

Teachers' Views on Impact of Action Research on Teacher Professional Development

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

**Submitted by
Anita Pandey**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Declaration

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

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Date: 10-04-2023

Anita Pandey

Recommendation for Acceptance

This is to certify that **Mrs. Anita Pandey** has prepared this thesis entitled **Teachers' Views on Impact of Action Research on Teacher Professional Development** under my guidance and supervision.

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Dedicated*to*

*My parents and teachers who have devoted their entire lives for making me what I am
now.*

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Abstract

The research is entitled as **Teachers' Views on Impact of Action Research on Teacher Professional Development**. The main objective of the study was to find out the impact of Action Research on Teacher Professional Development. Survey research design was used in this research. In order to conduct the research, I collected data from English teachers of Kathmandu district. I collected data by administering the questionnaire from 30 teachers. I used close-ended questions to the data. The sample of the study was selected on secondary and basic level by using a random sampling procedure. It was viewed that action research had positively impact on teacher professional development. Almost all the teachers agreed with the positive impact of action research on teacher professional development.

This thesis consists of five chapters. The first chapter consists a brief introduction of the study, statement of the problem, objective of the study, delimitation of the study and operational definition of the key terms, population, sample and sampling strategy, sources of the data collection tools and techniques, data collection procedures and ethical considerations. Similarly, the second chapter includes review of the related literature and third chapter includes methods and procedures as the study. The fourth chapter is about analysis of the data and interpretation of the result. The analysis of teachers' responses has been done under various suitable and inclusive themes. The final chapter deals with findings, conclusion and recommendations which are summed up from the analysis and interpretation of the collected data for the purpose of research followed by references and appendices.

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List of Abbreviations and Acronyms

AR	-	Action Research
B.Ed	-	Bachelor in Education
ETCS	-	Educational Training Centers
I.Ed	-	Intermediate in Education
LRCS	-	Leading Resources Centers
MOE	-	Ministry of Education
NCED	-	National Center for Educational Development
NELTA	-	Nepal English Language Teachers' Associations
SSRP	-	School Sector Reform Plan
T.U.	-	Tribhuvan University
TPD	-	Teacher Professional Development
TUTA	-	Tribhuvan University Teachers Association

Chapter 1

Introduction

The research proposal entitled "Teachers' view on the impact of Action Research on Teacher Professional Development" is aiming at with the exposing the effect of action research in the language classroom for TPD. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Professional development is essential because the field of education is constantly expanding and evolving. To effectively teach each group of kids, teachers must be lifelong learners. Professional development gives teachers the chance to contact with other educators from different fields in order to enhance their own teaching in addition to learning new teaching methods, strategies, and approaches. Reading trade journals, viewing documentaries on television about a certain academic field, and other non-formal experiences are all part of professional development. Formal experiences include things like attending workshops and professional events. With regard to professional development, Mizell (2010) states “professional development refers to many types of educational experiences related to an individual’s work” (p.7). Simply put, many people in a variety of professions and industries, including law, health, education, and engineering, can take part in professional development to acquire and put new knowledge and skills to use that will enhance their performance at work.

According to a different definition, professional development is an ongoing procedure. For instance, professional development attempts to assist instructors in understanding themselves and the way they teach, as shown by Dáz-Maggioli (2004). It can therefore be viewed as "bottom-up" because it frequently entails looking at various aspects of a teacher's practice as a foundation for reflective review. According to Richards and Farrell (2005), professional development should be seen as a lifelong endeavor with the goal of identifying the elements that contribute to the success of all teachers and students, rather than an administrative requirement. Teachers'

professional development is seen as a personal and group endeavour that needs to be carried out at their place of work.

Action research is necessary for teacher professional development in Nepal. An approach of professional development called action research encourages group inquiry, reflection, and discussion. It is a typical practice among teachers in schools to do a formative analysis of progress. Action research is a procedure in which participants carefully and methodically assess their own educational practice while applying research methods. Action research is an applied scholarly paradigm that produces action for a particular setting, allowing instructor's instant accrual by enhancing their own instruction and providing clear documentation for fulfilling their educational obligations. It seeks to document the context, change processes, resultant learning and theorizing of faculty in developing their pedagogies (Fisher and Phelps, 2006). It is a disciplined inquiry done by a teacher with the internet that the research will inform and change his or her practices in the future.

Statement of the Problem

When I started reading books, articles, journals, and prior theses, an interest in "Impact of Teacher Action Research on Teacher Professional Development" began to grow. I was unable to locate information about the effect of action research on TPD while reviewing many previous studies. So, I pondered why I shouldn't pursue this line of work and wondered constantly what possible effects action research in TPD would have. Lifelong learning is a process. Learning is an ongoing process; it has no boundaries. From birth to death, learning takes place. Therefore, as a researcher, I can state that learning is a task, a phenomenon, and an aspect that is not yet complete. Learning primarily focuses on self-reliance, economic prosperity, and social and cultural growth. In my personal experience, the majority of teachers used teacher-centered methods and the pupils were essentially passive learners while I was in grade ten. The teacher never made an effort to learn about the interests, academic standing, and psychological makeup of the students. They also never explored the effects of action research on TPD and how they apply it in teaching and learning activities. The pupils also participated as passive learners. They came to the classroom and returned back giving forty minutes of lecture, they never tried to know whether we understood or not? To use student-centred techniques, teacher must be trained. The untrained

teacher might not know the level of students, their interest and their psychology. The teacher should be professionally fit in their job. Using action research in teaching activities, teacher can provide different strategies for students.

I focused primarily on teachers' perspectives on how action research has impacted their professional development. In a similar vein, I wanted to investigate the effects of action research and learn what teachers thought about TPD through action research. I was inspired to do this study because I'm really interested in finding out how action research might affect TPD, which is essential to teaching-learning activities, as well as why teachers aren't using it into their lessons. The phrase "action research" is novel in the context of Nepal. Additionally, it is one of the fields of education with the least amount of research, and it is infrequently employed in Nepal.

Objectives of the Study

The present study has the following objectives:

- i. To identify the teachers' views on the impact of action research for their professional development.
- ii. To suggest some pedagogical implications.

Research Questions

The research questions are as follows:

-) What are the impacts of action research on teachers' professional development?
-) In what way teachers think action research is a useful tool to enhance teachers' professional skills?
-) What are the challenges of conducting action research in institutions?
-) How do teachers overcome such challenges?
-) To what extent they get support from school administration in conducting action research?

Significance of the Study

For the organizations, academics, professors, students, and researchers who are interested in this field, each and every study is significant. In this study, teachers' perspectives on the value of action research for their professional development are revealed. Similar to that, it also shows the various tactics and procedures used by the teachers. Therefore, this research study is important for the teachers who work in the classrooms to change the way they instruct. The researchers who desire to undertake research in related fields will find this study to be helpful. While creating courses, textbook materials, and their research, methodologists, textbook writers, and curriculum designers can all produce related ideas. Finally, this study will help student teachers create effective teaching strategies.

Delimitations of the Study

The study has the following limitations:

1. The study was limited to the lower secondary and secondary level English teachers of Kathmandu District.
2. This study was limited to 30 lower secondary and secondary level English teachers.
3. Similarly, the study was specific to the study of teachers' views on impact of action research for TPD.
4. Questionnaire was the major tool for collecting data.
5. This research followed survey research design only.

Operational Definition of the Key Terms

The key terminologies through this research define the understanding about the study in the context of this study. The below listed terms have following specific definitions.

Action Research: - In this study, Action Research refers to systematic investigation conducted by teachers to gather information about and later on improve the ways their particular educational setting operates, how they teach and how well their students learn.

Professional development:- Professional development refers to all training, certification and education that a worker needs to succeed in his or her career.

Impact:-The impact that something has on a situation, process, or person is a sudden and powerful effect that it has on them.

Survey research: - Survey research refers to the collection of data collection data attained by asking individuals questions either in person, on paper, by phone or online. Conducting surveys is one form of primary research, which is the gathering data first-hand from its source.

Chapter 2

Review of Related Literature and Conceptual Framework

This section is divided into four other subheadings. The first one is review of related literature, throws light on empirical studies so far carried out on the related topics. The second, theoretical framework focuses on describing the theoretical base for the researchers. The third, implication of the review of the study presents the relation between reviewed works and the present one. The fourth, conceptual framework summarizes the whole process to be followed for the selected topic.

Review of Related Theoretical Literature

When doing research, a theoretical framework uses the knowledge or practice of individuals who are directly involved in the study as a guide. Numerous hypotheses have been established from various angles as a result of reading literature. The data gathered from many works of literature is organized according to the major themes and narratives:

Teaching as a Profession. The profession is a type of job that needs special training or skills and a higher level of education. It is a kind of occupation, the vocation of career where specialized knowledge is applied. The profession includes training, skill, self- discipline, self-regulation and high social status. Wallace (2010, P. 5) states "Profession is a kind of job or occupation which can only be practiced after long and rigorous academic study which should be well rewarded because of the difficulty in attaining it and the public good it brings". The importance of the teaching profession is that it is responsible to produce other different professionals. Viewing teaching as a profession provides motivation for continuous career growth. This issue is of great interest to those all concerned with the education system. The profession is the social service and welfare for the public. The teaching profession has some specific and scientific requirement and assumptions.

Richards and Rodger (2001) support teaching as a profession as language teaching come into it's as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century. Human being performs different types of jobs 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 the same sense of public service and personal dedication. Joshi (2010), states "Teaching is not strictly a technical/rational, skill-driven task. It is viewed to be closer in texture to parenting than to debating in a courtroom or overseeing surgery in an operating room". Likewise, Khaniya (2006), states "Teachers, professors, engineers, etc are regarded as professions". He further mentioned that a professional is that who performs a task involving not only in skills and knowledge but also expertise and teacher as a professional in necessary change tasks after receiving information. "Teachers are not the only transformer of expert knowledge to students but are major elements of the entire education system; those are placed as the heart of the education of education system"(Dewey,1916, as cited in Poudel,2006). Thus, they have to be more professional in their job or business. The teaching profession is an occupation describing a job type usually received for a recognized specific career i.e. educator needs expertise, education and requires considerable training and specialized study.

Strategies for Teacher Professional Development. It is said that the field of language teaching is subject to rapid changes due to many reasons such as new educational trends, new challenges faced by institutions, changes in curriculum, students' need, and national goals and so on. As a result, teachers need regular opportunities to update their professional knowledge and skills. Teacher education programs prepare teachers and wish to promote their continued learning. Though the recipient of teacher education programs is the teacher, the ultimate beneficiary is the student. It is self-evident that student success pivots on good teaching. If the teachers do not continue to develop their knowledge and skills, it is disadvantageous to both the teachers and the students, which seriously impedes progress toward achieving goals. According to Pokhrel (2013 P. 16), "Teacher is not just someone who stands in front of the classroom in a school. A good teacher is one who can fulfil his/ her role of converting people into well-mannered disciplined and capable manpower for the nation". In addition to this, to be a good teacher they need to know general pedagogical knowledge learning environment and instructional strategies, classroom management knowledge of learners and learning, subject matter knowledge of contents to be taught, pedagogical content conceptual knowledge of how to teach a subject using instructional strategies, understanding of students and knowledge of curriculum and curricular materials. In this way, the teaching profession is a very

complex process which can be well managed only by the professionally strong teachers.

A person's development in their professional job is referred to as professional development. According to Glatthorn (1995, cited in Pokhrel (2013)), "more specifically it is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically." The potential for teachers to expand their knowledge horizons, encounter new problems, and take on new responsibilities and challenges are all considered as related to teacher professional development. According to Rossner (1992), "Teacher development is not only to do with language teaching," (Head and Tyler, 1997, p. 4). Language, counselling techniques, assertiveness training, confidence development, computing, mediation, cultural broadcasting, and other topics are also covered.

Today, language instructors are expected in the majority of schools and organizations to regularly analyze, assess, and stay up with advancements in the field of education. They accept a new teaching position in accordance with the institution's shifting needs. Some teachers may also be required to organise workshops and other professional activities, act as mentors for new teachers, and present papers at conferences or seminars. Instructors' educators and teacher trainers should get involved for their own personal growth in order to give instructors these possibilities. Teachers, teacher educators, and teacher trainers all benefit greatly from the professional development programs.

There are some activities (or approaches) that are highly significant for developing teachers' professionalism. According to Richard and Farrell (2010), there are different activities for teacher's professional development such as Training, workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research. The ultimate trust of PD for teachers is that which plays an essential role in the improvement of students learning and teachers learning themselves. This means educators, policymakers; teacher trainers must pay attention to the result of professional development on job performance, organizational development and the success of all students. The importance of teacher development arises from the inadequacy of training course which alone cannot fully

enable teachers to be dynamic and professionally competent in their jobs. Training courses, even courses even lengthy ones such as TESOL, I.Ed, B.Ed, or M.Ed, pre-service courses cannot satisfy all trainers' needs, nor can they can solve the problems occurring in their practical life. The course itself is not the end of a career, after the course, there is still life and trainees must face reality in their lives. So different activities and strategies for professional development are essential and lifelong which go beyond training courses.

By following the above-mentioned ideas and activities, we can conclude that Action Research is also one of the important tools for teachers' professional development. So teachers can develop professionally by the help of their teachers' suggestions and feedbacks. The teacher can remove their weaknesses according to the feedback and improve their teaching.

Professional Development of Nepalese Teachers. The system of training for teachers, especially the secondary level teachers was initiated in Nepal in 1957 when the government established a college of education. It was established with the functional and technical assistance of the government of the USA. The college of education offered a two-years I.Ed. program for the 10-years high school graduates to produce trained lower secondary teachers. In addition, it also offered a one-year B.Ed course for those who hold Bachelorhood in subjects other than education. In 1973, the college of education was converted into the Institute of Education as one of the 10 institutions of Tribhuvan University. The Institute of Education was offered the responsibility to conduct all sorts of 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 1980s when the government executed science education project with the financial assistance of Asian Development Bank.

Joshi, (2013, P. 15) states, “The Institute of education conducted various types of teacher training programs during the 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 Training Program” There are some academic and training requirements for teachers. Successful

completion of 12-years schooling is the academic requirement for lower secondary school teachers. A Bachelor degree is the academic requirement for secondary school teachers. Ten-month training is a mandatory requirement for any person to be qualified for permanent tenure for the teachers of primary, lower secondary and secondary teachers. However, there is a system to recognize the training requirement if the candidate had been offered education as his or her major subject.

In order to enhance the professional development of school-level teachers' the government-owned NCED, Educational Training Centres (ETCS), Leading Resources Centres (LRCS), and Resources Centres (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 for English teachers. Like, Nepal English Language Teachers' Association (NELTA), Tribhuvan University Teachers Association (TUTA). Such forums also encourage the teacher's learning activities by engaging them in seminars, workshops, journal writing and so.

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

Action Research. Action research is a word that describes a practical method of examining one's own work to ensure that it is to the teacher's satisfaction. Action research is frequently referred to as practitioner-based research since it is carried out by practitioners. Additionally, because it involves thinking about and commenting on one's work, action research can also be referred to as a type of self-reflective practice. Action research is the systematic collecting and analysis of data used to create improvements, address issues, or make changes. Nunan (2009, p. 17) described action research as "a form of research which is becoming increasingly significant in language education" despite the fact that there are many different types of it. A teacher's action research can help them learn new things. Action research can be used for system planning, policy creation, professional development strategies in pre-

service and graduate education courses, as well as school-based curriculum development. Action research is a tool for external innovators who want to change the way education is provided, as well as for language teachers. The classroom could be transformed into a testing ground for experiments involving challenging and evaluating the materials and tasks in the context and circumstance of the teachers. Action research is defined as "teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems," according to Richards and Farrell (2005, P. 171). To put it another way, action research is conducted in the classroom by a teacher who takes initiative to address various difficulties and issues related to the learning and teaching experience.

Harmer (2002, P. 344–345) defines action research as “ the name given to a series of procedures teachers can engage in either because they wish to improve certain facets of their teaching or because they wish to assess the success or appropriateness of certain activities and procedures." Likewise, Johnson (2008) stressed on the classroom instructional practices as the major focus of the action research and takes it as a study procedure of a genuine situation in a classroom. As a result, action research is viewed as having a practical purpose. Action research is a constructive inquiry in which the researcher creates his or her knowledge on particular issues by preparation, action, evaluation, refining, and learning from experience, according to Koshy (2010, P. 9). The overarching objective is to provide a straightforward, doable, repeatable learning, evaluating, and improvement process that improve outcomes for programs, schools, instructors, or both. To further their academic aims and objectives, instructors must participate in ongoing teacher professional development (TPD). It is a particular line of work, vocation, or career wherein the application of specific knowledge of a topic, area, or science is made.

Teacher action research is a technique used by educational professionals to evaluate and enhance their own practice. It can be a personal tool that supports instructors in the classroom as they reevaluate or change their approaches in order to address a challenge. Educator teams can use it as a community exercise to identify issues in schools, make improvements, and reevaluate. In order to execute necessary changes in practice with greater understanding and confidence, both for the person and within an institution, action research allows evaluation and reflection. An

essential component of an applied subject like education is self-evaluation of one's own practice. Action research is a procedure in which participants carefully and methodically assess their own educational practice while applying research methods. It is based on various presumptions, including the ones that teachers and principals work best on issues they have identified for themselves, that they become more effective when encouraged to examine and evaluate their own work before considering alternative methods of working, that they assist each other by working collaboratively, and that working with colleagues aids in their professional development. Action research is a disciplined investigation carried out by a teacher with the goal of informing and altering his or her practices in the classroom, while there are other types of research that may be conducted.

Action research characteristics. The teachers' own classrooms serve as the setting for action research. It takes time since it includes a series of steps, including recognizing a problem, gathering information, using a specific approach to address it (different from what is done in a typical classroom setting), evaluating the results, etc. "Action research is first and foremost situational being concerned with the identification and solution of problems in a specific context," write Cohen, Monion, and Morrison (2010). They contend that teamwork is an essential component of this kind of study. The primary goal of AR is to enhance the current situation in the educational environment where the study is being conducted. According to (Richard and Farrell 2010, P. 22), action research has some characteristics, such as; action research has primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching and it is usually small-scale and is intended to help resolve problems rather than simply be research for its own sake. Likewise, it can be carried out by an individual teacher or in collaboration with other teachers.

The qualities of action research include contextual, small-scale, and localized, according to Burns (1999, as referenced in Joshi 2013, P. 45). It is participatory because it allows for cooperative investigation by teams of co-workers, practitioners, and researchers and changes in practices are based on the gathering of information or data which provide the impetus for change. It identifies and investigates in order to bring about change and improvement in practice. It is also evaluative and reflective.

Action Research Procedures. Though different academics have covered various action research steps, they always follow a similar procedure. Only the labels provided to those steps are different. Nunan (1992) has described seven steps in this respect as the Initiation; the instructor observes a problem in the classroom, Initial research supports the hypothesis that the teacher spends some time observing the class and making notes on their behaviour. Following observation, the teacher formulates a set of questions or a hypothesis regarding the root of the issue. The teacher tries a number of approaches to the issue, Evaluation. The teacher consciously monitors or evaluates the class once again after a few weeks to determine whether there has been any progress or dissemination. The instructor divulges his discoveries to others, a follow-up; the instructor searches for alternate solutions to his first classroom issue.

Burns (1992) offers the subsequent eleven steps for conducting action research, including searching for a problem to research; Identifying: examining the problem more closely to comprehend it better, Organizing; selecting the information to gather and the methods to use, gathering information, gathering information on the problem, Analysis; reflection; data analysis Speculating or forming hypotheses: gaining knowledge based on information, Intervention: altering instructional methods in accordance with the conclusion reached, observing: tracking what transpired after the adjustment, Reporting; elaborating on what was seen, Writing, recording the findings, presenting: making the results available to other teachers.

Although the aforementioned models differ in terms of the number of phases and the terminology used, they all have some things in common. First, a problem is chosen from actual classroom activity. Data is then gathered, and alternative intervention tactics are used instead of the standard procedure. Their output is evaluated and discussed with other educators.

Importance of Action Research. Action research is importance in education since it enhances teachers' skills while also enhancing the teaching and learning processes. It advances practical progress, policy information, and knowledge advancement. Action research is a desirable choice for teacher researchers' schools' administrative staff, as well as other stakeholders in the teaching and learning environment, to take into consideration, according to (Mills 2011, P.10). Action research in education is specifically the process of analyzing a school environment in

order to comprehend and enhance the effectiveness of the educational process. According to Stringer's (2008) argument, action research gives practitioners fresh insight on how to enhance instructional strategies or deal with pressing issues in classrooms and schools. The lives of persons who work in educational systems as professionals can be improved via action research. To give an example, action research has been directly related to teachers' professional development.

Action research's primary goal is to pinpoint and address real-world issues that arise in the classroom. Additionally, it seeks to close the gap between theoretical and practical research. The subject of curriculum creation, classroom management, and material development benefits in this way from the small-scale study. Action research calls for instructors to look into problems that have puzzled them for a while and to involve them in a process of planning, observing, and reflecting. Language instructors can learn a lot about their own teaching practices as a consequence of the information acquired by doing action research projects, and they can also become more skilled at examining the practiced theory in their own classrooms. Concerning the significance of AR The key advantages of conducting research collaboratively, according to Woodhouse (2005, as stated in Norton 2009, p. 31), are time (creating time for study and understanding that development does not always occur immediately), and support from others (both within the AR group and the larger research community).

The many advantages of action research for teachers were also stated by Kemmis and McTaggart always instant (1982). They include: thinking systematically about what occurs in the classroom or school, acting where improvements are deemed to be possible, monitoring and evaluating the effects of the action with a view to sustaining the improvements, monitoring a complex situation critically and practically, implementing a flexible approach to classroom or school improvement through action and reflection, researching the actual complex and frequently confusing circumstances, and so on.

Moreover, AR can be used to replace traditional, ineffective teacher in-service training as means for professional development activities. To be effective, teacher in-service training needs to be extended over multiple sessions containing 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.

AR research is a very important tool for professional development of teachers. Reflection is the key to professional development. The teacher who doesn't think about the strength and weaknesses in his/her teaching and does not try to improve his/her practices regularly stops developing professionally.

Action Research for Professional Development. Today, action research is strongly promoted in schools, and teachers are aggressively motivated to engage in action research projects as a means of advancing their careers. When teachers become aware that there is a discrepancy between the techniques used for actual classroom teaching and learning and the theories currently in use, they must start an action research project (Lim, 2007, as cited in Ojha, 2013). They and energy gain ideas to perform better the following time through action research. Due to the fact that it was conducted locally, the results are more useful than those of studies that took place in 'foreign' environments. Research for advancement is what is meant by AR. Every teacher engages in some form of action research, whether consciously or unconsciously. He or she obtains experience working with various pupils, utilizing various resources, and instructing various subjects. To come up with approaches, methods, and tactics for use in the classroom, the teacher should stand in the front.

As a result, AR gives teachers tools to use localized research to address local issues. The use of participatory action research as a method for teachers' professional development is becoming more and more common.

Impact of Action Research for Professional Development. A crucial instrument for teachers' professional development is action research. The secret to professional development is reflection. A teacher who does not regularly reflect on the positives and negatives of his or her methods and attempt to improve them ceases growing professionally. According to Lim (2007), who was referenced in Ojha (2013), "AR is actively promoted in schools and teachers are strongly encouraged to take up action research projects as an avenue for professional development." Action research must be started by the teacher as soon as they become aware of a discrepancy between current theories and practices in actual classroom teaching and learning.

They receive inspiration and motivation to perform better the next time through action research. Due to the fact that it is localized research, its results are more fruitful than those of studies done in 'foreign' environments. Research for advancement is what is meant by AR. Every teacher engages in some form of action research, whether consciously or unconsciously. He or she obtains experience working with various pupils, utilizing various resources, and instructing various subjects. To come up with ways, methods, and tactics to employ in the classroom, the teacher should take a front-row position.

Therefore, action research gives teachers strategies for resolving local issues with the aid of localized research. Popularly used as a method for teachers' professional development is participatory action research.

Review of the Related Empirical Literature

Every researcher must be aware of the relevant subject's historical context and earlier study. Nevertheless, a lot of study has been done in the area of teaching and learning English. In the area of teacher development, very few of them have been completed. Information on prior studies and relevant literature on professional development is provided in this study. It is to study what has already been done and what needs to be done in the very real world that previous research and literature reviews are conducted.

In Brown's(2002) study, "Improving Teaching Practices through Action Research," Brown looked at instructors' impressions of how action research affected the way they thought about their teaching methods and how it affected student performance. The researcher employed a qualitative approach, a case study technique, to arrive at answers to the research's questions about how much action research influences classroom teaching practices. The information was gathered through interviews with teacher researchers, casual observations of classroom activities, and gatherings of student and instructor work as well as related artifacts. The outcomes demonstrated that involving the teachers in the stages of action research gave them a logical framework for putting the teaching and learning process into practice, analyzing it, and giving them insight into their classroom practices.

"Teachers in action research: assumptions and potentials" is the title of a research journal published by Ling Li in 2008. The study's main goals were to document the application of action research to the improvement of professional practice in the early years. He examined the videotaped instructional activities that were captured before and after the initiative. It was discovered that action research might aid in the development of teacher expertise. Additionally, the study assisted in defining the presumptions and potentials of action research for new instructors.

Khanal (2011) conducted a study titled "Strategies for Professional Development": A Case of Secondary Level English Teachers in order to determine the methods English teachers at the secondary level employed for their professional growth. We chose six English language instructors for observation and interview. The study's conclusions demonstrated that self-monitoring, workshops, conferences, and seminars were the most common tactics employed by teachers with less than five years of experience. Different tactics were employed by the seasoned educators for their professional growth.

Similar to this, Hong and Lawrence (2011) conducted a study for the journal "Action Research in Teacher Education: Classroom Inquiry, Reflection, and Data-Driven Decision Making" with the goal of better understanding what teachers learned from the action research process and how their self-studies affected teaching and learning in their classrooms. They had gathered information by looking at 18 action research projects that classroom instructors enrolled in a graduate course on reading methods had completed. The data showed that action research had an impact on literacy instruction, that teachers struggled with how to make their literacy instruction explicit, that projects concentrated on particular literacy topics, that teachers used a variety of resources for their chosen intervention, and that teachers in different contexts shared information with one another and with colleagues.

The importance of action research in teacher education programs was the subject of a study by Hine and Lavery (2014) that looked at three testimonies from teacher-researchers. The three teachers ran programs based on action research to describe the action research concept in light of its usefulness to educational research. Individual case studies, a qualitative paradigm, were employed by the researchers. Three semi-structured interviews lasting 40 minutes each were used to obtain the data.

The study's findings confirmed the value of action research as a methodology for empowering teachers and positively influencing their professional development. Additionally, it discussed the difficulties involved in doing action research and the restrictions on extrapolating results from action research-based programs.

Similar research was done by Khadka (2014) under the title "Teachers' perception on Need of Action Research for their Professional Development." He wanted to learn how teachers felt about the value of action research for their own professional growth. Through a non-random purposive sampling approach, he had chosen forty English language teachers who were employed at lower secondary and secondary schools in the Dailekh district. Data was collected via a series of questionnaires. The majority of English language teachers did not have sufficient knowledge of action research in their first year of teaching, but the majority of them practiced action research in their English language teaching classroom later in their careers, according to the analysis and interpretation of the study's raw data. Similar to this, it was discovered that the majority of teachers used action research in their instruction of grammar-related lessons.

Similar research was done by Rai (2017) under the heading "Teachers' Perceptions on Action Research for Their Professional Development." The study's goal was to learn how English language teachers felt about doing action research for their own professional growth. Using random sampling techniques, he had chosen 30 secondary level instructors from the Sunsari district, 15 of whom were from institutional schools. He discovered that the teachers have a favourable opinion regarding action research's contribution to their professional growth.

Research on Perceptions of Teachers towards Action Research for Professional Development was conducted by Bhattarai (2018). His research sought to understand how instructors felt about the contribution action research made to their professional growth. Using questionnaires, he collected data from forty secondary-level English language teachers in Kathmandu Valley private and public schools. The main research conclusion was that while the majority of teachers were aware of action research and that there was a culture of it in schools as well, they did not regularly do action research of their own.

Badalia (2021) conducted a research entitled “Teacher’s views on relevance of Action Research for their Professional Development”. He aimed to understand how teachers felt about the value of action research for their professional growth, examine how English language teachers have used action research, and provide some pedagogical recommendations. He had selected sixty English Teachers teaching at secondary level English teachers of Kailali District were sampled through non-random purposive sampling procedure. The main conclusion of the study was that the majority of English instructors in their first year of employment lacked sufficient expertise of action research.

There have been many studies conducted in the area of ELT, but very few studies on teachers' professional growth. The topic of "Teachers' views on the impact of Action Research for their Professional Development" hasn't been the subject of any research, nevertheless. As a result, the current study is a pioneering effort since it aims to investigate action research as a crucial component of teachers' professional growth.

Implication of the Review for the Study

A researcher's ability to provide clarity and emphasis to study problems, modify methods, and contextualize findings depends on their ability to review the relevant literature. This study review can be found in a variety of places, such as books, journals, papers, reports, etc. This comprehensive source aids in refining methods, contextualizing findings, and sharpening the research problem. For the purpose of identifying a new area for additional investigation, it is equally vital to examine and assess both what has been said previously on a topic and what has not yet been said. In conclusion, each of the aforementioned studies has worth and significance in its own sector. I'm a student studying English Language Teacher Development here. This subject is what I chose. Past research studies in the area of action research have been conducted in extremely small numbers.

Through a thorough analysis of the aforementioned and other relevant literature, the researcher identified the fact that earlier studies had neglected to look into teachers' perceptions of the value of action research for their professional development, which was, after all, a crucial strategy in the teaching and learning of

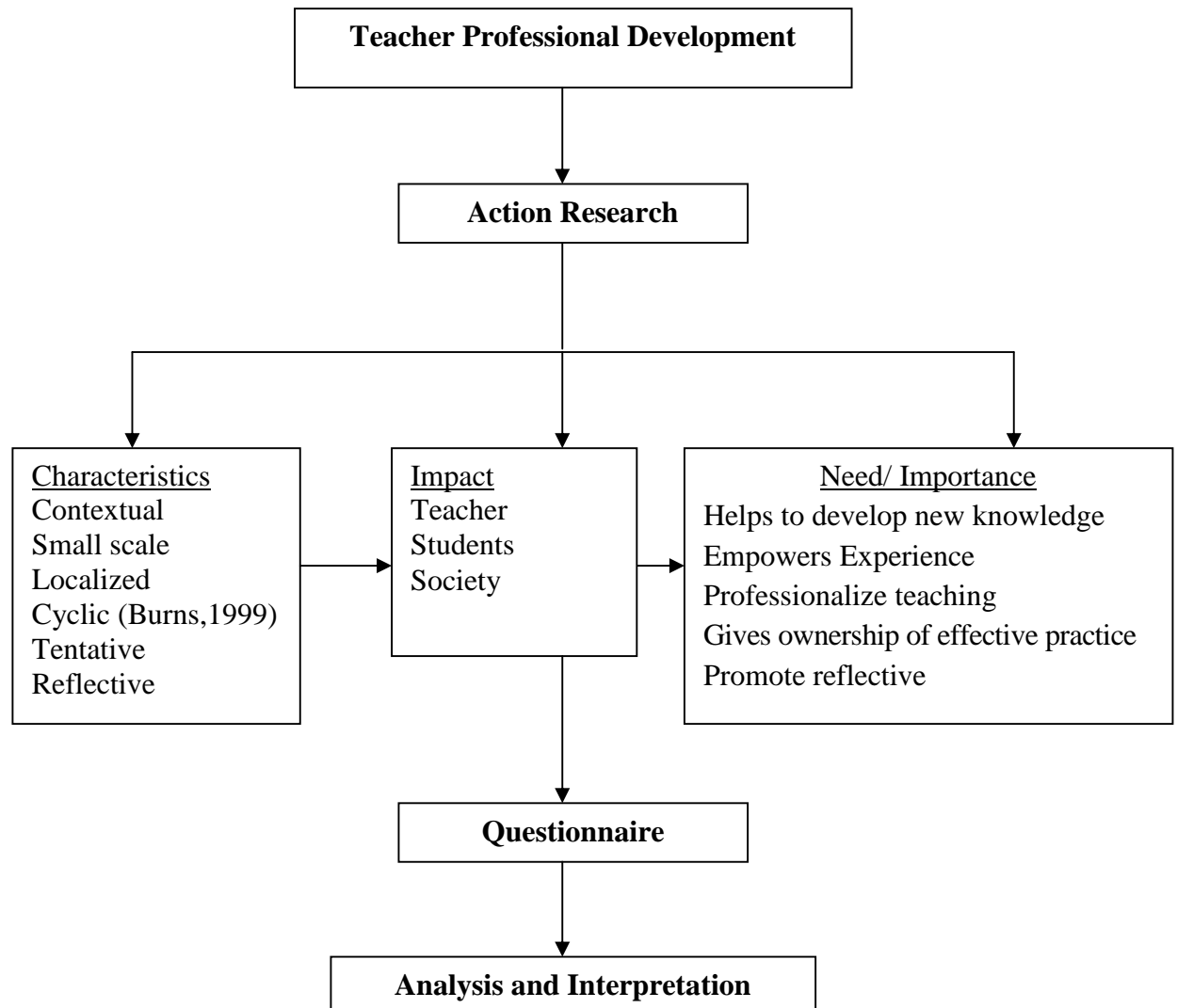
English. I felt the necessity to conduct this investigation after reviewing the pertinent literature. They also assisted in lubricating my psychological component, curiosity, and courage. For instance, Khanal (2011) examined the most popular and effective learning tools for teachers' professionalism, including self-monitoring, workshop design, seminar attendance, and conference attendance.

I have researched some similar research papers that have already been written in order to gain a thorough understanding of the current issue and methods. Similar to how the suggested potential study subjects from the review assisted me in identifying the gaps between what has been said and what has not. It demonstrates how background information on any research topic is obtained through a literature study because not all issues can be turned into research topics. The theoretical literature review is also indicated to communicate teachers' opinions on the effects of action research on their professional growth, teaching as a career, teacher preparation, and action research, among other topics. In the same token, the review of Ling Li (2008), Khanal (2011), Hine and Lavery (2014), Hong and Lawrence (2011), Khadka (2014) and Brown (2012) research works and similarly others have direct or indirect implication in this study.

Similarly, empirical literature is equally important for all operational steps. Basically, components of study and their real examples are found from the empirical review. Moreover, it has helped me in the important steps of research for determining research objectives, framing research questions, constructing appropriate research design, data collection procedures and tools, selecting appropriate sampling procedures and so on.

Conceptual Framework

The study on “Teachers’ view on Impact of Action Research on Teacher Professional Development” based on the following conceptual framework.



Chapter 3

Methods and Procedures of the Study

The researcher has adopted the following methodological procedures to achieve the objective of the study.

Design and method of the Study

Design refers to a precise set of instructions for conducting research in a methodical manner. I used a survey research design to tamper with this study. One of the cross-sectional investigations is the survey. It typically speaks to a sizable population. In order to make the sample representative and the results generalizable, a vast number of populations are participated in the study. The survey's primary goal is to generalize the research's findings. It is the casual study of a problem or phenomenon. In this regard, surveys are frequently utilized in academic research. The primary goal of a survey research, according to Nunan (1992, P.140), is to capture a moment in time's worth of conditions, attitudes, and happenings. A survey, according to him, is a summary of a phenomena, event, problem, or circumstance. The challenge of choosing a representative population is challenging yet crucial for the representative of the entire population. Real and authentic results were not made public, potentially wasting time and effort.

This type of research's primary objective is to learn about people's attitudes and opinions in the chosen field. This study was conducted to ascertain public opinion on certain concerns, trends in daily behaviour, and the attitudes and behaviours of various professionals toward particular events, problems, or phenomena.

Sampling is required in order to conduct an inquiry in this type of research because it typically focuses on big populations. The sample needs to be typical of this kind of research. The structured tools were only used once to obtain the data for the study. This research is cross-sectional. This study's conclusions are generalizable.

Because the primary goal of the survey research design is to ascertain peoples' attitudes, opinions, and the defined behaviors regarding particular issues, occurrences, or situations, it closely relates to my topic. Therefore, survey research design is acceptable to achieve my study purpose.

Population, Sample, Sampling Strategy

This research was carried out on the basis of data collection from basic level and secondary level teachers of Kathmandu district. So, all the teachers of lower secondary and secondary level teachers teaching in both public and institutional schools of Kathmandu district were the population. Only 30 teachers were selected as the sample and the sample was selected using a random sampling procedure.

Research Tools

Questionnaire was used for collecting data. Framework of the questionnaire was close-ended. The question was designed to get teachers' views on the impact of action research for their professional development and the population was consisted of basic level and secondary level in English teacher. For the feasibility of the study, I selected the thirty basic level and secondary level English teachers of different schools by using non-random sampling procedure.

Sources of Data

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

Primary Sources. The primary sources to this study were 30 teachers of lower secondary and secondary level of Kathmandu district.

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

Data Collection Procedure

In order to collect the authentic data after the determination of the pre-requisites, I visited thirty different basic level and secondary schools teachers and established rapport with the head teachers. After clarification of the purpose and getting approval, I visited the English teachers and provided questionnaires to them appealing to complete them within a week as per the constrained time. Then, I collected data from the respondents for further steps.

Analysis and Interpretation of Data

In this study, the raw data were analyzed descriptively and statistically. Simple statistical tools such as measures of frequency and percentile were used to analyze and interpret the data.

Ethical Considerations

I informed the respondents about the purpose of the study, content duration and potential risks and benefits. I kept respondents' identities confidential. I assured anonymity for the stronger safeguard of respondent privacy as it made them sure that I will not take any action that would affect the individuals to whom the information pertains. I followed the agreement that I had with the respondents about the data gathering process or the disclosure, reporting or use of data, information or results from a research experiment.

Chapter 4

Results and Discussion

This chapter especially deals with the results and discussion of the collected data. The main concern of the present research work was to find out the impact of action teachers on TPD. In the same way to suggest some pedagogical implications was another important concern of this research study.

In order to collect the data and derive findings regarding the impact of action research on TPD, I designed 20 survey questions as close-ended questionnaire which were responded to by 30 English teachers who were selected by using convenience sampling procedures. I visited 30 English teachers. I went to the schools and talked. They sent me to the reception and receptionist called principals. I met the principals and I explained about my research study. The Principal allowed me to meet English teachers. I met with the teachers and talked about my purpose of visiting the teachers and the main objectives of my study. I requested them to fill up the questionnaire form and return back. When I collected the data I analyzed and interpreted them. This chapter presents analyzed and interpreted data under the main heading; findings and discussion. They are:

This sub-chapter deals with the results of the close-ended questions about the teachers' views on impact of action research on TPD. I have analyzed 20 questions collected from the 30 teachers of Kathmandu district. The sample of this study i.e. 30 teachers have been asked to put a tick mark against each option in terms of their options. First of all, I have analyzed the background information of the respondents by promising them to keep their identity confidential. So, I have not mentioned their name.

Importance of AR in TPD

Firstly, a very general question was asked to the teachers to know whether they were familiar with the term importance of AR on TPD. The responses from the respondents are shown in the table 1:

Table 1
Importance of AR in TPD

S.N.	Item	Responses	Frequency	Percentage
1	Importance of AR in TPD	Yes	30	100%
		No	–	–

In the survey question “Do you think that AR is necessary for Teacher’s Professional Development?” The above table all the teachers (100%) shows that AR is necessary for TPD. It means, all 30 teachers were thinking AR is important on TPD. The above table depicts all the teachers need AR for their teaching career.

Reasons for importance of AR

Another question was asked to explore the reasons for the importance for importance of AR. The percentage of the responses by the respondent is shown in the given table:

Table 2
Reasons for importance of AR

S.N.	Item	Responses	Frequency	Percentage
1.	Reasons for importance of AR	a. To address classroom problems	22	73%
		b. To bring changes teaching	20	67%
		c. To innovate ideas	14	47%
		d. To improve classroom practices	19	63%
		e. To improve teachers self-esteem	16	53%

On the basis of responses collected from the respondents, this table shows that out of total respondents, majority of the teachers, i.e. 73% teachers agreed to the reason of AR on TPD as addressing classroom problems, rest of them, i.e. 67% teachers agreed to the bringing changes in teaching, to innovate ideas 47%, to improve classroom practices 63% and to improve teachers self-esteem 53% teachers agreed.

In summary, we can say that most of the teachers think AR is important for addressing classroom problems on TPD, whereas AR is necessary to bring changes, innovate ideas, improve classroom practice and improve teachers esteem too.

Features of Action Research

In order to elicit further information on features of AR for Teacher Professional Development, the teachers were asked the questions. The teachers had four different responses to respond. The responses they had provided and presented as follow:

Table 3
Features of Action Research

S.N.	Item	Responses	Frequency	Percentage
1.	Features of AR	a. It is time-consuming	8	27%
		b. It is expensive	5	17%
		c. It is fruitful for classroom teaching	20	67%
		d. It requires academic excellence	8	27%

This table shows that out of total respondents, few no. of teachers, i.e. 27% answered they agreed with AR is a time-consuming on TPD. Likewise, 17% of the respondents agreed AR is expensive. Rests of the 67% respondents were highly agreed AR is fruitful for classroom teaching. And, 27% of respondents 27% respondents believed that it requires academic excellence. The majority of the teachers, i.e. 67% basically thought AR is fruitful for classroom teaching.

To review the above table, most of the English teachers agreed to the AR is fruitful for classroom teaching as features of AR on Teacher Professional Development.

Increment of student's engagement in class

Regarding the increment of a student's engagement in class, the responses from respondents are tabulated here with their percentage:

Table 4
Increment of student's engagement in class

S.N.	Item	Responses	Frequency	Percentage
1.	Increment of student's engagement in class	a. highly believe	16	53%
		b. medium believe	8	27%
		c. zero	–	–
		d. to some extent	6	20%

The above table specifies that among total respondents, most of the teachers, i.e. 53% teachers highly believed that AR helps to increase students' engagement in class on TPD but some teachers, i.e. 27% medium believed. And none of the teachers were in Zero believing. Likewise, few of the teachers, i.e. 20% were agreed to with some extent.

It shows that AR helps in increment of students' engagement in class while implementing AR in class students' engagement is highly needed.

Benefits of AR in Learning

Regarding the benefits of AR in learning have been collected by the respondent as follows. The teachers had provided answers are presented as follow:

Table 5
Benefits of AR in Learning

S.N.	Item	Responses	Frequency	Percentage
1.	Support of AR in learning	Yes	30	100%
		No	–	–
2.	Advantages of AR in learning	a. The teacher will introduce the new method	11	37%
		b. AR helps students implement inform change	5	17%
		c. AR helps students understand what is happening in their classroom	14	47%
		d. AR helps to identify changes that improve teaching and its learning	20	67%

Focusing on this table, out of total respondents all the respondents responded AR supports learning and none of the teachers denied AR support of AR in learning.

Similarly, while responding to the advantages of AR in learning, 37% teachers were found to be introducing the new method. Likewise, few teachers i.e. 17% teachers agreed that AR helps students implement informed change. In different options, 47% teachers selected as AR helps students understand what is happening in their classroom. Most of the teachers, i.e. 67% agreed with AR helps to identify changes that improve teaching and its learning. It means, majority of the teachers i.e. 67% basically agreed with the AR helps to identify changes that improve teaching and its learning.

The table 5 depicts that all the teachers get support of AR in learning and according to data AR helps to identify changes that improve teaching and its learning.

Bases of AR and its Practice

One close-ended question was asked to identify bases of AR and its practice in teaching learning activities. These collected responses are shown in the following table:

Table 6
Bases of AR and its practice

S.N.	Item	Responses	Frequency	Percentage
1.	Bases of AR and its practice	a. personally and involvement of teachers in AR	7	23%
		b. Teachers' values and beliefs regarding the improvement of teaching skills	10	33%
		c. Teachers' attitude towards action and outcome in teaching through AR	16	53%
		d. if other.....	2	7%

This table shows that out of total respondents, few teachers, i.e. 23% answered that personally and involvement of teachers in AR. Likewise, 33% of the respondents followed teachers' values and beliefs regarding the improvement of teaching skills. Of Rest of them, 53% of respondents highly focused on teachers' attitude towards AR. It means, majority of the teachers 53% were basically following teachers' following on attitude towards AR and outcome in teaching through AR.

In summary, majority of the teachers were basically following teachers' attitude towards action and outcome in teaching through AR.

Use of AR

The next item was asked to find out the condition of AR in teaching. The responses from respondents are tabulated here with their percentage:

Table 7
Use of AR

S.N.	Item	Responses	Frequency	Percentage
1.	Use of AR	a. At the time of teaching difficulty	17	57%
		b. At the time of administrative problem	5	17%
		c. At the time of practicing new teaching techniques	6	43%
		d. If not other.....	3	10%

The above table specifies that among total respondents. Majority of the teachers, i.e. 57% teachers used AR at the time of teaching difficulty. Majority percentage of teachers used AR at the time of difficulty. Likewise, few teachers i.e. 17% teachers used at the time of administrative problems. And, 13% teachers used at the time of practicing new teaching techniques. But very few teachers, i.e. 10% teachers used AR in other conditions.

It shows that AR is mostly used in the Teaching Learning Activities at the time of teaching difficulty.

Process of AR

The next item was asked to find out the process of AR on TPD. It means, while conducting AR, different teachers use different processes. This item was asked to find out which process is the best process while conducting AR on TPD. The responses from respondents are tabulated here with their percentage.

Table 8
Process of AR

S.N.	Item	Responses	Frequency	Percentage
1.	Process of AR	a. Plan, Action, Observation, Reflection	17	57%
		b. Issue identification, analysis of the issue, the search of alternatives, practice, evaluation, reflection	16	53%
		c. The problem statement, objective, planning, data collection and analysis, conclusion	6	20%
		d. If other.....	–	–
2.	Practices before AR	a. First I read the related books	–	–
		b. First I consult with my senior teachers	8	27%
		c. First I try to find out the problem	22	73%
		d. If other.....	2	7%

The given table presents different process of AR in numbers and percentages. It shows that out of total respondents, the majority of the teachers, i.e. 57% used plan, action, observation, and reflection as a process of AR. Likewise, out of total teacher, 20% teachers used issue identification, analysis of the issue, the search of alternatives, practice , evaluation, reflection. Similarly, 20% teachers used the problem statement, objective, planning, data collection and analysis, conclusion. But, none of the teachers used other process while conducting AR.

Similarly, while responding on practices before conducting AR, none of the teachers agreed to read the related books. However, 27% teachers agreed to consult with their senior teachers before conducting AR. Likewise, maximum teachers, i.e. 73% teachers agreed to find out the problems and 7% teachers accepted to practice other different ways except reading books, consulting senior teachers and finding out the problem before conducting AR.

Support of AR

The next item was asked to find out the support of AR on TPD. Different teachers get different kind of support like; financial support, emotional support, administrative support etc. The responses from the respondents with number and their percentage about support of AR on TPD which are shown in the following table:

Table 9
Support of AR

S.N.	Item	Responses	Frequency	Percentage
1.	Support of AR	Yes	30	100%
		No	–	–
2.	Types of support for AR	Financial support	5	17%
		Emotional support	8	27%
		Administrative support	27	90%
		If other.....	2	7%
3.	Sources of support for AR	My colleagues	14	47%
		My senior teachers	15	50%
		The school administrators	19	63%
		If other....	–	–

While discussing about the support that teachers get from their school while conducting AR, all of the teachers, i.e. 100% were getting support from their schools. In response to the type of support they get from the school, majority of the teachers, i.e. 90% were getting administrative support, 27% teachers were getting emotional support, and 17% teachers were getting financial support and very few numbers of teachers, i.e. 7% were getting other supports too.

Similarly, while finding out the sources of support for AR, maximum numbers of the teachers, i.e. 63% described that the school administrators supported them in conducting AR, 50% teachers were supported by their senior teachers and 47% were supported by their colleagues. This shows that most of the teachers got support from their school administrators and senior teachers for AR.

Challenges of AR

Three different items asked to the teachers to find out challenges of AR. The responses on the major challenges of AR are shown in the given table:

Table 10
Challenges of AR

S.N.	Item	Responses	Frequency	Percentage
1.	Major challenges of AR	Lack of support of colleagues	6	20%
		Lack of money	3	10%
		Lack of time	13	43%
		Lack of administrative support	4	13%
		Lack of expertise or skills about AR on the part of the teachers	10	33%
2.	AR as extra burden	Yes	14	47%
		No	6	20%
3.	Types of burden	I felt more pressure	13	43%
		I didn't get support from school	–	–
		I couldn't run how I want	9	30%
		It went out of control	–	–

The number and percentage of the respondents show that out of total respondents, some of the teachers, i.e. 20% teachers faced lack of support of colleagues as challenge of AR. Similarly, 10% faced lack of money, 13% teachers faced lack of administrative support and 33% faced lack expertise or skills about AR. However, 43% teachers faced lack of time as major challenge while conducting AR.

Most of the teachers, i.e. 47% felt that AR is extra burden but 20% teachers were against it. And 33% teachers did not respond the question. Those teachers who felt AR as extra burden described that they felt two types of burden, i.e. 43% teachers felt more pressure and 30% could not run how they want. However, they did not feel the burdens like, getting support from school and getting out of control.

Implementation of AR for TPD

This is another question for the respondents to know whether they are carrying out AR for TPD. The responses from the respondents are shown below:

Table 11
Implementation of AR for TPD

S.N.	Item	Responses	Frequency	Percentage
1.	Implementation of AR for TPD	yes	23	77%
		No	6	20%

Regarding the implementation of AR for TPD, most of the teachers, i.e. 77% were found to be carrying out AR for TPD whereas 20% were not carrying out AR. This shows that most of the teachers have started implementing AR in their classroom for their professional growth.

Reasons of conducting AR

There are different reasons of conducting AR. Some teachers conduct AR for professional development whereas some conduct AR for promotion and self-learning. The responses from the respondent are shown below:

Table 12
Reasons of conducting AR

S.N.	Item	Responses	Frequency	Percentage
1.	Reasons of conducting AR	For professional development	19	63%
		For promotion	12	40%
		For self-learning	8	27%
		If other.....	2	7%

On the basis of the number and percentage of the respondents that have shown in the above table, out of total respondents, maximum numbers of teachers, i.e. 63% teachers conducted AR for professional development, 40% conducted for promotion, 27% teachers conducted for self-learning. Whereas, very few numbers of teachers,

i.e.7% teachers conducted for other reasons. This means that majority of the teachers conduct AR for their professional development.

Importance of report writing in AR

In order to elicit the required information the teacher were asked one closed ended question to find out the importance of report writing in AR. The result was presented and interpreted as follow:

Table 13
Importance of report writing in AR

S.N.	Item	Responses	Frequency	Percentage
1.	Importance of report writing in AR	Yes	28	93%
		No	1	3%

The above table shows that the maximum respondents, i.e. 93% were agreed with report writing after conducting AR whereas, only 3% teachers denied to write report. This shows the importance of report writing after conducting AR.

AR; optional or Compulsory

The closed ended question was asked to find whether AR should be compulsory or optional. The responses are shown below:

Table 14
AR; Optional or Compulsory

S.N.	Item	Responses	Frequency	Percentage
1.	AR; Optional or Compulsory	Compulsory	21	70%
		Optional	9	30%

The above table shows that majority of the teachers, i.e. 70% thought that AR should be compulsory whereas 30% teachers thought that AR should be optional. This shows that AR very important for TPD.

Chapter 5

Summary, Conclusion and Recommendations

In this chapter, I have presented the summary and conclusion of the study on the basis of presentation, analysis and interpretation of collected data and explored findings. Likewise, I have recommended some pedagogical implications for the policy level and further research area.

Summaries of Findings

On the basis of analysis and interpretation of the data, I have drawn finding of my research. So, under this section, summary of the finding is presented on the basis of my research objectives.

The objective of my research was to find the teachers' views on the impact of action research for their professional development. From the close-ended questions, it is found that most of the teachers are practicing action research in their classroom. The summary of findings regarding the practices of AR for TPD is presented below:

1. From the questionnaire with close-ended questions, It was found that most of the teachers felt AR as an important part of TPD. They have considered AR as important part of TPD because AR helps in addressing classroom problems, bringing changes in teaching, improving teachers' self-esteem, innovating new ideas and improving classroom practices. These were the major reasons of considering AR as important part for TPD by teachers.
2. Similarly, through the teachers' responses, it was found that among the features of AR, AR is fruitful for classroom teaching was considered as most important features of AR. However, AR is time-consuming, expensive, and it requires academic excellence was considered as list important features.
3. From the responses of all 30 teachers, It was found that almost all of teachers believe that students level of engagement increase in their class because of implementing AR. In response to the question related to benefits of AR for learning most of the teachers believed that AR helps students understand what is happening in their classroom and

identify changes that improve teaching and learning as most important benefits of AR.

4. The respondents considered that practitioners' attitude towards action and their values and beliefs regarding the improvement of teaching skills are most important bases of AR. Similarly, It was found that AR is used frequently at the time of teaching difficulty and while practicing new teaching techniques.
5. Regarding the process of AR, plan, action, observation and reflection was highly followed by the teachers. Likewise, issue identification, analysis of the issue, the search of alternatives, practice, evaluation and reflection was also found to be followed by higher number of teachers. Most of the teachers tried to find out the classroom problems before conducting AR too.
6. While responding to the question related to the challenges and support of AR, most of the teachers felt lack of time and lack of expertise or skills about AR as the major challenges while conducting AR. While responding about support of AR, all of the teachers agreed that they get support from school while conducting AR. Among them administrative and emotional support are the major support that the teachers get from their schools. Most of the teachers are also helped by their senior teachers and colleagues.
7. As shared by the majority of the teachers, most of them were conducting AR for their professional development, promotion and self-learning. In the case of writing report after conducting AR, it is very important part of AR.
8. Finally, it is summarized that AR should be compulsory for all teachers because it has positive impact in teacher professional development.

Conclusion

The major concern of my study was to identify the teachers' views impact of AR on TPD. This research study was also focused to suggest some implications on the basis of findings. So, on the basis of the analysis and interpretation of the result I have presented my whole study from these chapter wise conclusions.

The first chapter of this study deals with the contextual description and background information of AR. Furthermore, the impact of AR on TPD is presented more practically under the heading of the objectives of the study. Similarly, to suggest some pedagogical implications was another objective. Besides objectives, research questions on the basis of objectives, delimitations of the study and operational definitions of the key terms are presented under the chapter to make the research more systematic and effective.

The second chapter, review of related literatures and conceptual framework covers the theoretical ideas regarding the AR within several sub-topics. I have reviewed many theoretical literatures like books and publications and empirical literatures like article and thesis. From that I have got lots of ideas to frame my research study. More particularly, I got several ideas regarding designs, methodology, population, tools and procedures of data analysis from the theoretical and empirical review of the literature. Under this chapter I have also presented a conceptual framework of my research study, which helped me to conceptualize my research with in frame.

The third chapter, methodology of the study deals with the design, population, sampling, data collection procedures, study area and procedures of data analysis and interpretation. As a survey research design, I have used questionnaire as a major tool for data collection. Furthermore, I used close-ended questions to identify the impacts of AR on TPD. As population of the study, I have taken lower secondary level and secondary level English teachers of public schools and private schools as sampling populations', I took thirty English teachers of public and private schools of Kathmandu district by using purposive non-random sampling procedures. For the authenticity of my study, I have also included some ethical considerations under his same section.

The fourth chapter, analysis and interpretation of the result, covers the description and analysis of teachers responses after the coding and decoding in the form of themes and sub themes. I have analyzed and interpreted the teachers' responses under different sub- headings. I have found that AR is very important part of TPD in order to address classroom problems, bring changes in teaching, innovate new ideas, improve classroom practice and improve teachers' self-esteem. However,

some teachers find AR as time consuming and expensive method too. Most of the teachers highly believed that the level of students' engagement increased in class because of implementing AR. As AR helps students' understand what is happening in their classroom and improve teaching and learning, AR is fruitful for learning. I also found that most of the teachers use AR at the time of teaching difficulty and practicing new teaching techniques. However, AR is not found to be used more at the time of administrative problems. First of all, teachers were found to find the problems before conducting AR. Similarly, majority of the teachers were found following plan, action, observation and reflection as the major process of AR.

Finally at the end of the section, I have analyzed the challenges, support and existing situation of AR. As major finding of the teachers challenges regarding AR, lack of time, lack of money, lack of support of colleagues, lack of expertise or skills about AR were the major challenges faced by teachers while conducting AR. However, all of the teachers were getting administrative and emotional support from their schools, senior teachers and colleagues. As a whole, most of the teachers have started carrying out AR for their professional development, promotion and self-learning.

The fifth and last chapter of this study includes conclusion and recommendations of the study. Regarding conclusion of the study, I have concluded all five chapters with major highlights of the study. Similarly, under this same chapter I have recommended some implications in to separate three headings policy level, practice level and further research area.

Recommendations

Being based on the findings drawn from the analysis and interpretation of the teachers' responses on open-ended and close-ended questions, I have summarized and concluded my research study. On the basis of these conclusion and summary, I recommend the major implications of the study in to following three different sub-headings:

Policy Related

- a. Teachers, parents, students, Head teachers and Resource Persons should be responsible and accountable to practice AR in schools.

- b. Every school should manage resources, materials and infrastructures for the effective and systematic use of AR in the teaching and learning fields.
- c. There should be the system of monitoring and supervision of the teachers from the responsible persons like RP, Head Teacher and trainers with the full of supportive intentions.

Practice Related

- a. There is not uniformity regarding AR all the teachers follow their own way while conducting AR. So, there should be uniformity in conducting AR.
- b. Although the plan of conducting AR is included in policy, all of the teachers are not implementing AR in their classroom.

Further Research

This study was only limited to the 30 teachers of Katmandu district. Therefore, I do not claim that it is completing itself. This is mono- directional study. A multi directional study involving the greater number of teachers, administrators, and students should be carried out in this area. Therefore, for further research in the future here, I have tried to provide some suggestions and related areas.

First, the sample population of the study should be larger so that, there will be the big change of obtaining real information. It is suggested that more informants should be included to investigate the impacts of AR in TPD. Therefore, valid and reliable finding regarding this topic will be derived.

Second, it is suggested that the future researcher should pay more attention to find out the impacts of AR in TPD in other districts.

Thirdly, more studies could be conducted to find out the impacts of AR in TPD in primary level too.

In the same way, they can also conduct research to explore other different aspects related to public and private schools and their practices.

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Appendix-I

Questionnaire

Dear sir/ Madam,

This questionnaire is a part of my research study entitled "Teachers' view on Impact of Action Research on TPD" as partial fulfilment of Master's Degree in English education under the supervision of **Dr. Hari Maya Sharma**, Lecturer of the Department of English Education, T.U Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help in completing my research. I sincerely assure that your responses will remain confidential and used only for research purpose.

Researcher
Anita Pandey

Name:

Name of school:

Qualification:

Post:

Year of experience:

A. The need for action research

1. Do you think that action research is necessary for Teachers' professional development?
 - a. Yes
 - b. No
2. If yes, why action research is necessary for TPD? (Tick all that apply).
 - a. To address classroom problems
 - b. To bring changes teaching
 - c. To innovate ideas
 - d. To improve classroom practices
 - e. To improve teachers self-esteem
3. Which of the following statement is for you? Please tick all that apply.
 - a. It is time-consuming

- b. It is expensive
- c. It is fruitful for classroom teaching.
- d. It requires academic excellence.

B. Impact of action research

4. Do you believe that students' level of engagement increased in your class because of implementing action research?
 - a. Highly believe
 - b. Medium believes
 - c. Zero
 - d. To some extent
5. Do you think that action research will help students' improve their learning?
 - a. Yes
 - b. No
6. If yes, in your opinion why action research is fruitful for learning? (Tick all that apply)
 - a. Because the teacher will introduce the new method
 - b. Because action research helps students implement inform change
 - c. Because action research helps students understand what is happening in their classroom
 - d. Because action research helps to identify changes that improve teaching and learning
7. As you know, in which the following things are based on action research and its practice in teaching?
 - a. Personally and involvement of practitioners in action research
 - b. Practitioners' values and beliefs regarding the improvement of teaching skills
 - c. Practitioners' attitude towards action and outcome in teaching through action research
 - d. If other.....
8. When did you use action research?
 - a. At the time of teaching difficulty
 - b. At the time of administrative problem
 - c. At the time of practicing new teaching techniques.
 - d. If other.....

C. Process of action research

9. Which steps did you follow while conducting action research?

- a. Plan, Action, Observation, Reflection
 - b. Issue identification, analysis of the issue, the search of alternatives, practice, evaluation, reflection
 - c. The problem statement, objective, planning, data collection and analysis, conclusion
 - d. If others specify.....
10. What do you do before conducting action research?
- a. First I read the related books
 - b. First I consult with my senior teachers
 - c. First I try to find out the problem
 - d. If other.....

D. Challenge and support of action research

11. During your action research did you get support from school?
- a. Yes
 - b. No
12. What kind of support did you get? (Tick all that apply)
- a. Financial support
 - b. Emotional support
 - c. Administrative support
 - d. If other.....
13. From where did you get support while conducting action research?
- a. My colleagues
 - b. My senior teachers
 - c. The school administrators
 - d. If other
14. What were the major problems while conducting action research?
- a. Lack of support of colleagues
 - b. Lack of money
 - c. Lack of time
 - d. Lack of administrative support
 - e. Lack of expertise or skills about action research on the part of the teachers
15. Was it an extra burden while conducting action research?
- a. Yes, How.....
 - b. No, How.....

- 16. If yes, what kind of burden you got?
 - a. I felt more pressure
 - b. I didn't get support from school
 - c. I couldn't run how I want
 - d. It went out of control

E. Existing Situation

- 17. Do you think that teachers are carrying out action research for their professional development?
 - a. If yes, how.....
 - b. If no, how.....
- 18. Why do you think that teachers are doing action research?
 - a. For professional development
 - b. For promotion
 - c. For self- learning
 - d. If other.....
- 19. Do you think that action research report should be written by teachers?
 - a. If yes, How.....
 - b. If no, How.....
- 20. Do you think that action research should be optional or compulsory?
 - a. Compulsory
 - b. Optional
 - c. If compulsory why,
 - d. If optional why,.....