CHAPTER ONE
INTRODUCTION

The current study is on "Teachers' Perceptions Towards their Professional Activities: A Case of Higher Secondary Level." This chapter deals with background of the study, statement of problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1   Background of the Study

The act of teaching is a challenging as well as demanding task that tests teachers' commitment and courage. It is a complex activity which requires a sound knowledge on how to handle the children's disruptive behaviours, teaching strategies, curriculum, institution's rules and regulations, the availability of materials, the way of handling them and how to facilitate understanding in others. It requires theoretical as well as practical knowledge of teaching with educational psychology. It requires the investment of great amount of social, intellectual and emotional energy on the part of the teachers. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. The more the teachers are aware in their professional activities; they can assume their career as profession.

Language teaching can be seen mediating between language and the learners within the formal context of the classroom. Brown (as cited in Richards and Renandya, 2010, p. 9) states, "The language teaching profession was involved in what many pedagogical experts would call a search." Teaching is widely understood as an act of deliberating the knowledge skills and attitudes to the learners with an aim of bringing positive changes in them with continuous study. Only autonomous teachers who teach on the basic of different activities can deliver the content knowledge and encourage learner in the classroom.

Professional development is a dynamic process of positive change that improves the standard of teachers' profession. Autonomous teacher can develop themselves updating them. In this regard, Head and Taylor (1997) opine, "Development relates to growth personally and professionally" (p.1). Similarly, Richards and Farrell (2005) state, "It generally refers to general growth not focused on a specific job" (p.4). All types of professionals require change and growth once they start their profession and continue until their professional retirement. Only the professional teachers can their develop autonomy because they can gain the different authentic knowledge while teaching learning process. Teacher autonomy provides a teacher a fully satisfaction in his/her teaching. Autonomy helps the teacher in teaching to use different methodology and materials.

In other words, professional development encompasses formal and informal activities which teachers undertake to direct their own learning and to enhance their professional practice.

Over the last few years, the consequence of the changed views in the field of English language teaching is a great emphasis has been put on the role of teachers. Language teachers often have to deal with the variables such as the nature of input, the process of intake, the role of interaction and the role of L2 errors in the process of teaching. The language teachers started to teach their students focusing them at the central of classroom organization, respecting their needs and interests, strategies and style. The autonomous teacher can be dynamic and contextual but it is the reality that teaching of foreign or second language is not as easy as the first one because it requires quite a great deal of effort, roles and consciousness.

1.2 Statement of the Problem

Teacher development is a process of developing owns self. Those who are involved in this profession must sharpen their knowledge with experience, study and involvement in different activities. There are different activities for the professional development of teacher. Activity like self-monitoring, action research, keeping teaching journals, peer discussion, training and different planning help in teacher professional development. Teacher development encourages teacher autonomy. Autonomous teachers have autonomy in methodology, curriculum development and adaptation, material development, delivering content and decision on classroom management. Most of the teachers do not get opportunity to act individually for their professional career due to interference of school administration and school management committee's (SMC) governance (SREB 2010). Teaching can't be effective due to lack of teacher autonomy. It means effective teaching takes place only when the teacher is fully grown up in the content and experiential knowledge with freedom in school environment. To get such autonomy, teacher struggles from the very beginning of his professional life. It is true that, teacher is a person who leads the learners towards their goal, i.e. teaching learning process. It is really important to the teachers to promote their autonomous activities while teaching. Hence, teacher can teach effectively after getting autonomous environment. In Nepalese context, few of the researches are carried in the field of teacher autonomy and professional development. Though baring this reality, the investigation of teacher development and professionalism are not linked. So, the researcher gave due consideration to the different activities for teacher professional development.

1.3 Objectives of the Study

The objectives of this study were as follows:

     i.   To find out the perceptions of teachers towards the activities practiced by the teachers in their teaching.

    ii.   To suggest some pedagogical implications.

1.4 Research Questions

To examine the role of teacher's autonomous behavior in the EFL context, the study addressed the following research questions:

a) What are the perceptions of teachers towards the activity practice by the teacher in their teaching?
b) What were the major teaching activities practiced by the teachers?

1.5 Significance of the Study

This investigation directly focused on the intermediate level teacher; where they need to do a lot for students' educational progress. If teachers are aware in the professional activities, they teach the students in well manner. I carried out this research study on it in Nepalese context. This study aimed to find out the activities applied by the teachers for their own professional learning while teaching in the class as well as outside the class. So, it is useful to material developers and material designers who can develop and publish about activities adopted by the teachers in teaching for their professional development. In the same way, this study is useful to the teachers who want to make their students more accountable to their learning. It is also useful to the school administrators, ELT managers to make known about the learning issues.

1.6 Delimitations of the Study

The study was delimitated as follows:

- ） It was limited to twenty higher secondary schools.
- ） The population of the study was forty teachers of selected higher secondary schools.
- ） It was limited to higher secondary level English teachers.
- ） This study was limited to the selected English teachers of Surkhet district of higher secondary level for purely an academic purpose.

1.7 Operational Definitions of the Key Terms

Autonomy: Autonomy is the ability to act and make decisions without being controlled by anyone else.

Professional development: One who is capable in each and every aspect in the related discipline throughout his/her working career.

Perception: It is an idea, a belief or an image you have as a result of how you see or understand something.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a detailed study and summary of research relating to particular issue or problem. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint with the available body of knowledge in the area of research.

2.1 Review of Related Theoretical Literature

Among the different aspects of teaching independent teaching or teacher autonomy is final and crucial phenomena. Effective teaching takes place only when the teachers can play effective roles. In other words, teaching and learning was effective when teachers can take their responsibility and decisions of materials and methods of teaching. Independent teaching takes place when teachers are aware in their professional development. Only fully professionally grown up teacher can take autonomous roles. Autonomous teachers are free in their decisions to mould the students with the lights of knowledge avoiding the ignorance.

2.1.1 Teacher Autonomy for Professional Development

The term autonomy comes from the ancient Greek term "Autonomous" where "auto" means "self" and "nomos" the "law". The concept is found in moral, political and bio-ethical philosophy. Autonomy means having the ability to act them in the classroom. It can also mean having freedom or independence. On the other hand, the term' teacher' refers to the one who provides education to students. Professional teachers can be autonomous to obtain specified professional qualifications from the university or college. Thus, the phrase teacher autonomy simply refers to teacher's own learning and their professional

development. Autonomous teachers can be freedom from the traditional way of teaching when they gain the different new teaching methods and techniques. Teacher autonomy is one of the most significant and problematic concept to have emerged from the field of autonomy in recent years. Several factors have contributed to its development, most notably the involvement of advocates of autonomy in teacher education in the mid 1990s. Teacher autonomy appears to be understood somewhat differently in language teaching and broader educational contexts; where is primarily refers to teachers' freedom to exercise discretion in curriculum implementation. In the language teaching, there is a much greater emphasis on teacher autonomy as a professional attribute and the link between teacher autonomy and learner autonomy. It has surfaced as one of those captivating contemporary terms associated with educational quality, innovation and decentralization of schools across different countries.

The Manitoba Teachers' Society has produced a position paper called the ABC's of Teacher Autonomy in Professional Development. In this paper, the reader found rationale for teacher autonomy in Manitoba as well as the perspective of teachers as a group and as a profession. The five main elements presented are:

1. The Teacher at the Centre;
2. Professional Teaching Practice is Reflective;
3. Broad Goals of the Teaching Profession;
4. Organizational Supports;
5. Organizing Professional Development.

Similarly, Barfield et al. (2002, p.3) define teacher autonomy as "a continual process of inquiry into how teaching can best promote autonomous learning for learners." In the same way, Huang (2005, p.5) defines it as "teachers' willingness, capacity and freedom to take control of their own teaching and learning."

In the same way, Moloney (1997, p. 3) defines autonomous teacher as "One who is aware of why, when, where and how pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself".

According to Vieira (2007):

> The notion of autonomy should refer both of the learner and the teacher, not just to the learner as is often the case. We have perhaps spent too much time thinking about learners and learning processes, and too little time thinking about teachers and teaching processes. Moreover, in the history of the autonomy field, teachers have systematically been kept backstage, that is, they have not taken a central role in research and pedagogical developments. No wonder than that their interest has been overlooked (p. 20).

A study conducted by Margison and Sears (2010) made this case when they said:

> Teachers cannot be expected to prepare autonomous, reflective and politically engaged citizens unless they possess the professional autonomy and political freedom to act as role models for their students. Professional autonomy for teachers is not merely a fundamental requirement of quality education, but for creating students who become and politically active democratic citizens. In the final analysis, the neo-liberal policies seeking to de-professionalize teaching are actually creating an inefficacious and unethical situation that undermines teacher

confidence, vocational ownership and the advancement of robust

democratic schooling practices (p. 12).

By generalizing all the above definitions given by different scholars, it can be generalized that teacher autonomy is the process of being self-dependent and self-reliant in his/her professional career.

2.1.2 Teacher Autonomy: A Brief History

The history of autonomy goes back to some centuries. The concept of individual autonomy has been central to European liberal-democratic and liberal humanistic thought since the eighteenth century and was identified by Kant "as the foundation of human dignity". Allright (1988, p. 3) puts that the idea of teacher autonomy was for a long time ' associated with a radical restructuring of language pedagogy' that involved 'the rejection of the traditional classroom and the introduction of wholly news ways for working'. The early history of autonomy in language education is well documented in Gremmo and Riley, (1995) in their combined study entitled "Autonomy in Language Teaching and Learning". Similarly, the philosophers like Galileo, Rousseau, Deway and Kilpatrick highlighted the importance of autonomy in the paradigm of education in different times. Teacher autonomy has recently become an important concept in language learning as well and is related to the growth of attention to the importance of teacher roles for the development of autonomy in language teaching (Benson, 2001). Smith (2001) identified three different dimensions of teacher autonomy. Teacher autonomy first of all, is a capacity for self –directed professional action. Autonomous teachers take control of their own teaching process though continuous refection an analysis.

In general terms, it can be said that in different time periods, many scholars have contributed in the field of teacher autonomy in language education. In Nepalese context also this field is flourishing day- to-day. By making the base

to those examples of foreign scholars Nepalese autonomous scholars have contributed in this study area.

2.1.3 Significance of Teacher Autonomy and Professional Development

In the world, where the significance of autonomy is growing day by day, its significance cannot be limited through some words. The word autonomy means self-instruction or governs over the subject matter him/her. It is useful in relation to a variety of areas of pedagogical, attitudinal and content knowledge. So, teacher can be autonomous to deliver various pedagogical knowledge, teaching methods and techniques.

The term teacher awareness has been appropriated by practitioners, theorists, and researchers operating in a wide range of educational contexts. Teacher autonomy is somehow associated with language awareness or learning awareness (Bolitho, 1988).

In the specific area of foreign language teaching and learning, for instance the discussion of teacher autonomy need to be widely teacher and student autonomy, which despite constituting a valuable area of research, has limited the attention to a reduced aspect of the construct. The study of teacher autonomy might include the examination of studies of teacher motivation, empowerment, decision making and professional development, which may effectively relate to language teachers' concerns as well.

Thus, a competent teacher is one who knows and applies the principles, methods and techniques of teaching in the teaching and learning processes. So, an autonomous teacher should aware the different methods of teaching in their profession, otherwise, effective teaching learning process cannot be held properly. Second language teaching is a complex phenomenon and required a lot of effort. So the teachers can gain the different methods of teaching to be an autonomous from this study.

2.1.4 Professional Development

Teacher autonomy and teachers' professional development are interrelated terms in the sense that both are incomplete in absence of each other. Development means progressive change or advancement towards positive direction and autonomy also demands the competency and professionalism. It refers to the gradual improvement of a situation to some better state. Similarly, teacher development is a continuous and never ending process in which teachers change themselves. They keep alert and they engage in learning of new skills, knowledge, information and techniques in order to deal with the new experiences, challenges and opportunities in their profession. A responsible and autonomous teacher always thinks about the way to transform him/herself into an efficient and resourceful person or the ways of developing own self. This development is required to meet the learning needs of the students.

Teacher's professional development is the process of developing professional excellence by learning, experiencing, practicing and preparing oneself for new challenges and responsibilities to be encountered in teaching. Similarly, autonomous teachers have to be prepared oneself for new approaches, methods and other changes in the field of teaching. Once a teacher starts teaching, she/he always needs to struggle for keeping growing, and this struggle requires her/his voluntary well and effort. All types of professionals require change and growth once they start their career. The growth starts from the beginning and continuous until the retirement (professionally) and until the deathbed personally. Head and Taylor (1997) mention:

> Teacher development as we understand it; draws on the teacher's own
> inner resource for change. It is centered on personal awareness of the
> possibilities for change, and of what influences the change process. It
> builds on the past, because recognizing how past experiences have or

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have not been developmental helps identify opportunities for change in the present and future. It also draws on the present in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self reflective process because it is through questioning old habits that alternative ways of being and doing are able to emerge (p.1).

Professional development is the development of a person in her/his professional role. After gaining the experience and expertise for years in teaching systematically, a teacher achieves the professional development. Glatthorn (1995, as cited in Villegas- Reimers 2003, p.11) perceives professional development as the growth that occurs as the teacher moves through the professional career. According to Underhill, (1988) teacher development is a continuous process of transforming human potential into human performance and this process is never finished. He states:

Development means keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoiding getting in a rut. If I am in a rut, then so is my teaching, and then so are my students and learning from a rut is tedious, slow and upspring (p.7).

Professional development is the sum total of formal and informal teaching pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change . The process by which alone and with others, teachers interview, renew and extended their commitment as change agent to moral purposes of teaching; and by which they acquire and develop critically knowledge , skills, planning and practice with children ,young people and colleague through each phase of their teaching lives. Bredeson (2002) perceives the notion of PD through three inter

dependent concept: learning, engagement and improved practice and defines professional development as "learning opportunity that engage in ways that string them their practice" (p. 663). Professional development of teacher is seen as the focal point of three different aspects of career which are personal, team and school development. In this sense, professional development and teacher autonomy are similar concepts in the field of instructional process.

2.1.5 Factors to be taken by Teachers to be Autonomous and Professional

The second or foreign language autonomous teacher needs to take into account various factors related with learning conditions to achieve autonomy. Some of the factors may not be within the teachers' control; however, they bear heavily on decisions about choice of resources and classroom procedures. Hedge (2008, p.25) characterizes these factors into two broad categories:

- Social Factors
- Educational Factors

The second language teachers need to be careful about the social factors that they experience in the teaching and learning conditions. We need to motivate the learners by developing positive attitudes in them towards the target language. For this the learner can be involved in general social activities such as reviewing English movie, talking on TV programmes, conducting projects in English and so on. When they find themselves working in and for English, they may develop positive attitudes towards any target language.

Similarly, many educational factors that the second language teachers need to be aware of have been identified. Most of them may be out of teachers' control. Still, they are important to consider. Hedge points out that the educational system is influenced by the notion of authority, and the notion of authority determines the potential roles of teacher and learners. So, we need to know how much responsible we are for teaching and learning process within the

educational system. The educational factors that we need to take into account are listed by Hedge (2008, p.25). Some of them are:

- Hours available for teaching
- Physical condition of the class
- Class size
- Relationship between materials and examinations and so on.

Apart from social and educational factors, second language autonomous teachers need to take into account some professional issues such as adopting innovations and innovative approaches, carrying out action research, writing journals, self-reflecting on the teaching activities, doing collaboration, peer teaching, and so on. These activities promote professional skills and autonomous attitudes of second language teachers. These are frequently suggested by the teacher development programmes, which are very important for autonomous teacher.

2.2 Review of the Related Empirical Literature

A number of research studies have been carried out on teacher autonomy and their perception on teaching in Nepal and outside. Some related literature from both inside and outside the country have been reviewed in brief with their major findings which are mentioned below:

Ur (1991) while taking about personal reflection says that the first and most important basis for professional program is simply the teacher's own reflection on daily classroom events. But she adds that very often this reflection is quite spontaneous and informal. Therefore, it is helpful only up to a certain point because it is not organized and it is solidarity. So, she stresses on the need of systematic journal writing for teachers' professional development, as it is more productive as well as contributory to further reflection and learning.

In the same way, Huang (2005) carried out a research on the topic of "Teacher Autonomy in Language Teaching". This study is related to language classroom

and teachers activities. In his study, he has applied questionnaire as the data collection tools. The major objective of the study was to find out the role of teacher autonomy in language learning. Similarly, the major finding of his study was teacher autonomy played the vital role in language teaching and learning.

Moomaw (2005) conducted the research entitled "Teacher-Perceived Autonomy: A Construct Validation of the Teacher Autonomy Scale" in American schools. The purpose of this study was to verify an existing 2-factor structure of the Teacher Autonomy Scale (TAS) derived from a prior study; the data were analyzed using confirmatory factor analysis. The study was conducted in 3 Florida panhandle counties with teachers from elementary, middle, and high schools from each county surveyed. This study was based on survey method. The replication study of the TAS supported the original factors of general teaching autonomy and curriculum autonomy. Internal consistency reliability also improved.

Likewise, Roth (2011) conducted the research on teachers autonomy entitled "Autonomous Motivation for Teaching: How Self-Determined Teaching May Lead to Self-Determined Learning". This study examined teachers' experience of autonomous motivation for teaching and its correlates in teachers and students. Autonomous motivation for teaching was predicted to be associated positively with teachers' sense of personal accomplishment and negatively with emotional exhaustion. Most important, teachers' self-reported autonomous motivate on for teaching was expected to promote students' self-reported autonomous motivation for learning by enhancing teachers' autonomy-supportive behavior, as indicated by students' reports. Results from a sample of 132 Israeli teachers and their 1,255 students were consistent with the hypotheses. Discussion method focuses on the importance of the experience of autonomous motivation for teaching for teachers and students is used in this study.

Similarly, Khatri (2012) conducted a research entitled "Self- directed learning for teachers' professional development." The main objectives of study were to

find out the awareness of the English language teachers towards the self-directed learning and to identify the practices of self-directed adopted by the teachers for professional development. The research was conducted only on 60 secondary level English language teachers selected from 46 schools of Kathamandu valley. Questionnaire was used as the research tool. The finding of the research showed that most of the teachers were aware of self-directed learning and must of the teacher evaluate their own teaching. And it also showed that 60% of the teachers were dissatisfied with their present status and professionalism.

The above mentioned books and research works are related to teacher autonomy, independent teaching and learning. According to my knowledge, few of the research works have been carried out on teacher autonomy. So, this is another rare attempt to study teacher autonomy. That is why, this study is different from others studies.
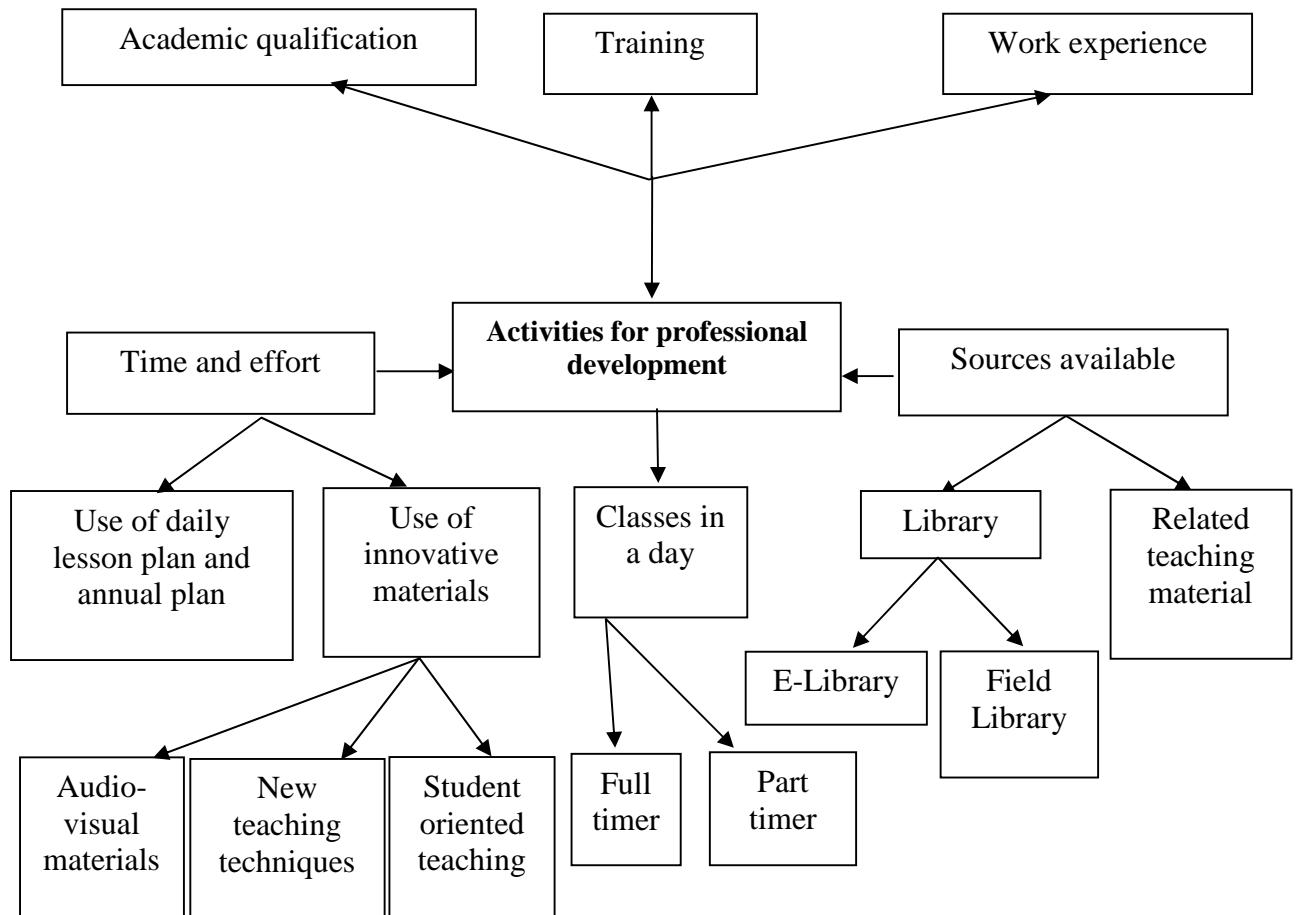
2.3 Implications of the Review for the Study

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30), "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." To carry out this research I also reviewed theoretical as well as empirical literature related to my research topic. For my study, the review of literature helped me in a number of ways. First, it helped me to develop theoretical knowledge which brought clarity to my research problem. Secondly, it helped me to improve my research methodology. It also helped me by broadening my knowledge base in critical discourse analysis and to contextualize my findings.

As a researcher, therefore, I have gone through different existing literature and reviewed them. Those reviewed literature and their findings are briefly mentioned in the respective headings and sub-headings.

I. Ur's research on a course in language teaching practical and theory helps to the present researcher by providing the essential theoretical knowledge about the need of teacher autonomy while teaching language.

II. Huang's research on "Teacher Autonomy in Language Teaching" is related to the role of teacher autonomy in language classroom. This study was fruitful for the present researcher which provided the empirical knowledge and theoretical viewpoint for the research project.

III. Moomaw conducted the research entitled "Teacher-Perceived Autonomy: A Construct Validation of the Teacher Autonomy Scale". This research provided the technique and method of how to research on the topic of teacher autonomy.

IV. Roth's research examines the teachers' experience of autonomous motivation for teaching and its correlates in teachers and students which is applicable in the present research in this way that it provides the knowledge about how teacher be an autonomous and what are the factors which guide them to be an autonomous.

V. Khatri's master degree dissertation helps the researcher by providing material and information about teachers' professional development and role of self directed learning for it.

2.4 Conceptual Framework

A conceptual framework is a graphic diagram of a research topic. The study on
" Teachers' Perceptions towards their Professional Activities: A Case of Higher
Secondary Level" was based on the following conceptual framework:

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┌──────────────────────┐   ┌──────────────┐        ┌──────────────────┐
│ Academic qualification│   │   Training   │        │  Work experience │
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                    ┌────────────────────────────┐
   ┌──────────────┐ │  Activities for professional│ ┌──────────────────┐
   │Time and effort│→│        development          │←│ Sources available│
   └──────────────┘ └────────────────────────────┘ └──────────────────┘

  ┌──────────────┐ ┌──────────┐   ┌──────────┐  ┌──────────┐  ┌──────────┐
  │ Use of daily │ │  Use of  │   │Classes in│  │ Library  │  │ Related  │
  │lesson plan and│ │innovative│   │  a day   │  │          │  │ teaching │
  │  annual plan  │ │materials │   │          │  │          │  │ material │
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  │visual│ │teaching│ │oriented│  │timer │ │timer │  │          │ │Library │
  │materials││techniques││teaching│ └──────┘ └──────┘  └──────────┘ └────────┘
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CHAPTER THREE
METHOD AND PROCEDURES OF THE STUDY

Survey research design was adopted to carry out this research study. Surveys are widely used for collecting data in the most areas of social inquiry, from politics to sociology, from education to linguistics. Survey is the most commonly used method of investigating in Educational research. It is a superficial study of an issue or phenomenon. Survey research in Education can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of the study. 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 are the most commonly used descriptive method in Educational research, which are from large scale investigations to small scale studies."

There are some steps of survey research. As presented by Nunan (1992, p.140) they are as follows:

      Step 1: Define objectives

      Step 2: Identify target population

      Step 3: Literature review

      Step 4: Determine sample

      Step 5: Identify survey instruments

      Step 6: Design survey procedures

      Step 7: Identity analytical procedures

      Step 8: Determine reporting procedure.

Concluding the ideas, we can say that survey research in one of the most important researches used in educational investigation. It specially, concerts with attitude and behaviors of the people about certain issues, problems and situations. The finding of survey is generalizable and applicable to the whole group. Educational survey addresses the educational problems and generalizes

its finding on the basis of representative sample of a specified target population so I plan to use survey research in my research design.

3.1 Population, Sample and Sampling Strategies

Survey research demands a large number of populations. The total populations of this study were the teachers who were teaching in higher secondary level of Surkhet district. They were teaching English for the higher secondary level. From them, forty teachers consisting two from each school were selected as the sample. The necessary data were collected from forty teachers who were teaching in higher secondary schools.

3.2 Study Area/Field

The research area of this study was Surkhet District; English teachers who teach in higher secondary level in this district. The field of it was related to the role of autonomous teaching in professional development of the teachers.

3.3 Data Collection Tools and Techniques

Data collection tools were prepared according to the advice of the supervisor and it also assumes the level and capacity of the respondents. Regarding the use of tool for data collection, I used pre-formulated questionnaire as a data collection tool.

3.4 Data Collection Procedure

The following process was used to collect the data related to the study.

- I visited the selected higher secondary schools and requested to the concerned authority for permission to carry out research.
- Then the purpose was clarified and processes about the research to the selected teachers were identified.

-) I distributed the questionnaire to the teachers and asker to fill of them and a request was made to them to return those questionnaires as early as possible.
-) The collected data were recorded, coded and described according to the purpose and objective of the study.

3.5 Data Analysis and Interpretation Procedure

The collected data were coded, organized, analyzed and interpreted descriptively using simple statistical tools. Being a survey design, those collected data were analyzed by using both quantitative and qualitative interpretation procedures.

To make this study more valid, reliable and transparent some samples are included in questionnaire. The collected information were checked, rechecked and tallied by counting the frequencies. The collected data were edited, coded, tabulated and proceeded so as to make generalization from them.

CHPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

Under this heading, the researcher has included the results and discussion of the collected data. Results and discussion is mentioned in the comprehensive form so that the concerned authorities will not be confused and fall in ambiguity. The results are derived through the intensive analysis from the collected data. The collected data was analyzed and interpreted through both quantitative and qualitative methods. Qualitative data was analyzed and interpreted descriptively in narrative form. The quantitative data was analyzed and interpreted using simple statistical tools. The researcher has presented the data on tables, charts and diagrams as per to the need for the analysis and discussion of collected data. I have listed along with the appropriate recommendations and pedagogical implications at the end of the study.

This chapter deals with the analysis and interpretation of data collected from the study area which is presented below:

4.1 Teachers' Perceptions on Professional Activities Practiced by them

1. Teachers' Perceptions on Qualification

In order to find out the teachers' perceptions towards their own qualification, a statement was given. The teachers were asked whether s/he thought was qualified teacher to teach in higher secondary level or not. The responses obtained towards this statement are presented in the following pie chart:

Figure No. 1

Teacher's Perceptions on their Qualification
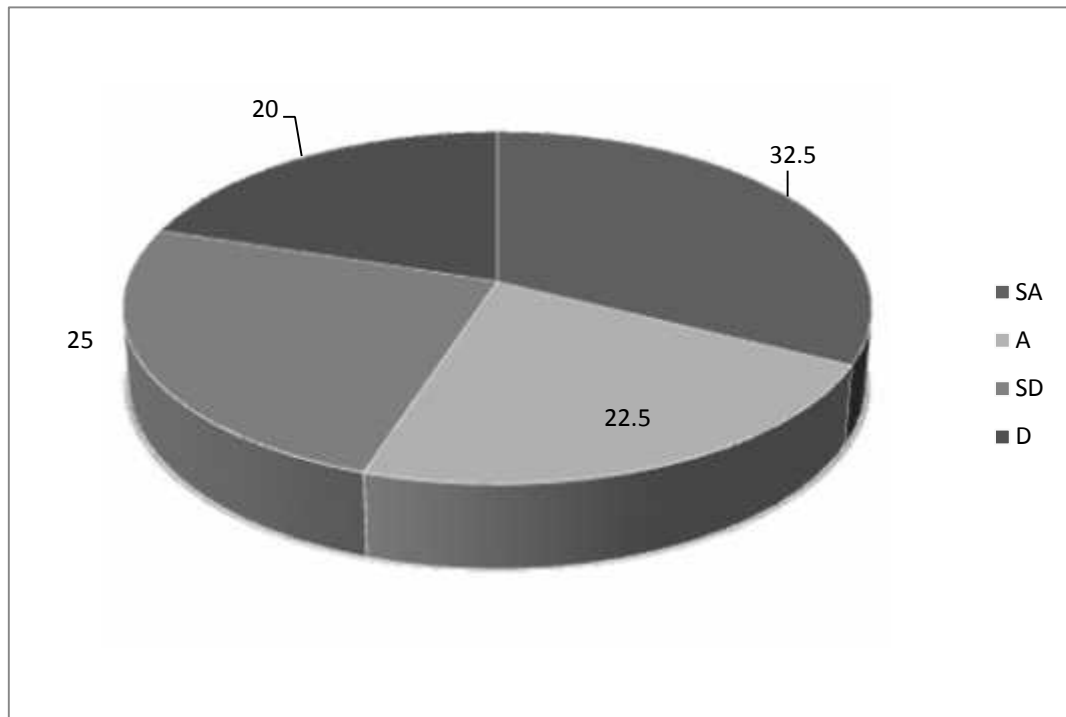
The above figure shows that 32.50 percent respondents were strongly agree to the statement, 22.50 percent respondents were agree, 25.00 percent respondents were strongly disagree and 20.00 percent respondents were disagree upon the statement. Hence, the table shows that higher numbers of respondents were strongly agree that he/she is a qualified teacher to teach in higher secondary level. It can be concluded that the teachers are qualified enough to teach in higher secondary level.

2. Teachers' Perceptions on Confidence

In order to find out the teachers' confidence on their understanding about teaching-learning activities in ELT classes, a statement was given. The actual statement asked to the respondents was whether they had full understanding about teaching-learning activities in ELT classes or not. The responses obtained from the participants towards this statement are shown in the following table.

Table No. 1

Teachers' Perceptions of their Confidence on their Understanding about Teaching-Learning Activities in ELT Classes

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	14	35.00	Strongly agree + Agree	Strongly disagree + Disagree
Agree	13	32.5		
Strongly Disagree	4	10		
Disagree	9	22.5		
Total	40			

Table no. 1 shows that 35 percent respondents were strongly agree , 32.5 percent respondents were agree, 10 percent respondents were strongly disagree and 22.5 percent respondents were disagree upon the statement that the teacher had full understanding about teaching-learning activities in ELT classes. Hence, the table reveals that many of the respondents were strongly agree upon the statement.

I am in a position to say that majority of teachers perceived that they had full understanding of teaching and learning activities. But 32.5 percent of the total teachers felt that they still did not have full understanding of teaching and learning activities in ELT classes.

3. Teachers' Perceptions on Training

The researcher intended to identify the teachers' opinion about the state of training. For the purpose, the statement given was whether the teachers had full

understanding about teaching - learning activities in ELT classes or not. The result obtained from the study had been shown in the following figure.

Figure No. 2

Teacher's Perceptions of the State of Training
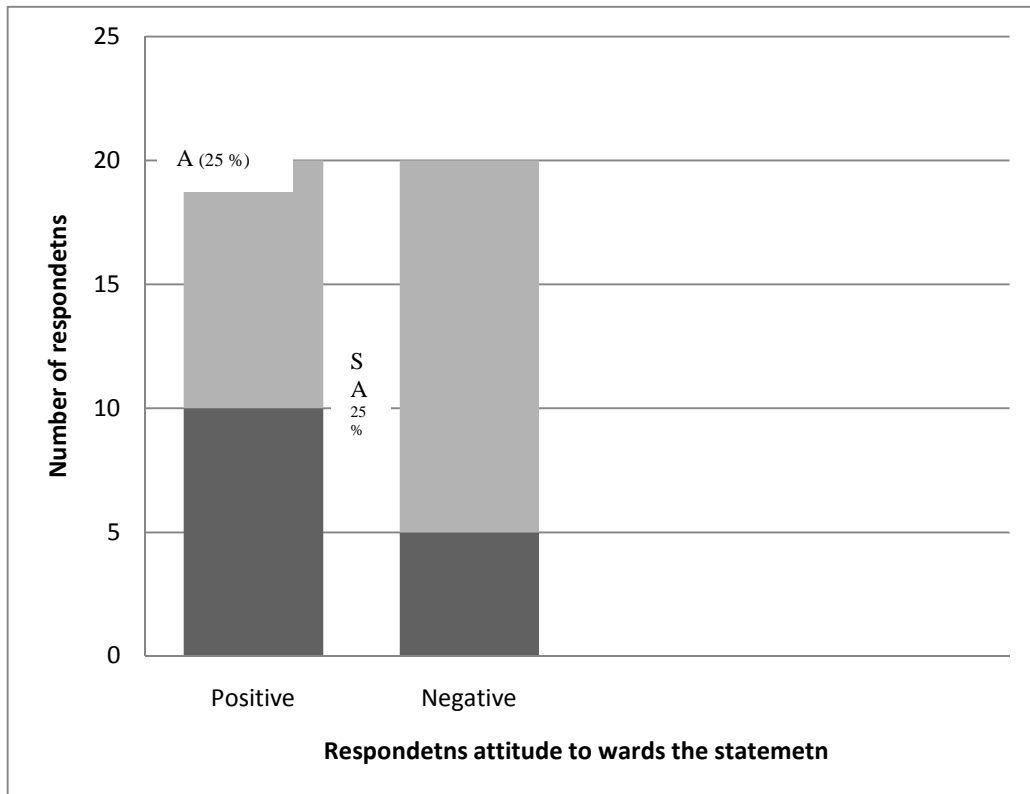
Above figure shows that 25 percent respondents were strongly agree , 25 percent respondents were agree, 12.5 percent respondents were strongly disagree and 37.5 percent of the respondents were disagree upon the statement that he/she is well trained teacher. Hence, the figure shows that many respondents were disagree upon the statement. It can be generalized from the above data that the half of the respondents had no idea about the training of teaching activities.

4. Teachers' Perceptions on Socio-Cultural Factors of the Society

In order to find out the teachers' perception towards socio-cultural factors of the society, the actual statement asked with teachers was whether they had an understanding of the socio-cultural factors of the society that affect the teaching learning process or not. The responses obtained towards this statement are presented in the following pie chart:

Table No. 2

Teachers' Perceptions on his/her Understanding of the Socio-Cultural Factors of the Society

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	16	40	Strongly agree + Agree	Strongly disagree + Disagree
Agree	11	27.5		
Strongly Disagree	4	10		
Disagree	9	22.5		
Total	40			

Table no. 2 shows that 40 percent respondents were strongly agree , 27.5 percent respondents were agree, 10 percent respondents were strongly disagree and 22.5 percent respondents were disagree upon the statement that the teacher had an understanding of the socio-cultural factors of the society that affect the teaching learning process. So, the table shows that more of the respondents were strongly agreed upon the statement.

While analyzing the above data, I am in a position to say that majority of the respondents claimed that they had an understanding of socio-cultural factors that affect the teaching learning process. But some of them were not so much aware of those socio-cultural factors.

5. Teachers' Perceptions on Teaching Experience

The researcher intended to identify the teacher's perception on teaching experience in higher secondary level. For the purpose, the actual statement asked with teachers was whether they had several years of teacing experence in higher secondary level or not. The result obtained from the study has been shown in the following figure:

Table No. 3

Teachers' Perceptions on Teaching Experience in Higher Secondary Level

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	20	50	Strongly agree + Agree	Strongly disagree + Disagree
Agree	5	12.5		
Strongly Disagree	10	25		
Disagree	5	12.5		
Total	40			

Table no. 3 shows that 50 percent respondents were strongly agree , 12.5 percent respondents were agree, 25 percent respondents were strongly disagree and 12.5 percent respondents were disagree upon the statement that the respondents had several years of teaching experience in higher secondary level.

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Hence, the table shows that most of the respondents were strongly agreed upon the statement. From the response I came to know that only 50 percent of the teachers prepared daily lesson plan and annual plan while teaching.

6. Teachers' Perceptions on Daily and Annual Plan

In the study, it was intended to identify whether teacher used to prepare daily lesson plan and annual plan or not which has been presened below:

Figure No. 3

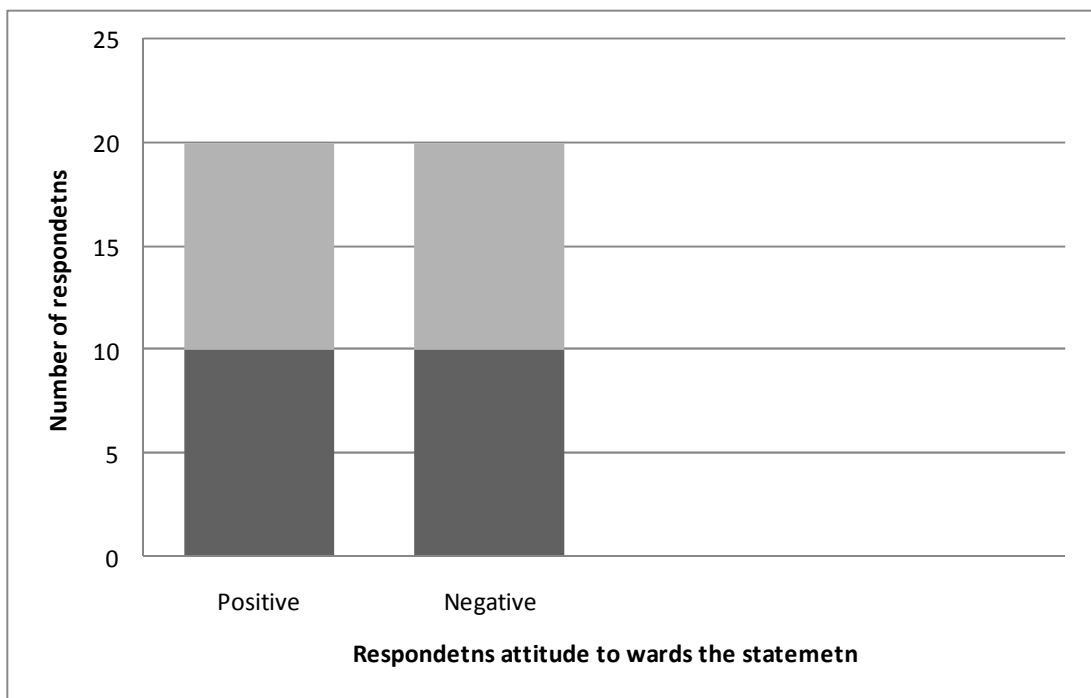**Teachers' Perceptions on Daily Lesson plan and Annual Plan**

Figure no. 3 shows that 25 percent respondents were strongly agree , 25 percent respondents were agree, 25 percent respondents were strongly disagree and 25 percent respondents were disagree upon the statement that the teacher prepared daily lesson plan and annual plan. It can be concluded that half of the respondents were positive and half were negative upon the statement. In the study area, teachers prepared the daily as well as annual lesson plan while teaching which contain title, time, list of required materials, list of objectives, etc.

7. Teachers' Perceptions on Teaching Method

In order to find out the teachers' perception about the methods that they use in the classroom a statement was given. The actual statement used in the research was whether the teaching method used by them focused on student's development as well as their own development or not. The responses obtained from the participants towards this statement are shown in the following table.

Table No. 4

Teachers Perceptions of his/her Focus on the Teaching Method

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	5	12.5	Strongly agree + Agree	Strongly disagree + Disagree
Agree	12	30		
Strongly Disagree	15	37.5		
Disagree	8	20		
Total	40			

Table no. 4 shows that 12.5 percent respondents were strongly agree , 30 percent respondents were agree, 37.5 percent respondents were strongly disagree and 20 percent respondents were disagree upon the statement that the teachers teaching method focuses on students' development as well as my own development. Hence, the table shows that more of the respondents were strongly disagree upon the statement.

The teacher's main focus should be on guiding students by asking questions that lead them to develop their learning. But some of the respondents in the study area were trying to develop themselves too.

8. Teachers' Perceptions on Innovative Ideas

In order to find out the teachers' perception about their consciousness on the new methods, innovations and motivational ideas that are applicable for ELT classes a statement was given. The participants' responses towards this statement are shown in the table below:

Table No. 5

Teachers' Perceptions on their Consciousness about the new Methods, Innovations, and Motivational Ideas which are Applicable for ELT Classes

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	19	47.5	Strongly agree + Agree	Strongly disagree + Disagree
Agree	11	27.5		
Strongly Disagree	3	7.5		
Disagree	7	17.5		
Total	40	100.00		

Table no. 5 shows that 47.5 percent respondents were strongly agree, 27.5 percent respondents were agree, 7.5 percent respondents were strongly disagree and 17.5 percent respondents were disagree upon the statement that the teachers were more conscious about the new methods, innovations, and

motivational ideas which are applicable for ELT class. Hence, the table shows that more of the respondents were strongly agreed upon the statement. It can be generalized that the respondents were more conscious about the new methods, innovations, and motivational ideas which are applicable for ELT classes in the study area.

9. Teachers' Perceptions on the State of Duty

In order to find out whether the teachers were full timer or part timer a statement was given. The responses are displayed in the following figure:

Figure No. 4

Teacher's Perceptions on the State of Duty
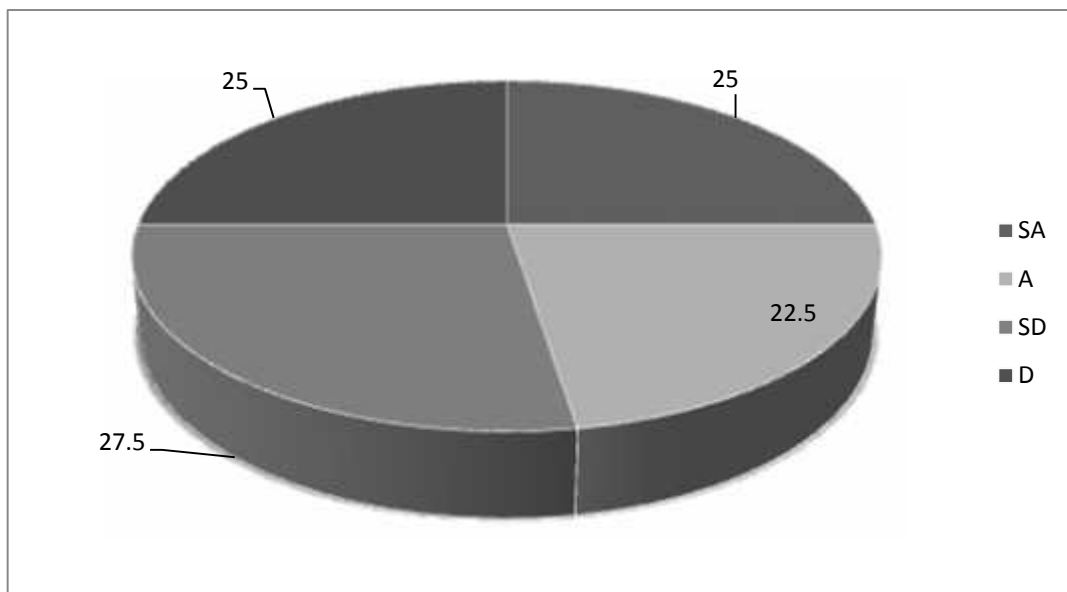
The above figure shows that 25 percent respondents were strongly agree , 22.5 percent respondents were agree, 27.5 percent respondents were strongly disagree and 25 percent respondents were disagree upon the statement that the respondents were full timer teacher in the school. Hence, the figure shows that many respondents were agreed upon the statement. Full time teacher mean having to be at school for assembly and having to join in extra-curricular activities. It can be concluded that many of the respondents were full time teacher in the school.

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10. Teachers' Perceptions on Feelings in Classroom

A statement was given which aimed at finding out the state of teachers' activities in the classroom. The responses are displayed in the table below:

Table No. 6

Teachers' Perceptions on their Feeling in Classroom

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	1	2.5	Strongly agree + Agree	Strongly disagree + Disagree
Agree	2	5		
Strongly Disagree	29	72.5		
Disagree	8	20		
Total	40			

Table no. 6 shows that 2.5 percent respondents were strongly agree , 5 percent respondents were agree, 72.5 percent respondents were strongly disagree and 20 percent respondents were disagree upon the statement that he/she feels boring in classroom due to tiredness. Hence, the table shows that most of the respondents were strongly agree upon the statement.

The study concludes that less respondents felt bore in the class room due to tiredness. So, they should apply the way of management like reduce noise level, take short break, control the students' volume etc. But majority of the teachers opined that they do not feel boring to teach even if they are tired.

11. Teachers' Perceptions on Students' Role

In order to find out the teachers' perception towards teaching learning activities the statement used was whether students' active participation in a class room helped in teaching-learning activities or not. The responses obtained from the participants towards this statement are shown in the following table:

Table No. 7

Teachers' Perceptions on Students' Role in Teaching-Learning Activities

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	25	62.5	Strongly agree + Agree	Strongly disagree + Disagree
Agree	12	30		
Strongly Disagree	2	5		
Disagree	1	2.5		
Total	40			

Table no. 7 shows that 62.5 percent respondents were strongly agree , 30 percent respondents were agree, 5 percent respondents were strongly disagree and 2.5 percent respondents were disagree upon the statement that the students' active participation in a classroom helped in teaching-learning activities. Hence, the table shows that more respondents were strongly agree upon the statement. From this data, we are in a position to say that majority of the participants viewed that students' active participation help in teaching learning activity.

12. Teachers' Perceptions on Role of School Administration

A statement was given which aimed at finding out the teachers' perception towards the role of school administration in teacher autonomy. The responses are displayed in the following table:

Table No. 8

Teachers' Perceptions on School Administration's Role in Teacher Autonomy

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	2	5.00	Strongly agree + Agree	Strongly disagree + Disagree
Agree	16	40		
Strongly Disagree	5	12.50		
Disagree	17	42.50		
Total	40	100.00	18	22

In the above table only five percent respondents were strongly agree , 40 percent were agree, 12.50 percent respondents were strongly disagree and more than two in five respondents were agree upon the statement that the school administration compels me to finish the course as their desire. Hence, the table shows that more respondents were disagree upon the statement. The data shows that the school administration in most cases does not compel the teachers to finish the course as their desire, but some school administrations do so.

13. Teachers' Perceptions on the Use of Teaching Materials

In order to find out the teachers' perception about the use of teaching materials in the classroom, the statement used was whether teachers use teaching materials as per their need or not. The responses obtained from the participants towards this statement are shown in the following table:

Table No. 9

Teachers' Perceptions on the Use of Teaching Materials

| Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	7	17.50	Strongly agree + Agree	Strongly disagree + Disagree
Agree	13	32.50		
Strongly Disagree	14	35.00		
Disagree	6	15.00		
Total	40	100.00	20	20

Table no. 9 shows that 17.50 Percent respondents were strongly agree , 32.50 percent respondents were agree, 35.00 percent respondents were strongly disagree and 15 percent respondents were disagree upon the statement that the teacher use teaching materials as per his / her need. Hence, the table shows that many respondents were strongly disagree upon the statement.

14. Teachers' Perceptions on Teaching Materials

A statement was given which aimed at finding out the teachers' perception on the use of teaching materials. The responses are displayed in the following figure:

Figure No. 5

Teacher's Perceptions on the Difficulty of Finding Effective Teaching Materials
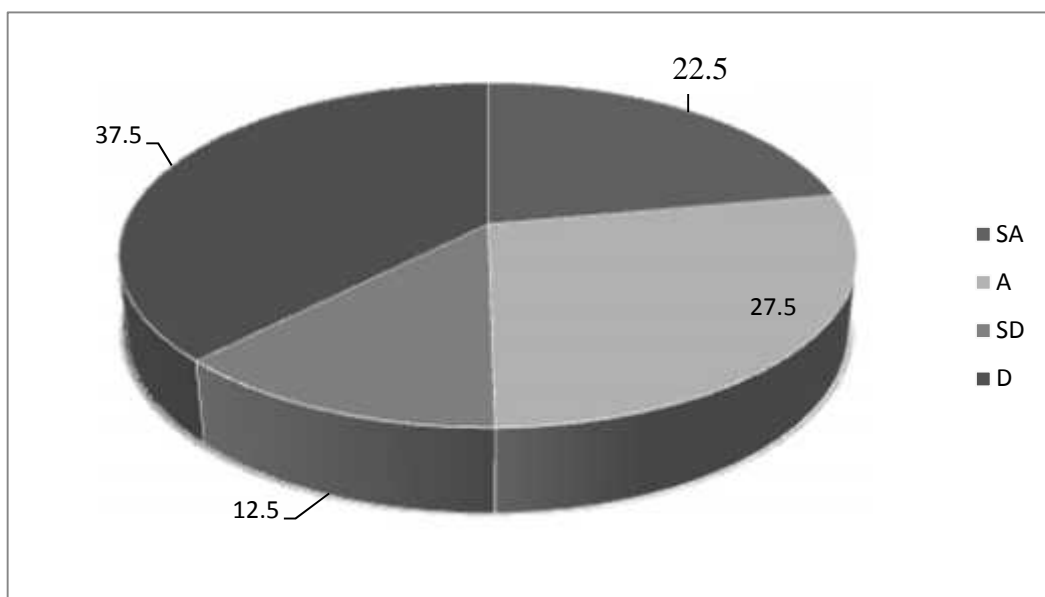
The above figure shows that 22.5 percent respondents were strongly agree , 27.5   percent respondents were agree, 12.5 percent respondents were strongly disagree and 37.5 percent respondents were disagree upon the statement that it is very difficult to find the effective teaching materials. Hence, the table shows that more respondents were disagree upon the statement. It was generalized that it was very difficult to find the effective teaching materials in the study area due to low physical facilities in the study area.

15. Teachers' Perceptions on E-sources

To find out the teachers' perception about the availability of E-sources a statement was given. The statement used was whether E-sources are available in our school or not. The responses obtained from the participants towards this statement are shown in the following table.

Table No. 10

Teachers' Perceptions on Availability of E-sources

| Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	21	52.5		
Agree	7	17.5	Strongly agree + Agree	Strongly disagree + Disagree
Strongly Disagree	5	12.5		
Disagree	7	17.5		
Total	40	100.00		

Table no. 10 shows that 20 percent respondents were strongly agree , 17.50 percent respondents were agree, 27.5 percent respondents were strongly disagree and 35 percent respondents were disagree upon the statement . Hence, the table shows that more respondents were disagree upon the statement. The data displayed that in most schools E-sources are not available though they are available in some schools.

16. Teachers' Perceptions on Physical Facility

In order to find out the teachers' perception about the use of teaching materials in the classroom, the statement used was whether the teachers use teaching materials as per their need or not. The responses obtained from the participants towards this statement are shown in the following table:

Figure 6

Teacher's Perceptions on Physical Facility in the School
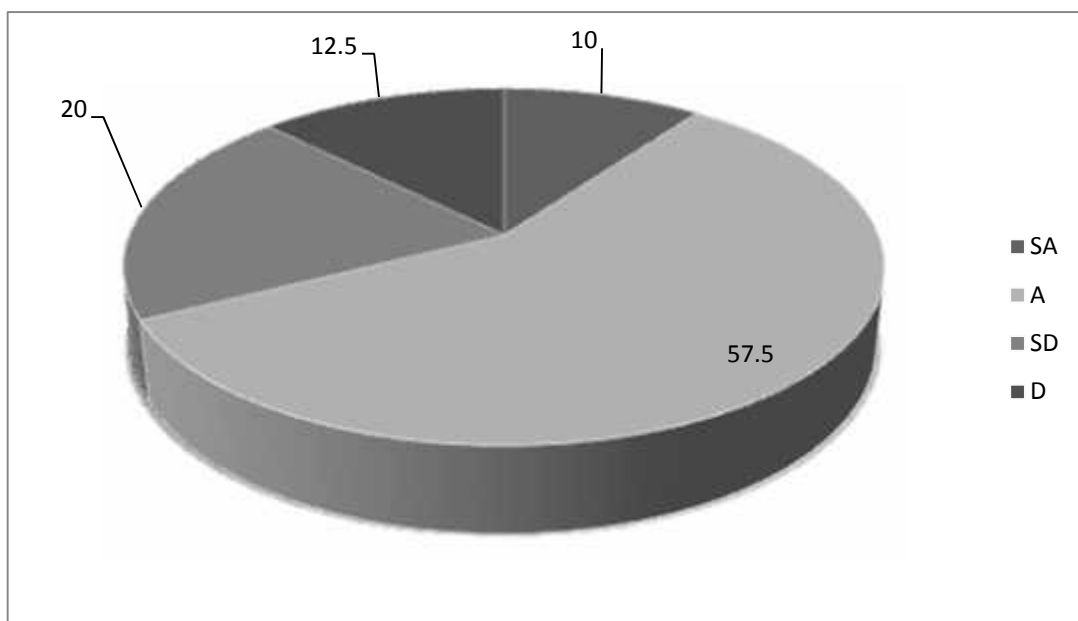
Above figure presents that 10 percent respondents were strongly agree , 57.50 percent respondents were agree, 20 percent respondents were strongly disagree and 12.5 percent respondents were disagree upon the asked statement. Hence, the table shows that most of the respondents were agreed upon the statement. It can be concluded that there were well-equipped classrooms and libraries in the schools of study area.

17. Teachers' Perceptions on Student- Centered Approach

In order to find out the teachers' perception on following student- centered approach while teaching, the statement used was whether the respondents teach to his/her students by following student- centered approach or not. The responses obtained from the participants towards this statement are shown in the following figure:

Figure No. 7

Teachers' Perceptions on Following Student- Centered Approach while Teaching

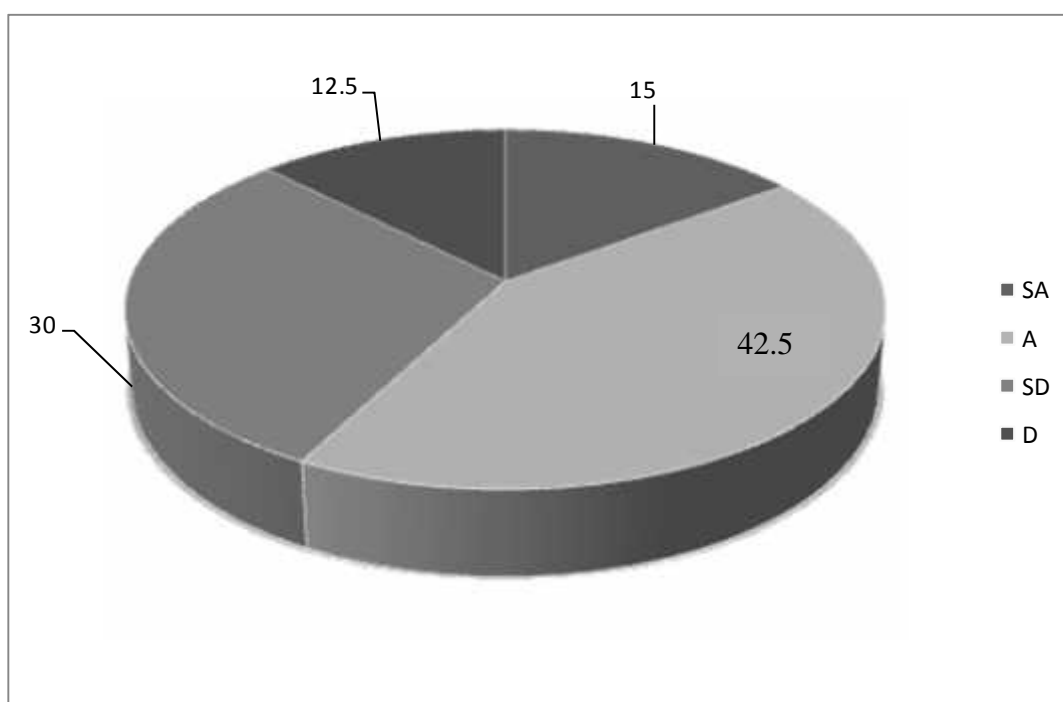The figure above reveals that 15 percent respondents were strongly agree, 42.5 percent respondents were agree, 30 percent respondents were strongly disagree and 12.5 percent respondents were disagree upon the statement that whether the respondents teach to their students by following student- centered approach or not. Hence, the table shows that more of the respondents were agreed upon the statement. The data reveals that majority of the teachers were in a position to claim that they use student centered approach while teaching.

18. Teachers' Perceptions on Supporting Materials

It was intended to find out whether teachers consult the related supporting materials or not. For this purpose, the statement was given as the teachers consult the related supporting materials except the text books while teaching. The result obtained from the study has been presented below:

Table No. 11

Teachers' Perceptions on Consulting the Related Supporting Materials

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	9	22.50	Strongly agree + Agree	Strongly disagree + Disagree
Agree	3	7.50		
Strongly Disagree	18	37.50		
Disagree	10	25.00		
Total	40	100.00		

Table no. 11 shows that 22.50 percent respondents were strongly agree , 7.50 percent respondents were agree, 37.50 percent respondents were strongly disagree and 25 percent respondents were disagree upon the statement that the teacher consults the related supporting materials except the textbook while teaching. Hence, the table shows that many respondents were strongly disagree upon the statement. From the above data the researcher is in a position to say that very few teachers consult related supporting materials except the text book while teaching.

19. Teachers' Perceptions on their Autonomy

In order to find out the teachers' perception of their autonomy for their professional development the following statement was provided to the respondents whether teachers' autonomy is related to the profession of a teacher or not. Their responses have been presented in the following table:

Table No. 12

Teachers' Perceptions of their Autonomy for their Professional Development

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	14	35.00		
Agree	13	32.50	Strongly agree + Agree	Strongly disagree + Disagree
Strongly Disagree	4	10		
Disagree	9	22.50		
Total	40	100.00		

Table no. 12 shows that 35 percent respondents were strongly agree , 32.50 percent respondents were agree, 10 percent respondents were strongly disagree and 22.50 percent respondents were disagree upon the statement. Hence, the table shows that most of the respondents were strongly agree upon the statement. The data shows that teacher's autonomy is the belief of inquiry the principles of learning for the best teaching activities. Most teachers believed that teacher' autonomy is related to profession of a teaching.

20. Teachers' Perceptions on Audio-Visual Materials

It was intended to find out whether teachers take audio-visual materials as an important material or not. The responses obtained from the participants towards this statement are shown in the following table:

Table No. 13

Teachers' Perceptions of Importance of Audio-Visual Materials

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	31	77.50		
Agree	9	22.50	Strongly agree + Agree	Strongly disagree + Disagree
Strongly Disagree	0	0.00		
Disagree	0	0.00		
Total	40	100.00		

Table no. 13 shows that 77.50 percent respondents were strongly agree , 22.50 percent respondents were agree, 0.0 percent respondents were strongly disagree and 0.0 percent respondents were disagree upon the statement. Hence, the table shows that all of the respondents had positive attitude towards the importance of audio-visual materials in teaching learning activities. The above table shows that all the respondents think that audio-visual materials were helpful to be autonomous for the teacher.

21. Teachers' Perceptions on their Freedom in Using the Teaching Approach

The findings related to the teachers' perception towards their freedom in using the teaching approach, it has been presented in the following figure:

Figure No. 8

Teachers' Perceptions on their Freedom in Using the Teaching Approach

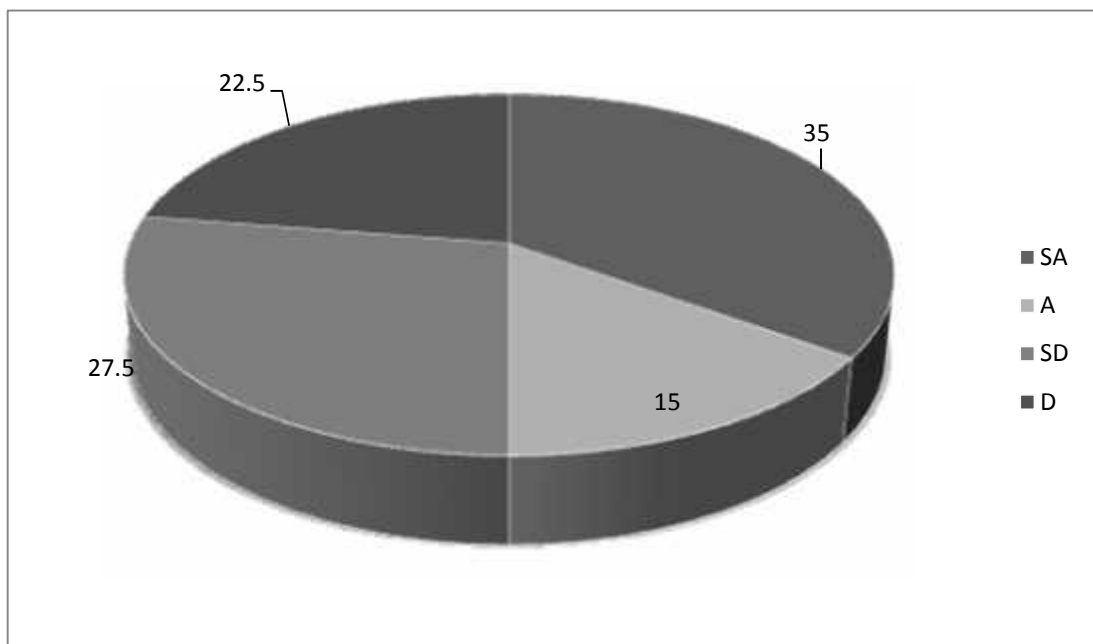The study found that 35 percent respondents were strongly agree , 15 percent respondents were agree, 27.5 percent respondents were strongly disagree and 22.5 percent respondents were disagree upon the statement that they were free to be creative in their teaching approach. Hence, the table shows that teachers like to be free on the decision making about the teaching approach. The data shows that about 50 percent teachers were free to use their creative ideas in teaching and learning process.

22. Teachers' Perceptions on their Own Decision

In order to find out teachers' perception on their own decision of using guidelines and procedures a statement was given. The participants' responses towards this statement are shown in the table below:

Table No. 14

Teachers' Perceptions on their Own Decision of Using Guidelines and Procedures

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	21	52.50	Strongly agree + Agree	Strongly disagree + Disagree
Agree	7	17.50		
Strongly Disagree	3	7.50		
Disagree	9	22.50		
Total	40			

The above table shows that 52.50 percent respondents were strongly agree, 17.50 percent were agreeing. Likewise, only about seven percent respondents were strongly disagreeing and 22.50 percent respondents were agreed upon the statement that the respondents use their guidelines and procedures while teaching. Hence, the table shows that most of the respondents were strongly agree upon the statement. The data shows that majority of the teachers used their own guidelines and procedures while teaching.

23. Teachers' Perceptions on Selection of Goals and Objectives

In order to find out the teachers' perception of their focus on selection of goals and objectives, the statement was given whether their teaching focuses on those goals and objectives what they select themselves or not. The responses obtained from the participants towards this statement are shown in the following table.

Table No. 15

Teachers' Perceptions of their Focus on Selection of Goals and Objectives

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	17	42.50		
Agree	5	12.50	Strongly agree	Strongly disagree
Strongly Disagree	15	37.50	+	+
Disagree	3	7.50	Agree	Disagree
Total	40	100.00		

Table shows that 42.50 Percent respondents were strongly agree and 12.5 percent were agree, 37.50 percent respondents were strongly disagree and 7.50 percent respondents were agree upon the statement that his/her teaching focuses on those goals and objectives he/ she select. Hence, the table shows that higher number of respondents were strongly upon the statement. The data showed that more than 50 percent teachers focused on the goals and objectives that they select.

24. Teachers' Perceptions on the Selection of the Content

In order to find out the teachers' perception on the selection of the content by themselves, the statement was given whether the content and skills taught in their classes are what they select or not. The responses obtained from the participants towards this statement are shown in the following table:

Figure No. 9

Teachers' Perceptions on the Selection of the Content by Themselves
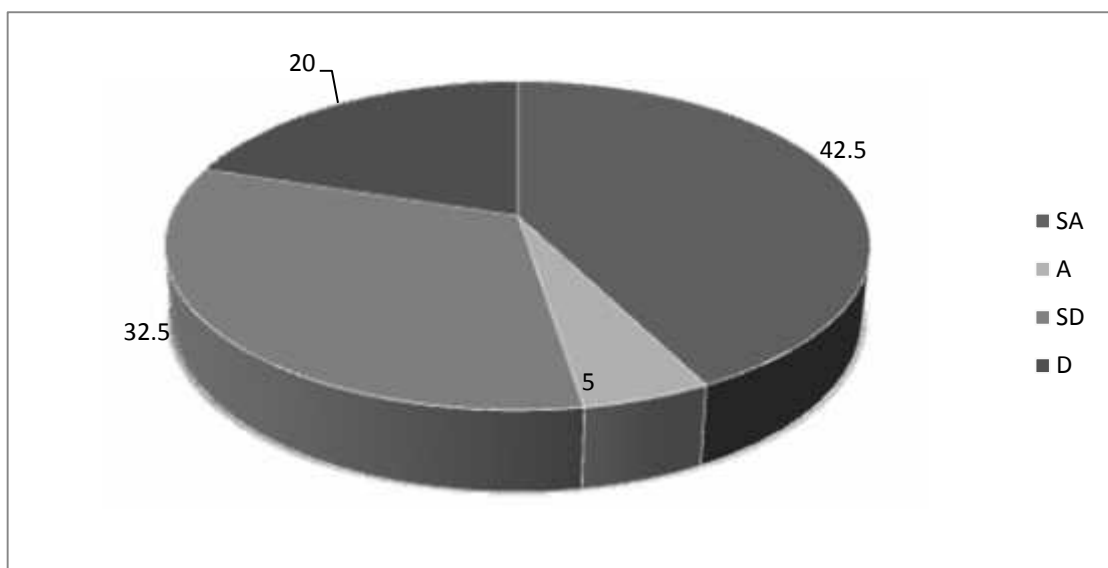
The above figure reveals that 42.5 percent respondents were strongly agree upon the statement, only five percent respondents were agree, 32.5 percent respondents were strongly disagree and 20 percent respondents were disagree upon the statement the content and skills taught in the classes are those selected by him/her self. Hence, the table shows that that more respondents were strongly agreed whereas only few of them were agreed. The data shows that less than 50 percent teachers used the content and skills that they select themselves.

25. Teachers' Perceptions on their Responsibility

In order to find out the teachers' perception on their responsibility, the statement was given whether they take responsibility of their own learning as a teacher or not. The responses obtained from the participants towards this statement are shown in the following table:

Table No. 16

Teachers' Perception on their Responsibility

Response	Number of respondents	Percentage	Positive (SA+A)	Negative (D+SD)
Strongly Agree	3	7.5	Strongly agree + Agree	Strongly disagree + Disagree
Agree	19	47.5		
Strongly Disagree	7	17.5		
Disagree	11	27.5		
Total	40	100.00		

The table above shows that5 Percent respondents were strongly agree upon the statement that they are responsible upon their duty and 47.5 percent respondents were agree. Similarly, 17.5 percent respondents were strongly disagreeing and 27.5 percent respondents were disagreeing upon the statement that the teacher take responsibility of his/her own learning as a teacher. It can be concluded that more respondents were disagree upon the statement. The data indicated that more than 50 percent teachers took their responsibility of their own learning as a teacher.

4.2 Summary and Findings

The thesis entitled "Teachers' Perception towards their Professional Activities: A Case of Higher Secondary Level." was conducted to find out the autonomous activities applied by the teacher for their own professional learning and to suggest some practicable teacher autonomous activities for their learning. The study was limited to twenty higher secondary schools of Surkhet district.

The researcher followed survey types of research design and different 20 higher secondary level schools were taken as the sample. In the study, forty teachers consisting two from each school were selected as the sample. The researcher used purposive non-random sampling procedure while deriving the sample from entire population. Pre-formulated questionnaires were used as a data collection tool in the study.

After the analysis and interpretation of the data collected from the study area, the researcher concluded the following findings:

- Most of the teachers, i.e. nearly 85% were seen to feel that they are confident teachers.

- Only fifty percent of the respondents perceive that they are well trained teachers.

- Majority of the teachers, i.e. nearly 67.3% opined that they have a good understanding of socio-cultural factors of the society that affect the teaching learning process.

- Only a few, i.e. nearly 42.5% teacher perceived that their teaching method focuses on the development of both students and themselves as teachers.

- Majority of the respondents i.e. nearly 75% thought that they are more conscious about the new methods, innovations and motivational ideas.

- In most cases school administration did not compel the teachers to finish course in time.

- Most of the teachers perceived that e-sources are not available in their education contents.

- Majority of the teachers i.e. nearly 57.5% claimed that they use student centered approaches. Likewise, they also claim that they use various supporting materials while teaching.

- Majority of the teachers i.e. nearly 62% opined that teacher's autonomy is related to their own professional development.

- Fifty percent teachers argued that they are free to be creative in their teaching approach.

- Majority of the teachers i.e. nearly 69% perceive that they use their own guidelines and procedures.

- Majority of the teachers i.e. nearly 55% viewed that their teaching focuses on goals and objective they set themselves.

- A vast majority of the teachers i.e. nearly 75% teachers perceived that they take responsibility for their own teaching.

CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Teachers' perception towards their professional activities is both a right and a responsibility of the individual teacher. This can be furthered by the collaborative development of capacity within school communities working together to support professional development through joint planning and execution of professional development activities and events. It is the responsibility of the school division to provide mechanisms and resources to ensure both individual teachers and groups of teachers have equitable access to professional development.

In this study, I attempted to clarify different dimensions of teacher autonomy in professional development, as this term might be used in emerging discussions in the field of ELT classes, influenced as these are likely to be by the current prominence of learner autonomy.

In the study area, majority of the respondents opine that they have a good understanding of socio-cultural factors of the society that affects the teaching learning process. It is also furthered by the condition of the school and family environment, concluded by the respondents. On the other hand, it is concluded that from the research, only few number of teachers perceive that their teaching method focuses on the development of both the students and themselves as teachers.

In the study area, teacher prepared the daily as well as annual lesson plan while teaching which contain title, time, list of required materials, list of objectives, etc. It was generalized that the respondents were more conscious about the new methods, innovations, and motivational ideas which are applicable for ELT class in the study area. From this data we are in a position to say that majority

of the participants think that students' active participant in teaching learning activity. The data shows that the school administration in most cases does not compel the teachers to finish the course as their desire, but some school administrations do so. It was generalized that it was very difficult to find the effective teaching materials in the study area due to low physical facilities in the study area. The data displays that in most schools E-sources are not available though they are available in some schools and there were well-equipped classrooms and libraries in the schools of study area.

The data revealed that most of the teachers use student centered approach while teaching, even though they face difficulties in completion of course on time. It is also found that very few teachers consulted related supporting materials. In this way, most teachers believe that teacher' autonomy is related to profession of a teaching and all the respondents think that audio-visual materials were helpful to be autonomous for the teacher.

Finally, the above discussion has shown that there may be a need to investigate constraints on teacher educator autonomy if they are to engage successfully in pedagogy for teacher autonomy. This implies that the teachers need to consciously develop their own capacities for self-directed teaching learning process, and to investigate and attempt to address the socio-cultural constraints on their own work.

5.2 Recommendation

Form the result of the study, the researcher suggests the following recommendations:

- The school should involve the teachers in various autonomous activities.

- The teachers have to take responsibility of their own learning.

- The teachers should be creative and innovative in the selection of teaching learning strategies and resources.

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- The school administration should give teachers more freedom to decide what to teach, how much to teach and how to assess the learning process.

- Schools should manage necessary resources including the internet connectivity.

- It is not sufficient for a teacher to have methodological skills. They must have a broader understanding of the socio-cultural, socio-economic, and socio-political context of the teaching situation. .

- Guardians, students and the concerned people should be made aware of this system. It helps them to know learning conditions of their children, their progress and level of performance.

- Trained and skilled teachers should be selected in school. Only they can easily handle such policy and apply it effectively.

- There should be punishment and rewarded system in education.

- There should be fix periodic work plan.

- There should be observation of class frequently by academic agencies

- The teacher should be trained and re-trained frequently.

- Bottom to Top educational plan should be applied in education.

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Appendix 1

A Questionnaire to the Teacher

Dear Respondents,

This questionnaire is a part of my research study entitled **"Teacher Autonomy in Professional Development: A Case of Higher Secondary Level "** under the supervision of Mr. Khem Raj Joshi, Teaching Assistant of the Department of English Education, T.U., Kirtipur. Your co-operation in completions of the questionnaire was of great value to me. Please give a tick (✓) to the answers according to your true cases in the following scale.

Thank you !

Researcher

Tirth Raj Paudyal

School's Name: .... Date: ....

Teacher's Name: ....

Teaching Classes: ....

Qualification: ....

Designation: ....

SD = Strongly Disagree   D = Disagree   A = Agree SA = Strongly Agree

S.N.	Statements	SD	D	A	SA
1	I am a qualified teacher to teach in higher secondary level.				
2	I have full understanding about teaching-learning activities in ELT classes.				

3	I am a well trained teacher.				
4	I have an understanding of the socio-cultural factors of the society that affect the teaching learning process.				
5	I have several years of teaching experience in higher secondary level.				
6	I prepare daily lesson plan and annual plan.				
7	My teaching method focuses on students' development as well as my own professional development.				
8	I am more conscious about the new methods, innovations, and motivational ideas which are applicable for ELT classes.				
9	I am a full timer teacher in the school.				
10	I feel boring in classroom due to tiredness.				
11	Students' active participation in a classroom helps in teaching-learning activities.				
12	The school administration compels me to finish the course as their desire.				
13	I use teaching materials as per my need.				
14	It is very difficult to find the effective teaching materials.				
15	E-sources are not available in our school.				

16	There are well-equipped classrooms and library in our school.				
17	I teach to students by following student-centered approach.				
18	I consult the related supporting materials except the textbook while teaching.				
19	Teachers' autonomy is related to the profession of a teacher.				
20	Audio-visual materials are helpful to be an autonomous teacher.				
21	I am free to be creative in my teaching approach.				
22	In my teaching, I use my own guidelines and procedures.				
23	My teaching focuses on those goals and objectives I select myself.				
24	The content and skills taught in my classes are those I select.				
25	I take responsibility of my own learning as a teacher.				

Appendix II

LISTS OF INFORMANTS

S.N.	Name and Address of the Institutes	Type of school	Qualifi-cation
1.	Bheri H. S. School, Taranga, Surkhet	Public	M.ED
2.	Bijeshwari H .S School, Hariharpur, Surkhet	Public	M.ED
3.	Jagannath H. S. School, Bijaura, Surkhet	Public	M.ED
4.	Eagar Bridge H S. Boarding School, Birendranagar, Surkhet,	Private	M.ED
5.	Surkhet Horijan Academy Birendranagar, Surkhet	Private	M.ED
6.	Shree Rastriya H. S. School, Gagretal, Surkhet	Public	M.ED
7.	S .O. S. Harman Mainar H .S. School Kalagau, Surkhet	Private	M.ED
8.	Bhairab H. S. School, Bhirabsthan, Birendranagar Surkhet	Public	M.ED
9.	Jana H. S. School Birendranagar, Surkhet.	Public	M.ED.
10.	Jiban Jyoti H. S. School Dasharathpur, Surkhet	Public	M.ED
11.	Janata H. S. School, Vidyapur, Surkhet	Public	M.ED
12.	Jiwanjyoti H. S School, Gutu, surkhet	Public	M. ED
13	Amar Jyoti Namuna H. S. School Neware, Surkhet	Public	M.ED
14	Jana Shrijana H. S. School, Tatapani, Surkhet	Public	M.ED
15	Shiva H .S. School, Dhuliyabit, Surkhet	Public	M.ED
16	Shree Krishna Saskrita H. S. School, Itram, Surkhet	Public	M.ED
17	Janashewa H. S. School Ghushra, Surkhet	Public	M.ED
18	Shikhar H. S. School, Ramghat, Surkhet	Public	M.ED
19	Shaarada H .S. School, Chhinchu, Surkhet	Public	M.ED
20	Nepal Rastriya H. S. School, Betan, Surkhet.	Public	M.ED

(Note: H.S.= Higher Secondary, M.ED= Master in Education)