful resource in teacher training. Their involvement might also be very important if we want inclusive teacher training to be recognized by the Ministry of Education and become part of normal teaching practice.

## 2.1.9 Action Research for Teacher Professional Development

Action research is a kind of teacher learning strategy. According to Hien, (2009, p. 1) "It is actually suitable for any teacher who wishes to improve his or her performance, or any group or organization who hopes for doing the same. As a matter of fact, action research is widely used in education, especially by teachers who use it to improve their teaching. Teachers from all over the world, from the United States. Australia, New Zealand to Vietnam,

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etc. have employed action research as a part of their teaching and research. Obviously, action research well matches with education and benefits both teachers and students in their teaching and learning since it meets the need of education and enables continuity in research with its cyclic process. The suitability of action research to education reveals in its nature, characteristics, "circle within circle'' process, etc."

Action research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem's improvement. (Hamilton, 1997, p. 3)

The action research process can result in:

) Professional development,
) Educational change,
) Enhanced personal awareness,
) Improved practice,
) New learning,
) Action research can focus on the teaching and learning process,
) Action research can be used to solve a problem or institute a change and
) Action research can be used to document teacher professional growth.

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

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problem oriented, situation base activity. Its aim is to improve change rather to create knowledge.

## 2.1.9.1 The Development of Action Research

Whether the reader is a novice or is progressing with an action research project, it would be useful to be aware of how action research has developed as a method for carrying out research over the past few decades. The work of Kurt Lewin (1946), who researched extensively on social issues, is often described as a major landmark in the development of action research as a methodology. Lewin's work was followed by that of Stephen Corey and others in the USA, who applied this methodology for researching into educational issues. In Britain, according to Hopkins (2002), the origins of action research can be traced back to the Schools Council's Humanities Curriculum Project (1967–72) with its emphasis on an experimental curriculum and the re-conceptualization of curriculum development. The most well known proponent of action research in the UK has been Lawrence Stenhouse, whose seminal (1975) work *An Introduction to Curriculum Research and Development* added to the appeal of action research for studying the theory and practice of teaching and the curriculum. In turn, educational action researchers including Elliott (1991) have influenced action researchers in healthcare settings.

## 2.1.9.2 Concept and Definition of Action Research

Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice. Action research is a term used to describe professional studying their own practice in order to improve it. Educational action research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice.

According to Sagor, 2004); Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices.

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It is a viable and realistic endeavor for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools. Many times, action research is considered a professional development opportunity because, frequently, teachers test a new instructional strategy, assess a new curriculum program, or evaluate an existing pedagogical method. In many research studies, participating in action research has been found to be the impetus for positive change exemplified by teacher improvement, self-reflections.  According to Kurt Lewin, Action research is "a comparative research on the conditions and effects of various forms of social action and research leading to social action; this type of research uses "spiral step,'' each of which is composed of c circle of planning, action and fact-finding about the result of the action''. Similarly, Hamilton 1997, p.3) Action Research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem's improvement. Broadly speaking, action research enables researchers to develop a systematic, inquiring approach toward their own practices (Frabutt et al, 2008) oriented towards effecting positive change in this practice (Holter & Frabutt, 2012), or within a broader community (Mills, 2011).

 Action research is one of the strategies by which teachers can undertake school improvement activities in their own contexts with the intention of making themselves as well as their respective schools perform better is through action research (Kember, 2000; Mills, 2003). Action research may sound a bit frightening to teachers but in our everyday lives we all have been using the principles of action research to better our lives. Action research is an effective means of developing reflective and critical skills and in turn can make a positive contribution towards school improvements and change (Booth & Ainscow, 2002; Meyer, Park, Grenot-Sheyer, Schwartz & Harry, 1998). According to Best and Kahn (1986) describe it as examining a practice. Cohen and Manion (1994: 192) describe it as:

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 … essentially an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation. This means that ideally, the step-by-step process is constantly monitored over varying periods of time and by a variety of mechanisms (questionnaires, diaries, interviews, and case studies, for example) so that the ensuing feedback may be translated into modifications, adjustments, directional changes, redefinitions, as necessary, so as to bring about lasting benefit to the ongoing process itself rather than the future occasion. According to Maxwell (2004, p.2) describes action research as a strategy of "improving and assisting practitioners (such as teachers, pupils and educational administrators) to improve the rationality and justice of their practice''.

Action research is focused on immediate application, not on the development of a theory, not upon general application. It has placed its emphasis on a problem here and now in a local setting. Many Action Research projects are carried out in a classroom by a single teacher. As it becomes more extensive it becomes more similar to other types of educational research. The emphasis is Action Research, not on obtaining generalizable scientific knowledge about educational problems but on obtaining knowledge concerning a specific local problem.


### 2.1.9.3 Steps of Action Research

Action research is a cyclic process. It is a tool that is used to teachers and other educators uncover strategies to improve teaching practices. It is viable and realistic endeavor for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools.

 It is cyclical in nature. It is a reflective process. It involves a spiral of adoptable steps. Action is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by

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individuals working others in teams or as part of a "community of practice'' to improve the way they address issues and solve problems. Various scholars talk on different steps of action research. According to Nunan (1992, p.19) the steps of action research are as follows:

⟩ **Initiation**

This is the first stage of action research. In this stage, the researcher identifies the problem which is faced by most of the students. The problems are identified by observing the behaviors of the students.

⟩ **Preliminary Investigation**

In this step, the researcher tries to understand the nature of problem, gives tasks to the students, collects the data through detailed observation, and records them for further analysis. These data are analyzed and the problems of students are recognized. The baseline data are collected.

⟩ **Formulation of hypothesis**

The researcher assumes the possible outcomes or solutions at the end of the research. The idea about the possible solution of the problem is hypothesized. The researcher formulates hypothesis after reviewing the initial data or information about the problem.

⟩ **Intervention**

In this stage the researcher introduces new treatment or situations. The natural process or regular activities are break downs.

⟩ **Evaluation introduced**

At this step, the researcher shares the ideas about findings of the study. The researchers presents his/her works at conferences of seminars or others program.

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⟩ **Follow-up**

It is the reflections of the research. The researcher follows the findings of the study. If the findings are not satisfactory, she or he takes help from experts for further improvement. Until and unless the researcher gets the satisfactory results, these steps are repeatedly conducted so it is cyclical process.

According to  (Kemmis & McTaggert, 1990) following  five spiral steps are mentioned:

Step-1: Planning,

Step-2: acting

Step-3: observing

Step-4: reflecting,

Step-5: re-planning

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1.    Selecting a focus

2.    Clarifying theories

3.    Identifying research questions

4.    Collecting data

5.    Analyzing data

6.    Reporting results

7.    Taking informed action

Hence, Action research is the cyclic process. It helps the researcher to find out the educational solutions of problem.

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## 2.1.9.4 Characteristics of Action Research

Characteristics refers to a feature or quality belonging typically to a person, place, or thing and serving to identify it.

According to Winter (1996, p.13) States six principles of action research which are as follows:

- reflexive critique, which is the process of becoming aware of our own perceptual biases;
- dialectical critique, which is a way of understanding the relationships between the elements that make up various phenomena in our context;
- collaboration, which is intended to mean that everyone's view is taken as a contribution to understandings the situation;
- risking disturbance, which is an understanding of our own taken-for-granted processes and willingness to submit them to critique;
- creating plural structures, which involves developing various accounts and critiques rather than a single authoritative interpretations;
- theory and practice internalized which is seeing theory and practice as two interdependent yet complementary phases of the change process.

Hult and lennung (1980, p.241) and Mckerman (1991, p.32 as cited in Cohen, Manion and Morrison 2010, p.228) suggest that the series of characteristics of action research are as follows:

- makes for practical problem solving as well as expanding scientific knowledge;
- enhance the competencies of participants;
- is collaborative;
- is undertaken directly in situ;
- uses feedback from data in an ongoing cyclical process;
- seeks to understand particular complex social situations; seeks to understand the processes of change within social system;

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- ) is undertaken within an agreed framework of ethics;
- ) seeks to improve the quality of human actions focuses on those problems that are of research that isolates and controls variables;
- ) is formative, such that the definition of the problem, the aims and methodology may alter during the process of action research;
- ) includes evaluation and reflection;
- ) is methodologically eclectic;
- ) is dialogical and celebrates discourse;
- ) has a critical purpose in some forms;
- ) strive to be emancipator.

According to (Kemmis & McTaggert, 1990) following five spiral steps are mentioned:

Step-1: Planning,

Step-2: acting

Step-3: observing

Step-4: reflecting,

Step-5: re-planning

Action research as a form of research intended to have both action and research outcomes. It is a cyclic (or a spiral), either explicitly or implicitly. The action research cyclic consists at least of intention or planning before action, and review or critique. It provides a mix of responsiveness and rigor, thus meeting both action and research requirements. In action research, most important requirement is participation for some writers. Participation can generate greater commitment and hence action. When change is a desired outcome, and it is more easily achieved if people are committed to the change, some participative form of action research often indicated.

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## 2.1.9.5 Importance and Benefits of Action Research

Action research is very important for teacher professional development. It is one of the strategies for teachers' professional development. It is the process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people. Through repeated cycles of planning, observing, and groups engaged in action research can implement changes required for social improvement. Action research is a collaborative efforts help develop practical ideas to assist with the pursuit of worthwhile human purposes.

According to Kemmis and McTaggart (1988), "Action research typically involves small scale investigative projects in the teachers' own classroom and consists of a number of phases which often reoccur in cycles and initiative for those who are related to educational process''. Similarly, (Mills, 2011) stats that "Action research is an attractive option for teacher, students, researchers, school administrative staff, and so on. It provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools.'' Mills; Stringer, (2008). To illustrate, action research has been directly linked to the professional growth and development of teachers. Kimber (2000 as cited in Norton 2009, p. 14) states "Employing an AR approach does not guarantee a change in beliefs. AR projects though at least provide a mechanism for perspectives transformation through regular meetings with participants''. Here, Kimber sees that AR as "Collaborative, reflective practices which provide opportunities to the teachers work with colleagues''. It is one of the strategy for teachers learning. The practical problem solving is the main purpose of action research. It aims to bridge the gap between theoretical research and applied research. In this regard, the small scale researches help the field of curriculum development, classroom management and material development. Action research requires the teachers to investigate an issues that he/she has been puzzled for period of time and engaging

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them in a process of planning action, observation and reflection. As a result insight gained from undertaking an action research project, language teachers not only learn a lot about their own teaching but can also become more expert at investigating the practiced theory in their own class room.

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

⟩ Time (in terms of making time for research and realizing that development is not always instant )

⟩ Support from others (both within the AR group and the wider research community)

Similarly, Kemmis and McTaggart (1982), mention a number of benefits of AR for teachers. Which are as follows:

⟩ Thinking systematically about what happens in the school or classroom.

⟩ Implementing action where improvements are thought to be possible.

⟩ Monitoring and evaluating the effects of the action with a view to continuing the Improvements.

⟩ Monitoring a complex situation critically and practically.

⟩ Implementing a complex approach to school or classroom  improvement through action and reflection.

⟩ Researching the real complex and often confusing circumstances and constraints of modern school.

⟩ Recognizing and translating evolving ideas into action.

Likewise, Hensen (1996), states following benefits of action research:

⟩ Helps teachers develops new knowledge directly related to their classrooms.

⟩ Promote reflective teaching and thinking.

⟩ Expands teachers' pedagogical repertoire.

⟩ Puts teachers in charge of their craft.

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〕 Reinforces the link between practices and student achievement.

〕 Fosters openness toward new ideas and learning new things.

〕 Gives teachers ownership of effective practice.

Johnson (2012) asserts that "Action research bridges the gap between research and practice''. Action research can be used to replace traditional, ineffective teacher in-service training as means for professional development activities. A good teachers need in-service training for extending over multiple sessions contain active learning to allow teachers to manipulate the ideas and enhance their assimilation of the information and align the concept presented with the current curriculum goals or teaching concerns.

Teachers as researcher and students as change-receiver profit much from action research. When looking at educational dimension of action research, Gay and Airasian (20) prove benefits resulted from the application of action research to education as follows:

〕 Teachers investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.

〕 Teachers develop a deeper understanding of students, the teacher learning process and their role in the education of both teachers and students.

〕 Teacher reflection can be conducted individually or in a school-based team composed of students, teachers and administrators. Sharing the view with Borgia and Schuler (15), Mills (21) admits the importance of action research in education by adding that action research.

〕 Encourages change in schools;

〕 Fosters a democratic approach to education;

〕 Empowers individuals through collaboration on projects;

〕 Positions teachers and other educators as learners who seek to narrow the gap between practice and their vision education;

〕 Encourages educators to reflect on their practice; and

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- Promotes a process of testing new ideas.
- Teachers are viewed as equal partners in deciding what works best and what needs improvement in their classroom or classrooms.
- In most cases, solutions for identified problems are arrived co-operatively among teachers.
- Teachers are often more committed to action research because they identify the areas they view as problematical and in need of change.
- Professional development and school improvement are core aspects for any teacher who engages in action research.

  Action research is a form of research that is authentic and meaningful to the teacher researcher because it is conducted by the teacher in his/her own classroom space. Action research helps teachers to pick up threads suggested academic circles and weave them in their own classroom. Action research allows teachers to take ownership over their teaching and occurs when teacher researchers contemplate a classroom or instructional issue, design a study, execute the study, true data and results, and reflect. The action research progression in interactive; it is not passive process, as teacher researchers are active constructors of knowledge. Action research provides an avenue for teacher learning. By utilizing the action research process, teachers not only learn about students and colleagues, but also they learn about themselves as they seek ways to continually improve (Fernandez 2000). For some teachers who have conducted action research, new roles begin to form as they become mentors to other teachers (Sax & Fisher, 2001). Johnson and Button (2000) found that engaging in action research is a natural activity that gives teachers a sense of order in their daily classroom practices.

Action research provides teachers the opportunity to devise an intentional and systematic plan in order to closely examine their practice. Conducting action research, learning can occur innumerous ways including trying new strategies,

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evaluating existing programs, expending instructional repertoires, engaging in professional development, and most importantly helping teachers develop new pedagogical knowledge (Hensen, 1996)


## 2.2 Review of Related Empirical Literature

In the field of Educational research, various researchers had done in related field and desired topic. The past these are the major materials for upcoming researchers. Researchers conducted various studies in the field of teacher training and teacher professional development. Some of the studies which are more or less related to this study.

Every researcher needs to observe the fundamental background of the related subject and past studies.  This studies information of previous research and other related literature on professional development.

Murcia (2004) conducted a project work on "Using Action Research Principles for Professional Development: The Waikiki School Experience'' present at the teaching and Learning Forum, Murdoch University. The project was a whole school initiative  that was actively supported by the schools Administration and involved eight teachers from Kindergarten to Year Seven. This project demonstrated the valuable role of action research in the professional development of teachers. The process supported a constructivist approach to professional learning and facilitated real, practical action based on the numeracy learning needs of students' in the school. Learning through action research conducted as a part of, not separate from, daily classroom practice provided a real, meaningful context in which teachers were motivated by their approach to change and learning that empowered the teachers, as they could own the process and the resulting solution.

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

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

Khanal (2011) carried out a research entitled "Strategies for Professional Development''. A Case of Secondary Level English Teachers, to identify the strategies used by Secondary Level teachers of English for their professional development. Six English language teachers were selected for observation and interview. The findings of the research showed that the strategies used by teachers having below five year of experiences were self-monitoring,

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workshop, conferences and seminars. The experienced teachers used different
strategies for their professional development.

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

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

Various researched have been carried in the field of ELT and very few
researchers on teachers on teacher's professional development. But there has
not been any research conducted on ''Teachers' Perception on the role of
Action Research for their Professional Development''. Thus, the present study

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is a new Endeavour as it attempts to explore action research is important aspect of teachers' professional development.


## 2.3 Implications of the review for the Study

Rigorous study is the most important aspect in educational field. Education starts in cradle and ends to the grave. It is a weapon of every human being. The research works mentioned in 2.2 are related to the teacher professional development. Some are related with teacher professional development, some with strategies of teacher learning and few about action research. This review of the study may obtain from various sources including books, journals, articles, internet and different websites. This entire source helped men to bring the clarity and focus on the research problems, improve methodology, and contextualize findings. There were a number of researchers carried out in the teacher development. This helped me to examine and evaluate the previous studies and find out the gap between the present study and previous study.


After reviewing these literatures, I have got many ideas regarding teachers' professional development. I have got various ideas and information such as definition/concept, importance, characteristics and activities for teacher professional development. Moreover, I understand about the research tool for research. Similarly, I have gained clear and simple concept about the statement of the problem and rationale of the study which are difficult for me to deal with.

More specifically, I got information on the teachers' perception on the role of action research for their professional development from the study of Murcia, (2004). Similarly, from review of Joshi (2010), Khanal (2011) likewise, study of Pandey (2009) and Shah (2009) I have got some ideas about the mentoring and reflective practice that are the tools for teacher professional development. I gained some ideas about the perceptions of teachers towards the role of action

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workshops and in-service teacher trainings from the study of Khanal (2012) and Joshi (2014). In the similar vein I got knowledge about the practices of monitoring for teacher professional development from the study of Khanal (2012)

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## 2.3 Conceptual Framework

The conceptual framework of my research is as follows:

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┌─────────────────────────────────┐
│      Teachers' perceptions      │
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                 ▼
┌─────────────────────────────────┐
│ Teachers' professional development │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│         Action Research         │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│    Steps of Action Research     │
│                                 │
│   ʃ  Initiation                 │
│   ʃ  Preliminary Investigation  │
│   ʃ  Formulation of             │
│      Hypothesis                 │
│   ʃ  Intervention               │
│   ʃ  Evaluation Introduction    │
│   ʃ  Dissemination              │
└─────────────────────────────────┘
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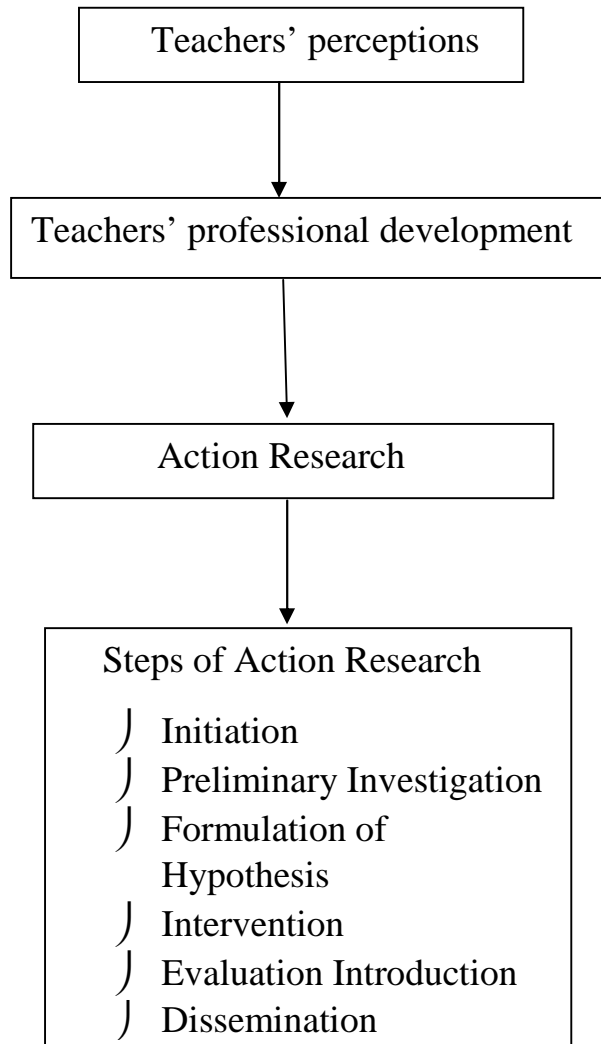
# CHAPTER THREE

# METHODS AND PROCEDURES OF THE STUDY

This section has incorporated the design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

## 3.1 Design of the Study

Research design is a detailed outline of how an investigation will take place. Research design will typically, include how data is to be collected, what instruments will be used and what will be the intended means for the analyzing data collect.

I adopted survey research. Survey research is one the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involves asking questions of respondents. A 'survey'' can be anything form a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview.

It is the most commonly used method of investigation in educational research. Surveys are used mostly in large scale researches where a huge population is required to be included in research''.

Similarly, Cohen and Manion (1994) "surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations to small scale studies carried out by a single research''.

Likewise, Kerlinger (1978), survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter-relationship of social and psychological variables.

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Likewise, Cohen, L, Manion, L. & Morison.(2010) write survey research which researchers gathers data at a particular points of time especially to describe the nature of existing situation or to identify most standard one against the existing situation.

According to Nunan (1992, p. 140) the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time.

Surveys represent one of the most common types of quantitative, social science research. In survey research, the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them. The questionnaire, or survey, can be a written document that is completed by the person being surveyed, an online questionnaire, a face-to-face interview, or a telephone interview. Using surveys, it is possible to collect data from large or small populations (sometimes referred to as the universe of a study).

Different types of surveys are actually composed of several research techniques, developed by a variety of disciplines. For instance, interview began as a tool primarily for psychologists and anthropologists, while sampling got its start in the field of agricultural economics (Angus and Katona, 1953, p. 15).

Survey research does not belong to any one field and it can be employed by almost any discipline. According to Angus and Katona, "It is this capacity for wide application and broad coverage which gives the survey technique its great usefulness..." (p. 16)

Survey research aims to find out peoples' opinion and perspectives in the related field. In this research I am going to find out the teachers' perception on the role of action research for their professional development. Survey research is begin with the identifying the problem and specifying objectives and expanding theoretical knowledge. Then after writing research proposal and developing research tools. Research tools will develop to meet the objectives of the study. After piloting the research tools, researchers will go the field and contact with the selected schools and institutions and authorities and will

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establish rapport with them. After building rapport, the researcher will request to the authority for the permission to conduct research and sampling the required number of informants. After that, the research tools will distribute to the respondents and collecting these tools. After collecting the tools, collected data will analyze, interpret. Then the conclusion is derive. This method will help me to find out the solution of my research problem. So, I select this research design in my present study.

## 3.2 Population, Sample and Sampling Strategy

This research was carried out on the basis of data taken from secondary level  teachers of Sunsari district, Dharan. So, all the teachers of secondary level teachers of Sunsari district were the population. Only 30 teachers were selected as the sample. The sample was selected the use of random sampling procedure.

## 3.3 Research Tools

I used questionnaire for collecting data. The framework of questionnaire was close ended. The question was designed to get teachers' perception about the role of action research for their professional development.

## 3.4 Sources of Data

I used both primary and secondary sources of data. Primary sources were used for collected first hand data, and secondary sources were used to extend the theoretical knowledge on teachers' professional development.

 **primary sources**: The primary sources of this study were 30 teachers of secondary level of sunsari district.

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**Secondary sources**: The secondary sources of this research study were various books, internet searches, websites, journals and articles.

## 3.5 Data Collection Procedure

In order to collect the data for the study, I prepare a questionnaire at first. Then, I selected the teachers, contacted the informants, met them and introduced myself. After that, I established good rapport with them. I informed them about the background and objectives of my study. I elicited data by using the questionnaire form through close ended. I visited to the teachers of Sunsari district, Dharan. In this way data were collected and the informants were thanked sincerely.

## 3.6 Data Analysis Procedure

The systematically data were analyzed, interpreted and presented in descriptive ways with the help of simple statistical tools and tables.

## 3.7 Ethical Consideration

During my study, I took consent with respondents. I maintained confidentially regarding the information of the respondents. I did not use the data for any of the cases except for my study without permission of respondents. I did not analyze the data subjectively. I gave dew attention on accuracy, honesty, truthfulness of data in my study and avoided the plagiarism while processing the data for this study.

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# CHAPTER FOUR

# ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data. The data in this study were collected through the use of close ended items. 30 secondary level English teachers were the informants of the study. The collected data were analyzed and interpreted descriptively as well as analytically using appropriate tools and tables.

## 4.1 Analysis of Data and Interpretation of Result

In order to collect data and to derive the finding related to the teachers' perception on the role of action research for their professional development, I designed a set of questionnaire for teachers. The questionnaire form was formulated with close ended items. Thirty teachers of secondary level from Sunsari district were requested to fill the questionnaire. On the basis of information obtained from questionnaire. The result have been derived from the teachers' perception on the role of action research for their professional development. The details of which have been presented below.

## 4.1.1 Analysis of Data obtained from teachers

For the collecting data about the teachers' perception on the role of action research for their professional development, I used questionnaire form. The questionnaire form incorporated 30 items. The data obtained from those questionnaire forms with teachers' responses have been made accordingly. I have used the responses on strongly agree, agree, disagree, strongly disagree, not sure, yes, no, always, usually, frequently, sometimes, never statements to find out the data under the teachers' activities.

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## Table 1

## Teachers' perceptions on Action Research for their professional development

| Q.N. | SA | % | A | % | DI | % | SD | % | NS | % | Total |
|------|-----|---------|----|---------|----|-------|----|-------|----|-------|-------|
| 1 | 27 | 90% | 3 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 30 |
| 2 | 24 | 80% | 3 | 10% | 3 | 10% | 0 | 0% | 0 | 0% | 30 |
| 3 | 16 | 53.33% | 13 | 43.33% | 1 | 3.33% | 0 | 0% | 0 | 0% | 30 |
| 4 | 12 | 40% | 16 | 53.33% | 1 | 3.33% | 1 | 3.33% | 0 | 0% | 30 |
| 5 | 13 | 43.33% | 16 | 53.33% | 1 | 3.33% | 0 | 0% | 0 | 0% | 30 |
| 6 | 7 | 23.33% | 21 | 70% | 1 | 3.33% | 1 | 3.33% | 0 | 0% | 30 |
| 7 | 11 | 36.66% | 17 | 56.66% | 2 | 6.66% | 0 | 0% | 0 | 0% | 30 |
| 8 | 14 | 46.66% | 16 | 53.33% | 0 | 0% | 0 | 0% | 0 | 0% | 30 |
| 9 | 21 | 70% | 8 | 26.66% | 1 | 3.33% | 0 | 0% | 0 | 0% | 30 |
| 13 | 13 | 43.33% | 16 | 53.33% | 1 | 3.33% | 0 | 0% | 0 | 0% | 30 |
| 14 | 9 | 30% | 21 | 70% | 0 | 0% | 0 | 0% | 0 | 0% | 30 |
| 15 | 10 | 33.33% | 19 | 63.33% | 0 | 0% | 0 | 0% | 1 | 3.33% | 30 |
| 16 | 6 | 20% | 21 | 70% | 2 | 6.66% | 0 | 0% | 1 | 3.33% | 30 |

| 17 | 3 | 10% | 23 | 76.66% | 1 | 3.33% | 2 | 6.66% | 1 | 3.33% | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 18 | 13 | 43.33% | 15 | 50% | 0 | 0% | 1 | 3.33% | 1 | 3.33% | 30 |
| 19 | 6 | 20% | 23 | 76.66% | 0 | 0% | 0 | 0% | 1 | 3.33% | 30 |
| 20 | 5 | 16.66% | 21 | 70% | 4 | 13.33% | 0 | 0% | 0 | 0% | 30 |
| 21 | 20 | 66.66% | 9 | 30% | 0 | 0% | 0 | 0% | 1 | 3.33% | 30 |
| 22. | 6 | 20% | 20 | 66.66% | 3 | 10% | 0 | 0% | 1 | 3.33% | 30 |
| 23 | 10 | 33.33% | 19 | 63.33% | 0 | 0% | 1 | 3.33% | 0 | 0% | 30 |
| 24 | 8 | 26.66% | 21 | 70% | 0 | 0% | 0 | 0% | 1 | 3.33% | 30 |
| 25 | 8 | 26.66% | 21 | 70% | 1 | 3.33% | 0 | 0% | 0 | 0% | 30 |
| 26 | 5 | 16.66% | 24 | 80% | 1 | 3.33% | 0 | 0% | 0 | 0% | 30 |
| 27 | 9 | 30% | 16 | 53.33% | 1 | 3.33% | 0 | 0% | 4 | 13.33% | 30 |
| 28 | 7 | 23.33% | 21 | 70% | 1 | 3.33% | 0 | 0% | 1 | 3.33% | 30 |
| 29 | 7 | 23.33% | 22 | 73.33% | 0 | 0% | 0 | 0% | 1 | 3.33% | 30 |
| 30 | 15 | 50% | 14 | 46.66% | 0 | 0% | 0 | 0% | 1 | 3.33% | 30 |

*Legend: Q.N-Question Number, SA-Strongly Agree, A-Agree, DI-Disagree,*

*SD-Strongly Disagree, Ns-Not Sure, %-Percentage.*

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The above table shows that the perceptions of teachers' on action research for their professional development and his/her responses on it. The interpretation and analysis are given below;

The statement role of action research is important shows that most of the teachers ( 90% ) they strongly agreed, 10% of them agreed. As the majority of them, i.e, 100% of the total of the teachers agreed on the item, it is concluded that is the role of action research is important to them.

The statement, activities enhance knowledge shows that most of the teachers ( 80%) they strongly agreed, 10% of them agreed and 10% of them disagreed. As the majority of them, i,e, 90% of total of the teacher agreed on the item, and only 10% of them disagreed. It is concluded that teacher professional development activities enhance their knowledge.

The statement, action research is one of the strategies shows that most of the teachers (53.33%) they strongly agreed, 43.33% agreed and 3.33% of them disagreed. As the majority of them i.e. 96.66% of the total of the teachers agreed on the item, and only 3.33% teachers disagreed. It is concluded that action research is one of the strategies for teachers professional development.

The statement, the main purpose of conducting action research is to solve immediate problem that are existed in the classroom shows that minimum of the teachers (40%) they strongly agreed, most of the teachers (53.33%) agreed on this statement, 3.33% disagreed and 3.33% strongly disagreed. As the majority of them i.e. 93.33% total of the teacher agreed on the item, and only 6.66% of teachers disagreed. It is concluded that main purpose of conducting action research is to solve immediate problem that are existed in the classroom.

The statement, action research helps to develop new techniques, strategies shows that minimum of teachers (43.33%) they strongly agreed, most of the teachers (53.33%) agreed and only 3.33% disagreed. As the majority of them i.e. 96.66% total of the teacher agreed on the item, and only 3.33% of teachers

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disagreed. It is concluded that action research helps to develop new techniques, strategies for enhancing teachers' professional skills.

The statement, action research helps to co-operate between action researcher and colleagues shows that minimum of teachers (23.33%) strongly agreed, most of the teachers (70%) agreed on this statement, 3.33% disagreed and 3.33% of them strongly disagreed. As the majority of them i.e. 93.33% total of the teacher agreed on the item, and only 6.66% disagreed. It is concluded that action research helps co-operate between action researcher and colleagues.

The statement, action research helps the teacher on their own practices shows that minimum of teachers (36.66%) they strongly agreed, most of the teachers (56.66%) agreed on this statement and only 6.66% disagreed. As the majority of them i.e. 93.32% total of the teacher agreed on the item, and only 6.66% disagreed on this statement. It is concluded that action research helps the teacher on their own practices.

The statement, action research is beneficial to change learning style, behavior shows that minimum of teacher (46,66%) they strongly agreed and most of the teachers (53.33%) agreed on this statement. As the majority of them i.e. 100% agreed on the item. It is concluded that action research is beneficial to change learning style, behavior of the students.

The statement, teacher learning strategies play a crucial role shows that most of the teachers (70%) they strongly agreed, 26.66% agreed and only 3.33% disagreed on this statement. As the majority of them i.e. 96.66% total of the teacher agreed on the item, and only 3.33% disagreed. It is concluded that teacher learning strategies play a crucial role for teachers' professional development.

The statement, the main benefits of action research is to education are: shows that minimum of teachers (43.33%) they strongly agreed and most of the teachers (53.33%) agreed and only 3.33% disagreed on this statement. As the

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majority of them i.e. 96.66% total of the teacher agreed on the item. It is concluded the main benefits of action research is to education are:

- ) Teachers investigate their own practices in new ways, looking deeper in what they and their students actually do and fail to do.
- ) Teachers develop a deeper understanding of students, the teacher learning process and their role in the education of both teachers and students.
- ) Fosters a democratic approach to education.
- ) Empowers individuals through collaboration on projects.
- ) Encourages educators to reflect on their practice; and
- ) Promotes a process of testing new ideas.

The statement, action research is applying scientific thinking to real life problems and represents a great improvement shows that minimum of teachers (30%) they strongly agreed, and most of the teachers (70%) agreed on this statement. As the majority of them i.e. 100% agreed on this statement. It is concluded that action research is applying scientific thinking to real life problems and represents a great improvement over teachers' subjective judgments and their limited personal experiences.

The statement, action research has its origin in the works of the social psychologist Kurt Lewin (1946) shows that minimum of teachers (33.33) they strongly agreed, most of the teachers (63.33%) agreed and 3.33% of them couldn't decide . As the majority of them i.e. 96.66%  of the total of the teachers agreed on the item and only 3.33% of them couldn't decide or not sure. It is concluded that action research has its origin in the works of the Social Psychologist Kurt Lewin (1946).

The statement, action research is a tool shows that minimum of teachers (20%) they strongly agreed, most of the teachers (70%) agreed, 6.66% disagreed and 3.33% of them strongly disagreed on this statement. As the majority of them i.e. 90% of the total of the teachers agreed on this statement and 9.99%

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disagreed. It is concluded that action research is tool that is used to help teachers and other educators uncover strategies to improve teaching practices.

The statement, action research is a form of self-reflective enquiry shows that minimum of teachers (10%) they strongly agreed, most of the teachers (76.66%) agreed on this statement, 3.33% disagreed, 6.66% strongly disagreed and 3.33% couldn't decide.  As the majority of them i.e. 96.66% of total of the teachers agreed, 9.99% disagreed and 3.33% couldn't decide. It is concluded that action research is a form of self-reflective enquiry…

The statement, professional development, in broad sense, shows that minimum of teachers (43.33%) they strongly agreed, 50% of them agreed on this statement, 3.33% strongly disagreed and 3.33% couldn't decide. As the majority of them i.e  93% of total of the teachers agreed, 3.33% strongly disagreed and 3.33 couldn't decide on this statement. It is concluded that professional development, in broad sense, refers to the development of a person in his or her professional development.

The statement, teacher development is the professional growth shows that minimum of teachers (20%) they strongly agreed, most of the teachers (76.66%) agreed, 3.33% couldn't decide. As the majority of them i.e. 96.66 of total of the teachers agreed on this statement, 3.33% couldn't decide. It is concluded that teacher development is the professional growth: a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.

The statement, teacher training can imply the thinking habit formation shows that minimum of teachers (16.66%) they strongly agreed, most of the teachers (70%) agreed and only 13.33% disagreed on this statement. As the majority of them i.e. 86.66% of total of the teachers agreed on this statement and only 13.33% disagreed. It is concluded that teacher training can imply the thinking habit formation and over emphasis on skills and techniques.

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The statement, training is characterized by objectives shows that minimum of teachers (16.66%) they strongly agreed, most of the teachers (70%) agreed and only 13.33% disagreed on this statement. As the majority of them i.e. 86.66% of total of the teachers agreed and 13.33% disagreed. It is concluded that training is characterized by objectives that are expertise.

The statement, training refers to the activities shows that minimum of teachers (20%) they strongly agreed, most of the teachers (66.66%) agreed, 10% disagreed and 3.33% couldn't decide on this statement. As the majority of them i.e. 86.66% of total of the teachers agreed, 10% disagreed and 3.33% not sure. It is concluded that training refers to the activities directly focused on teacher's present responsibilities and is typically aimed at short term and immediate goals.

The statement, the main aim of teacher training is to prepare a skillful teacher in related areas shows that minimum of teachers (33.33%) they strongly agreed, most of the teachers (63.33%) agreed, and 3.33% strongly disagreed on this statement. As the majority of them 96.66% of total of the teachers agreed and 3.33% disagreed. It is concluded that the main aim of teacher training is to prepare a skillful teacher in related areas.

The statement, action research helps teachers to pick- up threads suggested in academic circles, and weave shows that minimum of teachers (26.66%) they strongly agreed, most of the teachers (70%) agreed and only 3.33% couldn't decide on this statement. As the majority of them i.e. 96.66% of total of the teachers agreed and only 3.33% couldn't decide on this statement. It is concluded that action research helps teacher to pick- up threads suggested in academic circles, and weave them in their own classroom.

The statement, action research provides an avenue shows that minimum of teachers (26.66%) they strongly agreed, most of the teachers (70%) agreed and only 3.33% disagree on this statement. As  the majority of them i.e. 96.66% of total of the teachers agreed and 3.33% disagreed. It is concluded that action research provides an avenue for teacher learning.

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The statement, action research is a process of systematic reflection, enquiry shows that minimum of teachers (16.66%) they strongly agreed, most of the teachers (80%) of them agreed and only 3.33% disagreed on this statement. As the majority of them i.e. 96.66% of total of the teachers agreed and 3.33% disagreed. It is concluded that action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice.

The statement, teaching profession is a type of job shows that minimum of teachers (30%) strongly agreed, most of the teachers (53.33%) agreed, 3.33% disagreed and 13.33% couldn't decide whether ' *teaching profession is a type of job'*. As the majority of them i.e. 83.33% of total of the teachers agreed and 13.33% couldn't decide. It is concluded that teaching profession is a type of job that requires special education, training or skill.

The statement, teaching profession is an occupation shows that minimum of teachers (23.33%) they strongly agreed, most of the teachers (70%) agreed, 3.33% disagreed and 3.33% couldn't decide whether . As the majority of them i.e. 93.33% agreed, 3.33% disagreed and 3.33% couldn't decide. It is concluded that teaching profession is an occupation describing a job type usually researched for a recognized specific career i.e. doctors, lawyers etc..

The statement, professionals are at the top of a hierarchical pyramid of occupation shows that minimum of teachers (23.33%) they strongly agreed, most of the teachers (73.33%) agreed and 3.33% couldn't decide.  As the majority of them i.e. 96.66%  of total of the teachers agreed and 3.33% couldn't decide. It is concluded that professionals are at the top of a hierarchical pyramid of occupation, they are the experts in a particular field and they rationally imply advanced knowledge for common good.

The statement, there are many activities for teacher professional development shows that most of the teacher (53.33%) they strongly agreed and 46.66% agreed on this statement. As the majority of them 100% agreed. It is concluded that there are many activities for teacher professional development such as self-

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monitoring, team teaching, peer coaching, workshops, seminars, teacher support group, reflecting teaching, journal writing, critical incidents, teaching port folios, case studies, peer observation, critical friendship and action research. Among them action research is one of the strategies.

After the overall analysis of the data given in table one, it is concluded that most of the teachers( 95.43%) agreed, 3.82% disagreed and 1.85% not sure on the given statements.

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## Table 2

**Teachers' perceptions on Action Research for their professional development**

| Q.N | A | % | U | % | F | % | S | % | N | % | Total |
|-----|---|-----|----|--------|---|--------|---|-----|---|-------|-------|
| 10 | 9 | 30% | 10 | 33.33% | 0 | 0% | 9 | 30% | 2 | 6.66% | 30 |
| 11 | 9 | 30% | 11 | 36.66% | 4 | 13.33% | 6 | 20% | 0 | 0% | 30 |

*Legend: Q.N-Question Number, A-Always, U-Usually, F-Frequently, S-Sometimes, N-Never, %-Percentage.*

The above table shows that the perceptions of teachers' on action research for their professional development and his/her response on it. The interpretation and analysis are given below;

The question, how often do you surf internet to search new teacher learning strategies for professional development? Shows that out of 30 teachers 3o% said that they always surf internet, 33.33% said that they usually surf internet , 30% said that they sometimes surf internet and only 6.66% said that they never surf internet to search new teacher learning strategies for professional development. It is concluded that the most of the teacher surf internet to search new teacher learning strategies for their professional development.

The question, does your school support you to participate in teacher professional development activities? Shows that out of 30 teachers 30% t said

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that they participate always, 36,66% said that they participate usually, 13.33% said that they participate frequently and 20% said that they participate sometimes in teacher professional development activities. It is concluded that the most of the teacher are supported by their school to participate in teacher professional development activities.

**Table 3**

**Teachers' perceptions on Action Research for their professional development**

| Q.N | Y | % | N | % | Total |
|-----|-----|--------|-----|--------|-------|
| 12 | 26 | 86.66% | 04 | 13.33% | 30 |

*Legend: Q.N-Question Number, Y-Yes, N-No,%-percentage*

The above table shows that the perceptions of teachers' on of action research for their professional development and his/her response on it. The interpretation and analysis are given below;

The question, have you ever conducted action research in classroom? Shows that most of the teachers (86.66%) said that they yes and only 13.33% of them said that they No. It is concluded that the most of the teacher conduct the action research in classroom.

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# CHAPTER FIVE

# FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter incorporates the findings, conclusions, and recommendations. It begins with the findings drawn on the basis of conclusion and ends with the possible recommendations made for the policy makers, practitioners in the field of teachers' perception on the role of action research for their professional development and further researchers on the basis of the findings of the study.

## 5.1 Findings

After analyzing and interpreting the data obtained through questionnaire, I have presented the following findings;

- ⟩ It was found that 100% of the teachers agreed that the role of action research is important for teachers' professional development.
- ⟩ It was found that 90% of the teachers agreed that the teacher professional development activities help teacher to enhance knowledge in ELT.
- ⟩ It was found that 96.66% of the teachers agreed that the action research is one of the strategies by which teachers can undertake school improvement activities in their own contexts with the intention of making themselves as well as their respective schools perform better is through action research.
- ⟩ It was found that 93.33% of the teachers agreed that the main purpose of conducting action research is to solve immediate problem that are existed in the classroom.

- It was found that 96.66% of the teachers agreed that the action research helps to develop new techniques, strategies after conducting it for enhancing teachers' professional skills.
- It was found that 93.33% of the teachers agreed that the action research helps to co-operate between action researcher and colleagues.
- It was found that 93.32% of the teachers agreed that the action research helps the teacher to on their own practices.
- It was found that 100% of the teachers said that the action research is beneficial to change learning style, behavior of the students.
- It was found that 96.66% of the teachers said that the teacher learning strategies play a crucial role for teachers' professional development.
- It was found that 96.66% of the teacher said that the main benefits of action research is to Education are:
  - Teacher investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.
  - Teachers develop a deeper understanding of students, the teacher learning process and their role in the education of both teachers and students.
  - Fosters a democratic approach to education.
  - Empowers individuals through collaboration on projects.
  - Encourages educators to reflect on their practice; and
  - Promotes a process of testing new ideas.
- It was found that 100% of the teachers agreed that the action research is applying scientific thinking to real life problems

(classroom problems for teachers) and represents a great improvement over teacher's subjective judgments and their limited personal experiences.

) It was found that 96.66% of the teachers said that the action research has its origin in the works of the Social Psychologist Kurt Lewin (1946). He developed the ideas of group decision and commitment to improvement at work situations (classroom and administrative).

) It was found that 90% of the teachers said that the action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices. It is a viable and realistic endeavor for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classroom or schools.

) It was found that 96.66% of the teachers agreed that the action research is a form of self-reflective enquiry undertaken by participants in serial situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of practices and the situations in which these practices are carried out.

) It was found that 93% of the teachers agreed that the professional development, in broad sense, refers to the development of a person in his/her professional role.

) It was found that 96.66% of the teachers agreed that the teacher development is the professional growth; a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.

)   It was found that 86.66% of the teacher said that teacher training can imply the thinking habit formation and over emphasis on skills and techniques.

)   It was found that 86.66% of the teachers said that the training is characterized by objectives that are of expertise. And the notion of development implies more divergent objectives which allow for teachers' individual differences and which are determined by teachers' sense of their own learning needs.

)   It was found that 86.66% of the teachers agreed that the training refers to the activities directly focused on teacher's present responsibilities and is typically aimed at short term and immediate goals.

)   It was found that 96.66% of the teachers agreed that the main aim of teacher training is to prepare a skillful teacher in related areas. It is generally focused on preparing a teacher in specific areas such as use of teaching materials and resources, application teaching techniques in the classroom, conducting group and peer activities, use of textbook, classroom management, and constructing test items, preparing tools for the evaluation of learners.

)   It was found that 96.66% of the teachers agreed that the action research helps teachers to pick- up threads suggested in academic circles, and weave them in their own classroom.

)   It was found that 96.66% of the teachers agreed that the action research provides an avenue for teacher learning.

)   It was found that 96.66% of the teachers agreed that the action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice.

⟩ It was found that 83.33% of the teachers agreed that the profession is a type of job that requires special education, training or skill. A profession is something a little more than a job, it is a career for someone that wants to be part of society, who becomes competent in their chosen sector.

⟩ It was found that 93.33% of the teachers agreed that the teaching profession is an occupation describing a job type usually researched for a recognized specific career i.e. doctors, lawyers etc. It conveys expertise and or education and required considerable training and specialized study.

⟩ It was found that 96.66% of the teachers agreed that the professionals are at the top of a hierarchical pyramid of occupation, they are the experts in a particular field and they rationally employ advanced knowledge for common good.

⟩ It was found that 100% of the teachers agreed that there are many activities for teacher professional development, such as self-monitoring, team teaching, peer coaching, workshops, seminars, teacher support group, reflecting teaching, journal writing, critical incidents, teaching port folios, case studies, peer observation, critical friendship and action research. Among them action research is one to the strategies for teacher professional development.

⟩ It was found that 30% of the teachers surf internet always, 33.33% of them surf internet usually, 30% of them sometimes and 6.66% of them never surf internet to search new teacher learning strategies for professional development.

⟩ It was found that 30% of the teachers participate always in teacher professional development activities, 36.66% of them usually,

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    13.33% of them frequently, 20% of them sometimes in teacher professional development activities.

⟩ It was found that 86.66% of the teachers said that Yes and 13.33% of them said that No for the following statement: have you ever conducted action research in classroom

## 5.2 Conclusion

This study aims to find out the perceptions of teachers on Action Research for their professional development. Most of the teachers showed their keen interest in attending the training of action research and conducting the action research. Almost all the respondents reported the role of action research is important for their professional development. Most of the teachers are agreed that the teacher professional development activities help teacher to enhance knowledge in ELT. The greater number of teachers agreed that action research is one of the strategies for teachers' professional development. They also believed that teacher learning strategies play crucial role for teachers' professional development. The most of the teachers are agreed that the main benefits of action research are:

⟩ Teachers investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.

⟩ Teachers develop a deeper understanding of students, the teacher learning process and their role in the education of both teachers and students.

⟩ Fosters a democratic approach to education.

⟩ Empowers individuals through collaboration on projects.

⟩ Encourages educators to reflect on their practice; and

⟩ Promotes a process of testing new ideas.

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## 5.3 Recommendation

Being based on the aforementioned summary of the findings some recommendations have been made to be applicable to be used in different areas of professional development and action research. For the convenience of presentation, they have been devised in the following three level.

### 5.3.1 Policy Related

Education is long life process. It begins from cradle and ends to the grave. This is supreme level of implementation; the things that are implemented at this level can change the entire education system the following recommendations have been made from this study.

) There should be regular supervision activities after conducting TPD trainings and action research trainings. The government should provide sufficient numbers of teacher trainers, to conduct TPD trainings and action research.

) All the teachers should be provided opportunities to participate in the action research so that they are equipped with the idea of dealing with the subject matter, maintaining relationships with administration, co-worker and students, maintaining discipline in the classroom, addressing students' problems and so on.

) There should be the regular provision of conducting at least one action research in one academic year.

) The professionally expert teachers should be rewarded by the institutions, schools, DEO and so on.

) There should be provision of observation committee to supervise the progress in the field of teacher professional development, to observe either the teacher professional developmental activities like action researches are launched properly or not

) MOE, NELTA, NCED should provide opportunities to the teachers to attend action research as it is one of the most effective strategies for teachers' professional development.

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## 5.3.2 Practice Related

This is the level of practice which is implemented in the classroom. The following recommendations have been made at this level:

- ʃ The government should provide incentive and reward for those institutions that always participate in TPD training.
- ʃ The schools and colleges should organize action research related to teachers' professional development.
- ʃ The government should establish action research centre for teachers' professional development.

- ʃ There should be the co-operation between the teacher trainers organizations and teachers. There should be the regular provision of interaction and mutual sharing the ideas between the teachers who participate in professional development activities.

## 5.3.3 Further Research Related

In further research level, this research study can be applied for the following purpose:

- ʃ This study was limited to the ELT teachers teaching in secondary levels of the Sunsari District. The same study can be conducted on other subjects and levels in other places and districts.
- ʃ This study only focused on the role of action research for TPD. There are other activities also for developing professionalism such as seminar, workshops, peer coaching, journal writing, teaching portfolio and so on. These activities also need to be explored and evaluated in the future research.

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Extra References

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Appendix-1

Questionnaire for Teachers

Dear sir/madam

This questionnaire is a part of my research study entitled "Teachers' Perception on the role of Action Research for their Professional Development" under the supervision of Dr. Anjana Bhattarai, Reader of the Department of English Education., T.U., Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I will assure you that responses made by will be exclusively used confidently only for present study.

Researcher

Prakash Rai

M.Ed 4th Semester

University Campus, Kirtipur

Kathmandu, Nepal

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Name……………………………………………………………

Name of school…………………………………………………

Qualification……………………………………………………

Post………………………………………………………………

Please state your opinion after each statement by putting a tick mark (   ) on the option that best indicates the extent to which the statement is true of you:

1. The role of action research is important for teachers' Professional Development.
   A. Strongly agree
   B. Agree
   C. Disagree
   D. Strongly disagree

2. Teacher professional development activities help teacher to enhance knowledge in ELT.
   A. Strongly agree
   B. Agree
   C. Disagree
   D. Strongly disagree

3. Action research is one of the strategies by which teachers can undertake school improvement activities in their own contexts with the intention of making themselves as well as their respective schools perform better is through action research.
   A. Strongly agree
   B. Agree
   C.  Disagree
   D. Strongly disagree

4. The main purpose of conducting action research is to solve immediate problem that are existed in the classroom.
   A. Strongly agree

,

    B. Agree

    C. Disagree

    D. Strongly disagree

5. Action research helps to develop new techniques, strategies after conducting it for enhancing teachers' professional skills.

    A. Strongly agree

    B. Agree

    C. Disagree

    D. Strongly disagree

6. Action research helps to co-operate between action researcher and colleagues.

    A. Strongly agree

    B. Agree

    C. Disagree

    D. Strongly agree

7. Action research helps the teacher to on their own practices.

    A. Strongly agree

    B. Agree

    C. Disagree

    D. Strongly disagree

8. Action research is beneficial to change learning style, behavior of the students.

    A. Strongly agree

    B. Agree

    C. Disagree

    D. Strongly disagree

9. Teacher learning strategies play a crucial role for teachers' professional development.

    A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

10. How often do you surf internet to search new teacher learning strategies for professional development?

A. Always

B. Usually

C. Frequently

D. Sometimes

E. Never

11. Does your school support you to participate in teacher professional development activities?

A. Always

B. Usually

C. Frequently

D. Sometimes

E. Never

12. Have you ever conducted action research in classroom?

A. Yes

B. No

13. The main benefits of Action research is to Education are:

) Teachers investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.

) Teachers develop a deeper understanding of students, the teacher learning process and their role in the education of both teachers and students.

) Fosters a democratic approach to education.

) Empowers individuals through collaboration on project,.

) Encourages educators to reflect on their practice; and

) Promotes a process of testing new ideas.

A. Strongly agree

,

    B. Agree

    C. Disagree

    D. Strongly disagree

    E. Not sure

14. Action research is applying scientific thinking to real life problems (classroom problems for teachers) and represents a great improvement over teacher's subjective judgments and their limited personal experiences.

    A. Strongly agree

    B. Agree

    C. Disagree

    D. Strongly disagree

    E. Not sure

15. Action research has its origin in the works of the Social Psychologist Kurt Lewin (1946). He developed the ideas of group decision and commitment to improvement at work situations (classroom and administrative)>

    A. Strongly agree

    B. Agree

    C. Disagree

    D. Strongly disagree

    E. Not sure

16. Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices. It is a viable and realistic endeavor for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools.

    A. Strongly agree

    B. Agree

    C. Disagree

    D. Strongly disagree

,

E. Not sure

17. Action research is a form of self-reflective enquiry undertaken by participants in serial situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of practices and the situations in which these practices are carried out.

   A. Strongly agree

   B. Agree

   C. Disagree

   D. Strongly disagree

   E. Not sure

18. Professional development, in broad sense, refers to the development of a person in his or her professional role.

   A. Strongly agree

   B. Agree

   C. Disagree

   D. Strongly disagree

   E. Not sure

19. Teacher development is the professional growth; a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.

   A. Strongly agree

   B. Agree

   C. Disagree

   D. Strongly disagree

   E. Not sure

20. Teacher training can imply the thinking habit formation and over emphasis on skills and techniques.

   A. Strongly agree

   B. Agree

   C. Disagree

D. Strongly disagree

E. Not sure

21. Training is characterized by objectives that are of expertise. And the notion of development implies divergent objectives which allow for teachers' individual differences and which are determined by teachers' sense of their own learning needs.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

22. Training refers to the activities directly focused on teacher's present responsibilities and is typically aimed at short term and immediate goals.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

23. The main aim of teacher training is to prepare a skillful teacher in related areas. It is generally focused on preparing a teacher in specific areas such as use of teaching materials and resources application teaching techniques in the classroom, conducting group and peer activities, use of textbook, classroom management, and constructing test items, preparing tools for the evaluation of learners.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

24. Action research helps teachers to pick up threads suggested in academic circles, and weave them in their own classroom.

,

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

25. Action research provides an avenue for teacher learning.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

26. Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

27. Profession is a type of job that requires special education, training or skill. A profession is something a little more than a job, it is a career for someone that wants to be part of society, who becomes competent in their chosen sector.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

28. Teaching profession is an occupation describing a job type usually researched for a recognized specific career i.e. doctors, lawyers etc. It covers expertise and or education and required considerable and specialized study.

,

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

29. Professionals are at top of a hierarchical of occupation, they are the experts in a particular field and they rationally employ advanced knowledge for common good.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

30. There are many activities for teacher professional development, such as self-monitoring, team teaching, peer coaching, workshops, seminars, teacher support group, reflecting teaching, journal writing, critical incidents, teaching port folios, case studies, peer observation, critical friendship and action research. Among them action research is one of the strategies for teachers' professional development.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree

E. Not sure

The End…

Thank you for your kind co-operation.