

**TEACHERS' PERCEPTION TOWARDS
SELF-DIRECTED STRATEGIES FOR
PROFESSIONAL DEVELOPMENT**

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

**Submitted by
Muna Kedem Limbu**

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

2020

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Miss. **Muna Kedem Limbu** has prepared this thesis entitled **Teachers' Perception towards Self-directed Strategies for Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2020/7/7

.....

Dr. Anjana Bhattarai (Supervisor)

Professor

Department of English Education,

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended by the following **Research Guidance Committee:**

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Dr. Ram Ekwāl Singh

Reader

Department of English Education

T. U., Kirtipur

.....

Member

Dr. Anjana Bhattarai (Supervisor)

Professor

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 2020/7/7

EVALUATING AND APPROVAL

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

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

TU, Kirtipur

Dr. Rishi Ram Rijal

Professor

.....

Department of English Education

External

Mahendra Ratna Campus, Tahachal

Dr. Anjana Bhattarai (Supervisor)

Professor

.....

Department of English Education

Member

TU, Kirtipur

Date: 2020/7/7

DEDICATION

Dedicated

To

My parents who devoted their entire life to make me what I am today.

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.

Date: 2020/7/7

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Muna Kedem Limbu

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ABSTRACT

The study entitled ‘Teachers’ perceptions towards self-directed strategies for professional development’ attempted to explore the perceptions of teachers towards self-directed strategies for their professional development. I used survey research design for this study. The primary data were collected from thirty English language teachers teaching at the secondary level inside the Kathmandu valley. They were selected through purposive non-random sampling procedures. The questionnaire was used as tools for data collection. The collected data were analyzed and interpreted statistically and thematically. The study shows that almost all the English teachers have positive perceptions towards self-directed strategies, helps to develop self-confidence, self-discipline, self-reflection, self-evaluation, and the learners become more focused, goal oriented, understanding, independent, motivated, and interested towards their work.

This thesis is divided into five chapters. First chapter is the introductory part which consists of background of the study, statement of the problems, objectives of the study, research questions, and significance of the study, delimitation of the study and operational definitions of the key terms. Chapter two deals with review of related literature and conceptual framework which incorporates review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study. Chapter three incorporates methods and procedures of the study containing design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Chapter four encompasses analysis and interpretation of the data. Chapter five includes findings, conclusion and recommendations incorporating policy related, practice related and further research related. References and appendices have been included at the end of research work.

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LIST OF ABBREVIATIONS

SDL	:	Self-directed Learning
TPD	:	Teacher Professional Development
ITC	:	Information and Communication Technology
E-Books	:	Electronic Books
L2	:	Language
TR	:	Teacher Responses
SA	:	Strongly Agree
A	:	Agree
N	:	Neutral
D	:	Disagree
SD	:	Strongly Disagree

CHAPTER ONE INTRODUCTION

This present research entitled “Teachers’ Perception towards Self directed Strategies for Professional Development” consists of background of the study, statement of the problem, objectives of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Self-directed learning is a process to increase the knowledge, skill, performance by any individual who takes responsibility for their own learning. Dickinson (1987, p. 12) defines self-directed learning is a particular attitude towards one which the learner is prepared to take responsibility of his own learning. In, self-directed learning the learner should plan, manage, and judge their learning being autonomous in all process. Garrison (1997, p. 18) defines self-directed learning as an approach where the learners are motivated to assume personal responsibility and collaborative control of the self-monitoring and self-management processes in constructing and confirming meaningful and worthwhile learning outcomes. The self-directed learning (SDL) seems to enable personal autonomy and self-management, makes responsible for own learning. Here, learner autonomy means the learner relies on process for taking responsibility for his or her learning. The autonomous learning is the ability to take charge of one’s decision about what to do rather than being influenced by someone else. The autonomous learning is connected to a self-directed learning which deals with the role of the learners who are able to determine objectives, define the content and progression, select methods and techniques, and choose criteria to evaluate the learning.

Self-directed learning is a necessary skill for the development of life-long learning who wants to develop their capacities to construct knowledge autonomously. Bolhuis (2003, p.335) defines self-directed learning is to being in command oneself, moving towards one’s goals. The Self-directed learning

helps the student's on the lower schools levels should be prepared for the next educational levels, where they need to study more independently. The self-directed learning helps to reach the highest possible level of education, to which the idea of life-long learning adds the requirement of continuing educational participation throughout their life. It involves looking for new possibilities and learning as a way to deal with unknown situations. Tan (2015, p.17) self-directed learning is a wider ecology of learning. The self-directed learning is discussed referring to the changes in the boarder context of society. It also helps to investigate the contribution of recent learning theory to a deeper understanding of learning, keeping in mind that learning is a social phenomenon, with adaptive and socializing as well as creative and critical functions, conserving as well as reconstructing the world. It is important to consider the social context, prior knowledge, emotional aspects and self-direction in life-long learning. It also helps broaden our concept of learning as it goes on throughout life as an aspect of all activity.

The self-directed learning helps the teacher to find out the new idea and also helps to find the new information for better teaching. Knowles (1975, p.18) defines "self-directed learning is a process in which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and materials resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes". In, self directed learning teacher takes the responsibility for setting the aims and goals for their professional development. In self-directed learning, the learners himself/herself determine the goals, resources, strategies. Himestra (1994, p. 9) says that Self-directed learning is seen as any study form in which individuals have primary responsibility for planning, implementing and even evaluating the effort. The Self-directed learning also helps to choose the best strategies for learning and teaching to the students. There are many Self-directed strategies used by the teacher to

improve their teaching and learning activities such as: Self-monitoring, journal writing, action research, teaching portfolio, participation, critical incidents.

1.2 Statement of the Problem

The self-directed learning has been a movement in the field of teacher professional development. Richards and Farrell (2005, p. 13) mentioned in self-directed learning, teachers assume responsibility for setting goals and controlling their own learning. In recent years, some researchers and educators have focused the motivational component of self-directed learning, arguing that kind of learning is effective because it makes more motivated to learn. The teacher can develop their wisdom, skill, knowledge, and experience by applying the self-directed learning. The self-directed can arise to make the schools more democratic and participatory form of teacher development. So, self-directed learning is the modern form of learning. Self directed learning has proven to be effective, convenient and fast in the teaching and learning process.

Self directed learning has been adopted by many teachers to build for their professional development. However, to use or to apply the self directed learning can be the challenging form of learning. In our Nepalese context, both the teacher and students do not involve in self-directed learning for developing autonomy. The self-directed learning strategies for teachers professional development was not used properly. But, in the future to make the learning and teaching contextual, meaningful, productive, effective and useful the self directed strategies should be used by the teachers, students, educators.

1.3 Objectives of the Study

This study had the following objectives:

-) To explore the perceptions of teachers towards the strategies of self-directed learning for their professional development.
-) To suggest some pedagogical implications from this study.

1.4 Research Questions

This study had the following question:

-) What are the perceptions of teachers towards self-directed learning for teacher professional development?

1.5 Significance of the Study

This study is about the use of self-directed strategies for the teacher professional development. It studies about the perceptions of teachers towards the self-directed strategies in English language learning. This study helps for English teacher to find out the implementation and pedagogical implications of self-directed strategies in the teaching and learning process. This study also makes aware about the significant of the self-directed learning. This study helps to analyze, interpret and explain about the advantages and disadvantages of self-directed learning. This study also guides to generalize overall the use of self-directed strategies in the present context as well. This study is useful for teachers, students, educationalist, further researchers, language planners, and syllabus designers to explore and expand the skill, knowledge for teacher professional development.

1.6 Delimitations of the Study

This study had the following limitations:

- a. This study focused on the perceptions of the teacher using the strategies of self-directed learning.
- b. This study was based on secondary level of teachers inside the Kathmandu valley.
- c. This study was limited with thirty English teachers of government and private school of Kathmandu valley.
- d. This study was based on survey research design.

1.7 Operational Definitions of the Key Terms

The following given operational definitions are made to understand the key terms used in this study:

Self-direction: Here, self-direction refers to the teachers' responsible for management, judgment, evaluation own self. Self-directed learning promotes the natural development of self-confidence, initiative, perseverance and life satisfaction. It can boost the self-esteem of both teachers and students in teaching and learning process.

Perspective: One of the mental views or prospects to analyzing the things related to the particular field, it may be different from person to person. It is the way in which a person look, judge and think at any object. It is also the ability to understand what is important and not.

Professionalism: Professionalism is collecting knowledge, skills, conduct and making standard professional status, method, character, expertise. It is the conduct, behavior and attitude of someone in a work which leads to workplace success, a strong professional reputation and a high level of excellence.

Teaching Strategies: Teaching strategies refers to the method and technique used by the teachers' during classroom presentation. It is one of the instructional strategies that teachers use to deliver course materials in ways that keep students engaged and practicing different skills.

Critical Incidents: It is one of an event that appears in the classroom accidently and unexpectedly; which teachers take for analysis and finally, they overcome the problem. It is something that can occur as a problem or challenge in a particular context, rather than a routine which helps to solve the problem unexpectedly and unplanned.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter presents review of the related theoretical literature, related empirical literature, and implications of the review for the study. This stage covers includes major theoretical literature of this study. Here, various scholars presented their own evidence in their own works. This evidence is helpful to understand about the present study conceptualizing major theoretical aspects of this study.

Review of Related Theoretical Literature

Self-directed learning is one's of own learning. Sze-yeng and Hussain, (2010, p. 1913) define self-directed as “ ability to manage his/her own learning process, by perceiving oneself as the source of one's own actions and decisions as a responsibility towards one's lifelong learning. In, an instructional context, it means that students are able to take initiative, with or without the teacher, in making decisions concerning their own learning” (as cited Buitrago, 2017, p. 141). SDL refers to a particular attitude to the learning task or activities, where the learner accepts responsibility for all the decisions concerned with his/her own learning. It helps to maintain the active control of the learning process. SDL seems to be motivated, self-confident and goal-oriented. Self-directed learning allows learners to be more effective learners and social beings. Central to the self-directed learning Richards and Farrell (2005, p.14) described the following processes:

*Inquiry; To ask questions about one's own teaching practices to get answer of these questions.

*Self-appraisal; To judge one's teaching and development on the basis of evidence from oneself and others and the ability to critically reflect and a desire to analyze oneself to determine one's strength and weakness.

*Experience; personal experience becomes the basis and stimulus for learning.

*Personal construction; Meaning and learning are personally constructed by the learner.

*Contextualized learning; Learning takes place in a particular context and social setting and is socially constructed.

*Planning and managing; Learning is dependent on the ability to set short and long-term goals and to select strategies for their achievement.

Self-directed learning has existed from the classical antiquity. It is the period of cultural history between the 5th and 8th century AD centered on the Mediterranean Sea comprising the interlocking civilizations of ancient Greece and ancient Rome known as the Greco-Roman world. The self-directed learning played an important role in the lives of such Greek scholars as Plato, Socrates, Aristotle, Alexander the Great, Caesar, Erasmus, and Descartes. The self-directed learning has become the most prominent and well researched topic in the field of adult education. The word self-direction was first used by Knowles who described the adult education. The concept of self-directed learning started that people thought that how to make my teaching and learning effective and also people thought about what to learn and how to learn. The concept of self-directed learning started from the slogan “learn on one’s learning”. In the United States, the self-directed learning took place some 150 years ago.

In the last decades that self-directed learning has become a major research area. Craik (1840) has documented and celebrated the self-educations. In Britain, Smiles (1859) published a book entitled *Self-Help*. In this period, Knowles popularized in North America the term andragogy, with corresponding adult instruction processes. His publication in 1975, self-directed learning provided foundational definition and assumptions. Guglielmino (1977) developed the Self-Directed Learning Readiness Scale. It is an instrument used to measure self-directed readiness or to compare various self-directed learning aspects with numerous characteristics. Spear and Mockers (1984) work on organizing

circumstances showed how important it is to understand a learner's environmental circumstance in promoting self-directed learning. In 21st century, there are huge numbers of research conducted on SDL Merriam (2001) published a research on 'ancillary and Self-Directed Learning: Pillars of Adult Learning Theory.' Likewise, Gibbons (2002, p.2) defines self-directed learning is "any increase in knowledge, skill, accomplishment, or personal development that an individual selects and selects and brings about by his or her own effort using any method in any circumstances at any time." So, in this era we can found many researches in self-directed learning.

2.1.1 Teacher Professional Development

Teaching is not an easier task but it is complex in nature. It is belief that the teacher should have the greater capacity, knowledge, and skill to teach the students. So, the teacher should develop their ability, wisdom, and skill. The teacher should needs the school and institutions in which they work also change over time. The teachers can develop their profession through by updating their knowledge in curriculum trends, theory and practice, technology, or assessment is intense, and the school and the classroom. Professional development is a process of continuous growth of teacher professionalism and behaviors through workshops, conferences, teacher support groups, and seminar. The teacher can develop their professional through personal reflection, collaborative discussion with colleagues, student feedback, sharing techniques and methods, conferences, materials writing, and classroom research. The teaching and learning process can be developed through by applying various self-directed strategies. The self-directed professional development provides an opportunity to determine his/her own learning goals but also helps to identify activities and resources required to pursue the activities. The well-planned and continual self-directed professional development yields more effective professional learning than one-shot workshops and conferences. The effectiveness of self -directed professional development depends on how carefully educators conceive, plan, and

implement it. Educators who participate in professional development must put their new knowledge and skills to work. Self-directed professional development may include both collaborative and entirely individual activities. The other form of self-directed professional development activities includes workshops, seminars, action research, and teacher support group. Self-directed professional development encourages self-reflection, commitment and responsibility with higher motivational attitudes and thereby increases self-satisfaction. Self-directed professional development enables the educators to develop the knowledge and skill and make the teaching and learning effective.

2.1.2 Self-directed strategies

Self-directed strategy is an instructional strategy where the students, with guidance from the teachers, decide what and how they will learn. It can be done individually or with group learning, taking ownership of their learning. The self-directed strategies helps to identify own responsibility over learning. A self-directed strategy is the trait of self-determination, which is the ability to regulate and adapt behavior to the demands of a situation in order to achieve personally chosen goals and values. The self-directed strategies promote the natural development of life-learning and it also develops their confidence over teacher professional development. There are different self-directed strategies which the teachers, students, and educators can apply to make the teaching and learning effective. They are as: self-monitoring, keeping a teaching journal, teaching portfolios, analyzing critical incidents, action research, participation, technology used for SDL and which can be described bellow;

a. Self monitoring

Self-monitoring is the process whereby the learner takes responsibility for the construction of integrating new ideas and concepts with previous knowledge. Self-monitoring is the activities in which the information about one's teaching is recorded to evaluate his/her own teaching Richards and Farrell (2005, p. 34). The teacher can judge, evaluate, and improve their teaching. It is the way to understand and manage the

teaching effectively. Self-monitoring refers to a systematic approach to the observation, evaluation, and management of one's behavior in order to achieve a better understanding and control over the behavior for teacher professional development. Self-monitoring is based on the view that in order to better understand one's teaching and one's own strengths and weaknesses as a teacher, it is necessary to collect information about teaching behavior or practices objectively and systematically and to use this information as a basis for making decisions about whether there is anything that should be changed. It enables the teacher to develop a more reflective way of teaching. Self-monitoring shifts the responsibility for initiating improvement in teaching. Richards and Farrell (2010, p.34) described the three approaches to self-monitoring of language and they are as; lesson reports, audio-recording a lesson, and video-recording:

Lesson report

It is the report which describes what kind of activities should done inside the classroom. It can prepare after the class. So, It is also opposite of the lesson plan where, the lesson plan should made before the class. It serves as documentation or evaluation record about the lesson. Lesson reports can be carried out as a written narrative account of a lesson or using a checklist or questionnaire.

Audio-recording a lesson

It is one of the simple approaches to self-monitoring. In audio-recording a lesson, the teacher should keep a tape recorder with a portable microphone in the position where it can capture the teaching activities through the teacher voice. Teachers do not often have the opportunity to hear or see themselves. Teacher can realize what can of activities can him/her doing. They also know how to teach and how to improve to the teaching and learning activities.

Video-recording a lesson

It is the actual and a complete recording in self-monitoring. It also provides the fact and accurate information about the classroom activities. It also provides the both verbal and nonverbal behaviors. It can also provide the details information about the teaching. Through, the video recording the teacher came to know about the classroom interaction, student and teacher involvement, uses of teaching materials, asking question, doing task by the students, feedback and so on. It also helps to find out the strength and weakness of both students and teachers which helps to improve the teaching and learning activities.

b. Keeping a teaching journal

Journal writing is the process of recording personal insights, reflections and questions on assigned or personal topics. It includes the personal thoughts about daily experience, reading assignments, current events, and incidents. Richards and Farrell (2005, p. 68) mentioned a teaching journal is an ongoing written account of observation, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation. The journal can be used as a record of incidents, problems, and insights that occurred during lessons; it may be a source of information that can be shared with others. It can also help the teacher to clarify their own thinking and of exploring their own beliefs and practices. Journal writing is the way of collaborating with others teachers in exploring teacher issues. Journal writing helps the teacher to make aware about one's teaching and one's learning. By writing down one observation, thoughts, and stories over time, one can see patterns emerge, and when interpretations of these patterns are made, one often also sees growth and development. Journal writing can be found as an individual writing, writing for a peer, group or dialogue journal writing. A teaching journal can help the teacher to go back and see their thinking where by creating a lasting record of thoughts that provides evidence of the teacher self-development. It opens up the way for a teacher to question, explore and analyze how teachers teach. It provides an opportunity

for teachers to examine their assumptions about their professional practice. It also helps the teacher to reflect their own teaching and helps to make a reference points for future discussions, learning and investigating. The following are the procedures for keeping teaching journal:

*Firstly, the teacher should decide about the audience. Here, the audience may teacher himself/herself, other teachers, supervisor, instructor, and mentor. The teacher can keep record of thoughts, feelings, and reactions to one's own teaching. Sometimes, the teacher may share their diaries to each other to compare their teaching and to reflect it.

*Then, the teacher should decide about the lesson, technique, method, theory, question posed.

*Similarly, the teacher makes entries on a regular basis, after a lesson, daily, or once a week.

*Lastly, the teacher should review the journal entries regularly.

c. Critical incident

A critical incident is an unplanned description of event that has taken place over a certain period of time. Richards and Farrell (2005, p.113) defines a critical incidents is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning. It involves the documentation and analysis in teaching incidents in order to learn from them and improve practice. Documenting and reflecting on incidents can serve as an important part of the process by which teachers learn more about their teaching, their learners, and themselves. The critical incident can happen to anyone and everywhere in a real life situation as well. The critical incident can happen suddenly which cannot be planned and managed inside the classroom. Teachers have to deal with the unexpected situations and they feel uneasy. The critical incident can helps to encourage teachers to ask critical questions about teaching and also it helps to create opportunities for action research. It can serve as a form of reflective inquiry; it can help identify

and resolve problems. It helps the teachers to heightened sense of professional awareness. Collaborative discussion of critical incident reports allows for sharing of expertise, build collegiality, and can help identify solutions to problems that may affect the institution. The writing critical incidents can be focus of activities such as journal writing, lesson reports, support groups, and peer coaching. Richards and Farrell (2005, p.117) Presents the following procedures for analyzing critical incidents;

Anatomy of a critical incident

Critical incident helps to analyze, reveal some of the underlying principles, beliefs, and assumptions which can change the classroom teaching and learning process. There are two stages in critical incident which shows an incident is described at first and explain its meaning in second.

Preparing and analyzing critical incidents reports

Preparing and analyzing critical incident reports is also one of the procedures of the critical incident. The critical incidents report can be done through the different steps: self-observation, describing what happened, self-awareness, self-evaluation. In, critical incidents the teacher should identify significant events that occur in the class-room through observing one's teaching. The teacher should also write a detailed description of what actually happened in the classes. The teacher should also report critical incident by analyzing why the incident happened by looking at the whole picture of the classroom lesson, the lesson objectives, the students and so on. Then, the teacher report how the incident itself led to change in his or her understanding of teaching.

Personal critical incidents

The critical incident is event that appears mostly in the classroom. While, sometimes some event may result in significant change in a teacher's personal, as well as professional. The teacher can learn new understanding, new knowledge new skill and so on.

d. Action Research

Action research is a research which can be carried out by practitioners, aimed to solve problems, improving practices, or enhancing understandings. Richards and Farrell (2005, p.171) refers to a systematic approach to carrying out investigation and collecting information that is designed to illuminate an issue or problem and to improve classroom practice. It helps to find out the practical problems and to solve them improving the existing situation. Action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weakness. Action research is a process of systematic inquiry into a self- identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problems environment. Its help to solve a specific classroom or school problem, improve practice, improve practice, or help make a decision at a single local site. It also helps to the educators to develop practical solutions to address them quickly and efficiently. Action research can take place in practical and directly relevant to an actual situation in the working world. Action research takes place in the teachers own classroom. Its primary goal is to improve teaching and learning in schools and classroom and it is conducted during the process of regular classroom teaching. The action research can be a collaborative activity among colleagues searching to everyday real problems experienced in classroom which makes the teaching and learning process convenient and effective. The following are the procedures of the action research and they are:

Planning

The researcher or teacher notices some of the problems found in the students. Then, the teacher should decide what kind of data to collect about the issue and how to collect it. The teacher selects an issue or concern to examine in more detail. The teacher should plan to identify teaching or learning problem to better understanding its complex dynamics and to develop and to develop

strategies geared toward the problem's environment. The teacher should plan or select a suitable procedure for collecting information about the issue.

Action

After finding the problem, planning should be continuing by collecting the information, analyzing it, and deciding what changes might be necessary in his or her teaching. The teacher should develop an action plan to help bring about the desired change in classroom behavior. In action research, the teacher should collect data through asking questions, taking interview, test.

Observing

In this stage, the teacher should observe the effects of plan on teaching behavior. The teacher should observe how to acquire information having practical application to the solution of specific problems related to their work. Here, the teacher can seek or use technique to minimize the problem.

Reflecting

In action research, the teacher should evaluate the performance of students whether they have improved or not in their performance. Then, the teacher decided to initiate a second action cycle, if it is necessary.

e. Teaching Portfolios

A teaching portfolio is a collection of documented evidence of teaching. It provides information about different aspect of a teachers work. It serves to describe and document the teacher's performance to facilitate professional development and to provide a basis for reflection and review. Through portfolio the teacher can make decision about priorities and goals and areas for future development or improvement. A teaching portfolio as a collection of a very relevant document that provides a record of teaching .The collection is updated and revised when needed and is accompanied by the teachers' account of the rationale behind the collection. It is a living and changing collection of records that reflects your accomplishments, skill, experience, and attributes. It

also highlights and showcases sample of some of your best work, along with life experiences, values and achievements. A teaching portfolio is an important tool for a teacher to have in the education field. A teacher can outline his or her accomplishment within their portfolio in order to gain a higher level position in their work force. A teaching portfolio is a demonstration of how a teacher approaches his or her work and presents evidence of the teacher thinking, creativity, resourcefulness, and effectiveness. The following are the procedures of the teaching portfolio:

Contents of portfolio

In teaching portfolio, the contents should properly arrange to ensure that they help create a coherent and effective portfolio and that they provide evidence of the teacher's competency, development, and self-awareness. In teaching portfolio , the teacher should show the evidence of his/her understanding of subject matter and current developments in language teaching, evidence of skills and competency as a language teacher, skills of classroom management and organization, documents showing commitment to professional development, information concerning relationship with colleagues.

Organizing the contents of the portfolio

In teaching portfolio, the contents should be organized through introduction, artifacts, explanations, reflection. In teaching portfolio, the teacher should open portfolio with an overview of the portfolio. In teaching portfolio, the teacher should include and also explain briefly about, course outlines, unit and lesson plan, philosophy of teaching, and others typical items. After analyzing, the teacher should reflect his/her portfolio.

g. Participation

Here, the participation refers to the action of talking part in something .It is also the fact that you take part or became involved in something in any activity or event. A teacher's participation is defined as the decision made by the teachers about issues that affect their activities or job assignments. It is also defined as

two or more teachers collaborating to achieve either their individual or shared goals on assumptions that working on. It aims to provide a platform for teachers to work in collaboration, focusing on learning and teaching that leads to improved student learning outcomes. It provides an interactive learning situation and also provides feedback to the teachers who are working on the same body of skills and information and whose suggestion, techniques, and resource are valuable. So, it makes the teaching and learning more efficient.

g. Using technology for SDL

Technology is used as the modern form of teaching and learning procedures in the field of education. In this modern, the learning and teaching process cannot be limited within the four walls or classroom. So, the learning and teaching process became wider and wider. The students, teachers, and educators can learn through ICT. ICT's enhance the learners to acquire English language motivating them to involve in various activities such as e-books, reading journals and articles, reading online news, recorded voice and speech. The digital and virtual learning delivering system of students, teachers are highly benefited for developing knowledge and skills. These technology and e-learning are making learning easier, faster. Learning through self-direction can be refined and amplified with the use of technology. So, the self-directed learn to engage in self-initiated use of technologies helps to regulate various cognitive, metacognitive, socio-affective and behavioral process and conditions of language learning. The information explosion of the technological age has impacted the rules of learners in order to adapt to the changing volume of information. Technology is providing the learners with new options for self-directed learning. This analysis views employees in the technological age within a framework of personal autonomy, self-management, learner-control and autodidaxy.

2.3 Review of the Related Empirical Literature

In this stage, empirical literature or previous studies are included to give the evidence about present study. They are discussed as: **Sitaula** (2012) conducted study on “*Role of Teacher Training for Teacher Professional Development*”. The main objectives of her study were to find out the role of training of teachers professional development and also find out the views of teachers towards teacher training. Her research was done using both primary and secondary sources of data. Her research was done by using survey research design using non-probability purposive sampling procedures. Her study was done with the English teachers of higher secondary school of Dhading district. She collects data through questionnaire and observation check list. In her research, she found that trained teachers were found better in classroom management, presentation ability, and confidence in teaching, evaluation techniques, motivated the students in class, encourage the students to learn than the untrained teachers.

Similarly, **Seyedi** (2012) carried out a study on the title “*The Impact of Self-directed Learning Strategies on Reading Comprehension*”. The main aim of this study was to explore the impact of self-direction on learners’ reading comprehension proficiency, students’ accomplishments, teacher’s role as well as suggesting some helpful reading strategies to promote learner autonomy. Her research was done through two groups: control group and experimental. The control trained group in teacher-directed strategies and the experimental group trained and practiced SDL reading strategies in an 8-week course of English reading texts. There were 92 students from upper-intermediate in Gorgan. In her research, she found that SDL helps to identify their own learning needs, setting personal goals, making decision and generally to take the responsibility of their own learning, it also helps for collaborative learning among students.

Similarly, **Arizatul and Ajeng** (2017) carried out a study on the title “*Students’ Perspectives towards Self-Directed Learning out of Classroom*”.

The main purposes of their study were to explore the importance of self directed learning and also to explore student perspective towards self directed learning out of classroom. This research was done with the high school student 4 males and 26 female participated in this study. The data were collected through questionnaire and interview with qualitative non- experimental research. Through their study, they found that most of the students were interested in learning English. It can be concluded that the students experienced language learning beyond the classroom in order to improve their English with various ways. The finding of the study showed that student had difficulty in choosing appropriate strategies for learning, doing self- assessment and conducting self- reflection. So, the student need to be the real self- directed learners in order to successfully master the English language.

Sejuwal (2017) carried out a research an entitled “*Self-Direction as a Strategy in Developing Teachers’ Professionalism*”. The main objectives of his study were to explore the strategies of self-direction in developing teachers’ professionalism and also aims to suggest some pedagogical implication. This research was based on survey research among 30 English language teachers in Bardiya and Kailali district. His research was done through purposive non-random sampling. He collected data through a pre-constructed questions and interview used as a tool. In, his study he found that the teachers teaching at intermediate to master level agreed that self-directed strategies develop teachers’ professionalism by help of applied new techniques and reviewing with previous learning in the classroom. He also found that, the use of self-directed strategies, there was changed behaviors of teacher’s self-practitioners towards classroom. Similarly, he found that the self-directed learning is the better learning strategies rather than the learning directed from other as it enables teachers to walk one state which has more interested and proper learning path, they reflect their own teaching, students are provided feedback for motivation in the classroom. Self-directed focuses on self-autonomy: learners themselves solve problems arise in the classroom.SDL helps to review

of their previous lesson, development of self-confidence, finding out weakness and immediately improving them.

Similarly, **Buitrago (2017)** conducted on research “*Collaborative and Self-directed Learning Strategies to Promote Fluent EFL Speakers*”. The main purpose of this study was to explore the effects of using collaborative and self-directed learning strategies through speaking task aimed at developing oral fluency. This research was conducted with a mixed method within an action research. It was carried out at a Columbia university and included 10 participants in pre-intermediate English course. This research found that the inclusion of constant self-directed and collaborative speaking tasks in weekly classes can foster oral fluency in participating students. It also helped the learners share knowledge and experiences while growing in personal and academic contest.

Similarly, **Rai (2017)** carried out a study on the title “*Teachers’ Perceptions on Action Research for Their Professional Development.*”. The main purpose of the study was to find out role and perceptions of teachers about action research for teacher professional development. His research was done by using both primary and secondary sources of data. His study was done with the English teachers of secondary schools from Sunsari district, Dharan. He collects data through questionnaire. The sample was selected the use of random sampling procedure. In his research, he used survey research among thirty teachers. In his research, he found that action research is important for the teacher professional development which is one of the strategies by which the teachers can undertake for school improvement activities in their contexts with the intention of making themselves as well as their respective schools perform better is through action research. He also found that, action research helps to develop new techniques, strategies after conducting it for enhancing teachers’ professional skills. He also observed that teacher their own practice in a new ways, looking deeper in what they and their students actually do through action research.

Khadka (2017) conducted a research an entitled “*Teachers Perceptions on the use of Portfolio as a Tool for Teacher Professional Development*”. The main purpose of his study was to explore the teachers’ perception on the use of portfolio as a tool for teacher professional development. His study was done through survey research by using both qualitative and quantitative research. His research was done among thirty teachers in both private and community schools. His research was done around the Kathmandu valley. In his study, he found that teaching portfolio has an effective role for the teacher professional development. He also found that, teaching portfolio provides chance to the teachers for changing their past strategy in future classes, provides insights for teachers, reflects on our own teaching, it gives a safe way for teaching effectively, it gives feedback for further improvement in teacher professional development.

Ghatri (2018) carried out a research an entitled “*Self-Directed Learning for Learners Autonomy: Perceptions of Teachers and Students*”. The main objectives of his study were to explore the teacher’s and student’s perspectives on SDL for learner autonomy and also to analyze the teachers’ role to engage the students in SDL. This research was based on qualitative research design which was also done with five English teachers and three groups of students were the sample of his study. His study was done through purposive non-random sampling from higher level from Pokhara, Kaski district belonged to the private and publics colleges. He collects data through the interview and focused group discussion. Though, his study found that SDL is a pushing factor or drive which makes learners. Self- responsible about own learning and makes learners conscious and learning is their own duties. SDL helps to make the learner autonomy through different self-directed strategies and resources.

Dhakal (2018) carried out a research an entitled “*Self-Directed Strategies used by English Teachers for Professional Development*”. The main objectives of her study were to find out the self-directed learning strategies used by English language teachers for their professional development and to explore the

benefits of using self-directed learning strategies. Her research was done through survey design. She collects data with forty English language teachers at secondary level of Kathmandu valley. She collects data through questionnaire by using purposive non-random sampling procedures. In, her study she found that self-directed helps in enhancing learning, improving teaching, updates new knowledge, promoting knowledge, and constructing material for instruction.

2.4 Implications of the Review for the study

Aforementioned literature reviews revealed that the use of self-directed strategies in English language learning makes the teacher, students and educators autonomous, self-responsible, self-regulation, self-monitoring, self-motivation, self-directed in teaching and learning process. From the above researcher, Sitaula (2012) I got information about TPD and also I got idea about importance of TPD. Likewise, Dhakal (2018) helped me to write the background of the study, objectives, sampling, design, and also helped me to know about the strategies of self- directed learning. Likewise, Humaira and Hurriyah (2018) help me to know about the significance of the self-directed learning , students perceptive towards self-directed learning, and challenges faced by the students' while studying the English language in order to improve the English to get a better future through learning English. Further, Gharti (2018) presented the idea to write about review about the related theoretical literature. Likewise, Buitrago (2017) presented collaborative and self-directed strategies to promote fluent EFL speakers and it helps to share the knowledge and experiences while growing in personal and academic contexts.

The meticulous study of the related literature provided me with the use of SDL in English language learning. Here, previous studies revealed that effectiveness of SDL and its further potentialities for the English language learners. The self-directed learning enhances the professional development by developing self-confidence, finding out weakness and immediately improving. The self-directed learning enables to be independent, autonomous and life-long learning.

The self-directed learning can boost the self-awareness and self-reflection skills but also enhance their ability as critical, creative thinkers, effective communicators, collaborative workers, which help to become more productive and effective learners. In self-directed learning, the learner should take their responsibility to evaluate their teaching behaviors and activities, which helps them for their professional development in effective way. SDL also helps learner to identify and value their own experiences in life. They develop critical thinking, individual initiative, and a sense of self-worth and self-confidence. SDL also helps learner to identify and value their own experiences in life. SDL also helps to demonstrate a greater awareness of their responsibility in making learning meaningful and monitoring them.

2.5 Conceptual Framework

A conceptual framework is a representation, either graphically or in narrative form, of the main concepts or variables, and their presumed relationship with each other. The conceptual framework of my study is given below:

Self-directed learning is an ongoing process or life-long learning. So, self-directed learners should manage all the needs; they should have commitments and positive attitudes about the goals, resources, motivation, and management. The learning process needs different planning, monitoring, accessing. The self-

directed learners determine the goals how to make my learning effective and productive? Ley (2004, p. 2) goals also can improve learner competence or understanding can generate pride, success and accomplishment of any work. The self directed learners think about way to move forward, he/she also things about the method, procedures, select the materials and resources. The self-directed learners can collect both primary and secondary resources through books, journal, newspaper, interview, pictures, and web articles. Here, primary resources are original sources and secondary sources are the documents that are relates or discussion information originally present everywhere.

In self-directed learning, motivation plays the significant role to learn new knowledge, new skill, new technique, new understanding and so on. Motivation is an intrinsic force to do something. Motivation helps to attain the goal. Ellis (1997, p.75) argues that the motivation involves the attitudes and affective states that influence the degree of effort that learners to learn L2. It determine the level of effort which the learners develop the L2 with ultimate level of proficiency. Troike (2006, p. 86) mentioned two types of motivation and they are integrative and instrumental. Integrative motivation is based on interest in learning L2 because they are interested in the people and culture represented by the target language group. Instrumental motivation involve perception of purely practical value in learning the L2 such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school.

The self-directed learning should be self-manage. Self-management is concerned with task control issues. It focuses on the social and behavioral implementation of learning intentions, that is, the external activities associated with learning process. This dimension concerns with enactment of learning and goals the management of learning resources and materials. The self-management of the learning process will facilitate and energize meaning and continuous learning. The self- directed learning can be manage through self-monitoring. It is the process where learner takes the responsibility for the

construction of personal meaning by integrating new ideas and concepts with previous knowledge. To self-monitor the learning process is to ensure new knowledge integrated in a meaning manner and learning goals are met. It is central to assessing the quality of learning outcomes for further learning activities.

In self-directed learning, the learners should judge, assess, or evaluate their own learning. The learner can judge through self-assessment, peer assessment, teacher assessment, and external assessment. The self-directed learners can assess their learning through self-monitoring, keeping a teaching journal, action research, teaching portfolio. After, assessing the learners came to conclusion that the self-directed learning helps to make the learning meaningful, effective, productive, and contextual.

CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

This chapter deals with the way of doing this by determining research design, population, sample, sampling strategy, sources of data, data collection procedures, data analysis and interpretation as well as given great concern about ethical considerations to accomplish this study successfully.

3.1 Design and Method of the study

A research design is a plan, strategy, and structure of investigation so conceived as to obtain answer to research questions or problems. I have selected quantitative research type to accomplish this study. In specific way, I had chosen survey research design for my study. The survey research is the most popular design in the field of education. The survey is a research technique in which data are gathered by asking questions to a group of individuals. In survey research, the researcher can collect information by asking a set of pre-formulated questions in a predetermined sequence in a structure questionnaire to a sample of individuals. In survey research, the researcher can collect information from the members of a group of students, teachers, or other persons associated with the educational process, and analysis of this information to illuminate important educational issues. Survey research is carried out to find out the practicality, applicability, systematically, and for appropriating of certain events, issues, situations, and phenomena.

3.2 Population, Sample and Sampling Strategy

The populations were taken from the secondary level teachers who are teaching at different schools. The samples were thirty English teachers from secondary level. For, this study I had adopted non-probability purposive sampling procedure to collect information on the basis of their teaching experiences and their knowledge regarding self-directed strategies which is most suitable for my study to fulfill the objectives.

3.3 Research Tools

This study constructs thirty questions to acquire the intended information from the teacher. In specific way, this study followed the mixed method. Thus, there were thirty close-ended and open ended questions for the survey research study.

3.4 Sources of Data

This study was taken primary data through the questions. In addition, thirty teachers were the primary source of data to accomplish this study. So, primary data was collected through survey questions. On the other hand, secondary source were articles, books, notes.

3.5 Data Collection Procedures

I had adopted the following procedures to collect the data from my information;

*At first, I went to the different schools and establish a rapport with administration and explain the purpose and process of the research and ask for permission to carry out research.

*Then, I had consult the English teachers to fix the date, time for data collection for my study.

*Likewise, I had distributed the questionnaire to the teachers to collect their perceptions about self-directed strategies towards the teacher professional development.

*Similarly, I had requested the selected teachers to accomplish the questionnaire in one week.

*Finally, after one week I went to the school and collect the questionnaire answer and I had collected the information.

3.6 Data Analysis and Interpretation Procedures

The acquired data had analyzed and interpreted in a descriptive and thematic way as per the need of this study.

3.7 Ethical Considerations

Ethical considerations are one of the main aspects of the research that a researcher should follow while conducting his/her work. This study protects the basic privacy teachers including their personal information and identification to avoid the potential serious harm in future. This study assures that the respondents should be saved. This study not share received data for further study or experiment. In the same way, there had made consent letter to strengthen confidentiality among participants. These all considerations signify that this study avoid the voluntary manipulation of the responded data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly deals with the analysis and interpretation of the collected data. The data were collected using quantitative research tools which were analyzed and interpreted using percentile procedures. The data were analyzed, interpreted, organized, and summarized to reach at the results and conclusion.

4.1 Analysis of the Data and Interpretation of the Results

The questionnaires were given to the secondary levels of English language teachers from institutional and community schools of Kathmandu valley. The participants were asked to respond the mixed close-ended and open-ended questionnaires. Among them, 9 questions which were based on self-directed learning. Similarly, 21 questions were based on self-directed learning strategies. The collected data have been analyzed at first by using different charts, graphs, tables and figures. Similarly, open-ended questions were analyzed on the basis of the summary of the answer of the respondents. For this purpose, the collected data were analyzed and interpreted under the following main headings:

- a. Information obtained from close-ended questions
- b. Information obtained from open-ended questions

4.1 Information Obtained from Close-ended Questions

This topic deals with the opinions collected from the close-ended questions. Thirty teachers were asked thirty close-ended questionnaires to collect the information about their views on self-directed learning strategies. The teachers responded in their own way as the questionnaires presented. The close-ended questionnaires were analyzed and interpreted by using pie charts, graphs, and tables.

4.1.1 Self-directed Learning Strategies

Teachers use different learning strategies to make the teaching and learning effective. Self-directed strategies can develop the self-confidence and make the learners autonomous. Their responses on the question are presented and analyzed in figure no.1 and in table no. 1.

Figure No.1

The self-directed learning strategies include all other four strategies like self-monitoring, action research, teaching journal, teaching portfolio. So, it means who selected self-directed learning strategies use all four strategies. Here, the figure no.1 shows that 43% of the teachers participate in self-directed learning strategies for their professional development. Similarly, 30% of the teacher's carry out the action research, 13% of the teacher's adopt self-monitoring, 7% of the teacher's keep teaching journal, and 7% of the teacher's adopt teaching portfolio.

From the figure no.1, it is found that majority of the teachers 43% apply self-directed learning strategies. They adopt the different learning strategies for

better teaching and learning activities. Likewise, 30% of the teacher's carry out action research for to find practical problems and to solve the existing situation. Nearly, 13% of the teachers adopt self-monitoring to evaluate their teaching and learning activities. In this figure, it is found that few numbers of teachers keep portfolio and teaching journal.

Table 1

Self-directed Learning Strategies

S.N.	Self-directed Strategies	Responses									
		SA		A		N		D		SD	
		No	%	No	%	No	%	No	%	No	%
1	Action research finds out the problems.	14	47	12	40	4	13	-	-	-	-
2	Teaching journal aware one's teaching.	14	47	14	47	2	6	-	-	-	-
3	Critical incidents create action research.	12	40	14	47	4	13	-	-	-	-
4	Teaching portfolio is the best strategies.	9	30	13	43	8	27	-	-	-	-
5	Teaching portfolio provides information about teachers.	10	33	19	63	1	3	-	-	-	-
6	Classroom observation finds new skills.	14	47	15	50	1	3	-	-	-	-
7	Participating can increase confidence.	16	53	14	47	-	-	-	-	-	-
8	Technology is used for teaching.	15	50	15	50	-	-	-	-	-	-

Among the 30 respondents, the collected data reveal that 47% (14) of the teachers strongly agree, 40% (12) agree that the action research finds out the existing problems and solve the problems. Nearly, 13% (4) of the teacher's are found neutral in this question. None, of the teacher are found strongly disagree and disagree in this question. The data shows that, majority of teacher's strongly agree that action research tries to find out the practical problems inside the classroom and tries to solve the problems to make the teaching and learning effective.

In responds to the second issue, 47% (14) of the teachers strongly agree, 47% (14) agree that the keeping a teaching journal helps to make aware about one's teaching and one's learning. Nearly, 6% (2) of the teacher's are found neutral in this question. Thus, the table shows that the teacher equally strongly agree and agree that teaching journal enables the teacher to observe, reflect, judge, and evaluate their own teaching.

In responses to the t third issue, 40% (12) strongly agree, 47% (14) agree that critical incidents help to create opportunities for action research. Nearly, 13% (4) of teacher are found in neutral. The data shows that majority of teacher strongly agree that critical incidents identify the classroom problems unexpectedly and unplanned and it tries to solve the problems.

While analyzing the fourth issue, 30% (9) strongly agree, 43% (13) agree that teaching portfolio is one of the best strategies for teacher professional development. Nearly, 27% (8) of the teachers are found in neutral position. Thus, the majority of teachers are agreeing that teaching portfolio provides the teacher works.

Likewise, the fifth issue explains that 33% (10) strongly agree, 63% (19) agree that teaching portfolio provides detail information how a teacher approaches him/her work and present evidence of the teacher's thinking, creativity resource fullness and effectiveness. Only, 3% (1) few numbers of teachers

could not decided that teaching portfolio gives detail information about teacher's works.

The table shows that, in sixth issue majority of the 50% (15) teachers strongly agree and 47% (14) of the teachers agree that the classroom observation is necessary to find out the new skill, techniques from other teachers. Only, 3% (1) of teacher was in neutral.

Similarly, in responses to the seventh issue, majority of the teachers 53% (16) strongly agree and 47% (14) of the teachers were agreed that participating can increase confidence, competency, and performance.

In the issue number eight, it is found that teachers were equally strongly agree 50% (15) and agree 50% (15) that technology is used as the modern form of teaching and learning procedures in the field of education. None, of the teachers were found neutral, disagree, and strongly disagree in this question. It is found that technology makes the teaching and learning activities easier and faster.

4.2.2 Benefits of Using Self-directed Learning Strategies

Self-directed learning is the learning to take one's responsibility. Self-directed learning helps to observe, analyze, interpret, reflect and evaluate the teaching and learning activities. Their responses on the questions are presented and analyzed through table no. 2 and table no. 3.

Table no.2**Benefits of using Self-directed Strategies**

S N	Self- directed learning	TR		Teaching Journal	TR		Critical Incident	TR		Teaching Portfolio	TR	
		%			%			%			%	
1	Makes learning effective	9	30	Reflective	5	17	Deal with situation	16	53	Give details of teacher work	10	33
2	Makes autonomy	7	23	Evaluative	7	23	Identify the problem	8	27	Support institution	2	7
3	Make reflective	3	10	Collabor- ative	5	17	Solve the problem	2	7	Give feedback to students	2	7
4	All of the above	11	37	All of the above	13	43	Make critical thinker	4	13	All of the above	16	53

The table 2 shows that respondents' answer on getting benefits of using self-directed strategies for professional development. Out of the teachers' responses, 30% (9) teachers get benefits of making learning effective from self-directed learning. Similarly, the teacher responses, 23% (7) get benefits of making learner autonomy from self-directed learning. Likewise, the teacher responses, 10% (3) make the teaching and learning reflective. So, most of the

teacher responses 37% (11) get benefits from self-directed learning like making learner autonomy, make learning effective, make learner reflective.

While, analyzing the responses related to the keeping a teaching journal 17% (5) of teachers get benefits of making teaching reflective. Similarly, the teacher's responses 23% (7) get benefits from teaching journal to make the teaching evaluative. Likewise, the teacher responses 17% (5) get benefits from teaching journal to make teaching collaborative. From the table, it is found that the most of the teacher responses 43% (13) teaching journal helps to make the teaching collaborative, reflective, and evaluative.

The table shows that, the teacher responses 53% (16) of get benefits that critical incidents deal with unexpected situations. It is found that the majority of the teachers believe critical incidents deals with unplanned conditions and situations. Similarly, 27% (8) of the teachers get benefits to identify the problems from critical incidents. Nearly, 7% (2) of the teachers solve the problems. Likewise, 13% (4) of the teachers get benefits from critical incidents to make critical thinker.

In this regards, the teacher responses that 33% (10) of get benefits of giving information to the teachers work from teaching portfolio. Similarly, the teacher's responses 7% (2) get benefits of giving support to the intuition. Likewise, 7% (2) of the teacher's responses that they get benefits for giving feedback from students. It is found that, most of the teachers 53% (16) responses get benefits of getting information about teacher's work, give support to the school, and give feedback from the students

Table 3**Benefits from TPD and Action Research**

S.N.	Teacher Professional Development	Teacher Responses		Action Research	Teacher Responses	
1.	Reflecting	6	20	Illuminate the problems	1	3.33
2.	Observing	7	23	Improve the classroom practice	9	30
3.	Evaluating	8	27	Develop the practical problems	7	23
4.	Imitating	-	-	All of the above	13	43
5.	All of the above	9	30	None of them	-	-

The table no. 3 shows that respondent about getting benefits about TPD and action research. The teacher's response that, teacher can develop their profession through reflecting 20% (6), observing 23% (7), and evaluating 27% (8). It is found that teacher professional cannot be developed through imitating. Thus, the majority of teachers 30% (9) of the responses that teacher professional development can be done through reflective, observing, and evaluating. So the, teacher get benefits to judge, discuss, and came to

conclusion in teaching and learning activities. The teacher can develop their profession through personal reflection, collaborative discussion with colleagues and by evaluative one's teaching.

In this regards, it was found nearly 3.33% (1) of the teacher responses that action research helps to illuminate the problems. Similarly, 30% (23) of the teacher get benefits of improve the classroom practice. Likewise, 23% (7) of the teachers get benefits of developing classroom practical problems. The table shows that majority of the teachers 43% (13) responses that the teachers get benefits from action research to illuminate the problems, improve the classroom practice, and also helps to develop the classroom practical problems.

4.1.3 Adopting Self-monitoring Approaches

Self-monitoring is the systematic way of observing, reflecting, and evaluating one's teaching and learning activities through lesson reports, audio-recording, and video-recording.

Figure no.2

The figure no.2 shows that, teacher responses on adopting the self-monitoring approaches. Majority, of the teacher's responses 50 are adopting lesson report, 7% of the teacher's responses on audio-recording, and 10 % of the teacher's responses on video-recording. It is found that 33.33% of the teacher's responses that they are adopting the self-monitoring approaches like lesson-reports, audio-recording and video recording. Self-monitoring helps the teacher's for better understanding their own instructional process.

4.1.4 Uses of Teaching Journal

The teaching journal describe about personal insights, personal thoughts, daily experiences and current events. It helps the teacher to clarify own teaching activities and explores their beliefs and practices. The teaching journal helps to explore and analyze about one's teaching and learning.

Figure no.3

The figure no.3 shows the teacher responses on keeping teaching journal writing Inside the Kathmandu valley. The data shows that, teacher keep a teaching journal 11% for one times, 13% for two times. Similarly, the teacher kept teaching journal for 29% for once a week, 9% twice a week. It is found those 38% teachers are not keeping teaching journal. So, none of the teachers are keeping teaching journal. It shows that, teacher were not keeping the teaching journal. None of the teachers are writing about daily experiences, current events, and thoughts about teaching and learning activities.

4.1.5 Uses of Self-directed Strategies

The teachers are using self-directed learning strategy for to updating new knowledge and improving the teaching and learning activities.

Table no.4**Uses of Self-directed Strategies**

S.N.	Descriptions of the items	Responses			
		Yes		No	
		No.	%	No.	%
1.	Self- directed strategies adopted by teachers.	27	90	3	10
2.	Teachers conducted action research.	26	87	4	13.3
3.	Teachers kept lesson reports.	29	97	1	3.33
4.	Teachers used video-recording.	18	60	12	40
5.	Teachers experienced events in the classroom.	22	73	8	27
6.	Teachers observed colleague classroom.	25	83	5	17
7.	Teachers used technology for TPD.	28	93	2	7

The table no. 4 indicates that 90% (27) of the teachers opined positive attitudes that self-directed strategies should be by all teachers for their professional development and 10% (3) of the teachers disagree about this question. It is found that majority of the teachers agreed that self-directed strategies like action research, self-monitoring, teaching portfolio, teaching journal, critical incidents, participations, and technology should be used in teaching and

learning activities for better and effective classroom practices. Similarly, most of the teachers 87% (26) agree that they have conducted action research and 13.3% (4) of the teachers responses they have not conducted action research. It is found that most of the teachers conducted action research to improve the teaching learning environment by the better understanding of classroom problems and by solving the classroom problems. Similarly, the teachers 97% (29) opined that they kept lesson report and 3.33% (1) of the teachers does not kept the lesson report. It is found that, teachers keep lesson report for observing and evaluating of one's teaching which helps for future teaching and learning activities. Likewise, 60% (18) of the teachers are using video-recording a lesson and 40% (12) of the teacher are not using video-recording a lesson. It is found that teachers are using video-recording a lesson because it is more convenient to view one's teaching which helps the teacher's strengths and weakness. So, the teachers aware about what to teach, how to manage the class, how to encourage the students and what should be changed in the classroom practices.

The table shows that, majority of the teachers 73% (22) are experienced unexpected situations inside the classroom and 27% (8) of the teachers have not face the unexpected situations inside the classroom. The data shows that, critical incidents can happen suddenly to anyone and everywhere in a real life situation as well. So, the teacher should handle the incidents inside the classroom. Similarly, most of the teachers 83% (25) are observed the colleague classroom, and 17% (5) of the teachers are not observing the colleague classroom. It is found that colleague classroom observation helps to find to new skills, techniques and it also increase competency, confidence and performance. Likewise, majority of the teachers 93% (28) opined positive responses that technology should be used for teacher professional development and only 7% (2) of teachers were not using technology for teacher professional development. It is found that, technology should be used because it gives the virtual learning delivering system for both teachers and students which makes

clear, and easier for learning through E-books, reading journals and articles, reading online news, recorded voice and speech.

4.1.6 Technology used for Teacher Professional Development

Technology prepares both teachers and students with modern technology skills and competencies. Technology enables them to learn better through increasing their engagement in educational activities.

Figure no.4

The above pie chart shows that, teacher responses on using technology for teacher professional development. The table shows that, 13% of the teachers are reading book from goggle. Similarly, 10% of the teachers are reading journal and articles and 10% of the teachers are reading online news. Likewise, 7% of the teachers are listening recorded voice and speech for professional development. However, majority of the teachers 60% are using technology like E-books, reading journals and articles, reading online news, recorded voice and speech. So, it is found that technology helps the teachers and students for

updating new knowledge with digital learning tools. Technology helps to make teaching and learning more interested, meaningful and fun.

4.1.7 Teachers Responses on Self-directed Learning

Strategies

Self-directed strategies are useful for both students and teachers to motivate, to prepare and develop as individuals capable of facing life alone and successfully face the obstacles.

Table No. 5**Teachers adopted Self-directed Learning Strategies**

S.N.	Self-directed learning strategies and Statement	Responses									
		SA		A		N		D		SD	
		No	%	No	%	No	%	No	%	No	%
1.	SDL makes teaching effective.	8	27	22	73	-	-	-	-	-	-
2.	SDL makes lifelong learning.	14	47	16	53	-	-	-	-	-	-
3.	SDL have some technical problems.	15	50	15	50						
4.	Workshops develop teacher profession.	16	53	14	47						
5.	SDL helps for own better understanding.	9	30	16	53	5	17				

The above table shows that, most of the teachers strongly agree 73% (22), and 27% (8) of the teachers agree that the self-directed strategies help to learn English language in an effective and better way. Likewise, the table shows that majority of teachers strongly agree 53% (16) and 47% (14) agree that self-directed makes teacher responsible for their own learning and develop the

sense of learning as a lifelong learning. It is found that self-directed learning adds the requirement of continuing educational participation throughout the life.

In this regards, the table shows that 50% (15) strongly agree, 50% (15) agree that self-directed strategies should not be adopted because of various technical problems. It is found that, the self-directed strategies was not using properly. Similarly, in responses to the teachers it shows that 53% (16) strongly agree, 47% (14) agree that the teacher can develop their profession through workshops, conferences, teacher support groups, seminar by sharing methods, techniques, collaborative discussion with students feedback, and materials and classroom research. It is found that teachers are attending workshops and seminars. Likewise, the table shoes that most of the teachers strongly agreed 53% (16), and 30% (9) agree that self-observation, evaluation, and management of one's own behaviors', teacher achieve better understanding rather being observed from outside. Nearly, 17% (5) of the teachers are found neutral in this question.

4.2 Information Obtained from Open- ended Questions

This topic deals with opinions collected from open-ended questions. Thirty teachers were asked open- ended questions to collect the information about their view on self-directed strategies. The teacher's responded in their own way regarding the questions asked. The collected responses of the teachers are presented and analyzed in the following sub-heading:

4.2.1 Strategies for Teachers Professional Development

The teacher can develop their profession through involving them in different activities like workshops, seminar, and conferences to develop their skill, knowledge, to know new techniques and methods to make teaching and learning process effective. The teacher should also adopt the different self-

directed learning strategies like action research, teaching journal, teaching portfolio, participation, and technology. So, I asked them, “What strategy do you adopt for your self-directed professional development? Their views in this question are presented below:

-) Self-directed strategies should be used according to the situation for betterment of teaching.
-) Teaching should be based on multi-techniques according to the situation for better classroom practices and all the self-directed strategies are equally important for teacher professional development.
-) Self-directed strategies help to improve the students study, motivate and encourage the learners and updating new knowledge.
-) Action research helps to empower the development of the teachers creatively.
-) Action research can solve the classroom problems and integrate holistic development.
-) Teaching journal facilities me to make chapter planning and this assist me to teach children according to the planning.
-) Teaching portfolio gives information about teacher’s works.

From the above views of respondents, we can conclude that different self-directed strategies s are used according to the necessity of teaching and learning activities which helps to solve the problems, develop self-confidence, self-observation, self-evaluation. Teacher’s apply different self-directed strategies because all of them are needed one way or another and help each other to develop professionalism of teachers. Teacher should adopt the different self-directed strategies for the teacher professional development. I asked them, “Why self-directed strategies should be adopted for teacher professional? Their views in this question are presented below:

4.2.2 Teacher conducted Self-directed Strategies

-) Self-directed strategies build the perfectness in teaching which helps it for enhancement.
-) Self-directed strategies help for self-development, to reflect, review the teacher performance and make a carrier development.
-) It helps to boost up the learning to make it effective.
-) It helps to develop the skill, develop for lifelong learning for both teacher and students.
-) It helps to make responsible towards their works.

From the above respondents, it can be cleared that self-directed strategies were adopted by the all teachers to reflect, review for the classroom practices.

4.2.3 Teacher conducted Action Research

The teacher should conducted action research for educational change, enhanced personal awareness, improve practice and new learning. So, for this I asked “What kind of educational implications did you get after conducting action research? Their views in this question are presented below:

-) Action research improves the student’s behavior, and gives information about teaching and learning classroom practices.
-) Actions research helps to diagnose the way to solve the problems of the students and also helps to change the pattern of teaching and learning activities.
-) It helps to improve more on altering situations rather than sticking to any definite idea.

From the respondents, it is cleared that it makes the teacher autonomous and can determine the nature of investigation. Action research helps the teacher’s

self-reflective enquiry undertaken by participants in order to improve the professional practices.

4.2.4 Teacher kept Lesson report and Video-recording of a lesson

The teacher's were kept the lesson report for describing and recording as many important detail information as the teacher can recall about his/her teaching. Similarly, video-recording a lesson helps to watch videos and reviewing the teachers attempt to address the problems and try to overcome the problems. I asked them, "What did you learn from lesson report and video-recording a lesson to improve in your teaching? Their views in this question are presented below:

-) Lesson report helps to find the strength and drawbacks in teaching.
-) Lesson report helps to find the students interest and also helps to enhance the teaching and learning activities.
-) Lesson report helps to give the information about lesson (when, why, where, what and how to teach).
-) Video-recording a lesson helps to watch the real classroom practices.
-) It provides the alertness and attentive in teaching activities.
-) It also helps to develop the student's awareness of their own progress as well as to show areas where improvement is needed.

From the above views of the respondents, we can conclude that lesson report gives feedback to the teachers and it classifies the learning outcomes of the classroom practices. Similarly, video-recording a lesson helps the teacher's to examining classroom interactions which helps for classroom management, appropriate teaching materials and techniques, student's involvement, and to encourage the students.

4.2.5 Teacher kept teaching journal and portfolio

In teaching journal, the teachers can describe about the incidents, problems and insights, events that occurred inside the classroom. Similarly, teaching portfolio documents and records about teacher works, experiences, thinking and creativity.

I asked them “What did you mentioned in teaching journal and in teaching portfolio?” Their views are presented below:

-) Teaching journal include the current events, situation, daily experiences about daily classroom practices.
-) Teaching journal provides an opportunity for teachers to examine their assumption about their classroom practices.
-) It develops the critical thinking skills and acknowledges teachers own insights.
-) Teaching portfolio provides teacher information, classroom experience, and content area.
-) It provides the teacher to know their skills, knowledge, strength, and weakness.
-) It provides the self-reflection for the teacher which encourages reviewing their activities, strategies and plans for their future.

From the above respondents, it was cleared that teaching journal and teaching portfolio kept for the teacher professional development of teaching productive and efficient.

4.2.6 Teacher experienced unexpected Events

The teacher face or deal with the unexpected events inside the classroom. The teachers have the ability to solve the problems which can occur unplanned inside the classroom. So, I asked them, “If you have experienced how you did handle it?” Their views are presented below:

-) By understanding the situation, matte- mediation and loving, caring and kindness and reach to the conclusion.
 -) By calling the students' parents and tell them what happened.
 -) Though, having patience and used to talk friendly to the students' which helps to find out the students problems.
 -) If the students cannot understand the topic it should be teach with student center learning and with maximum examples.
 -) If the students became ill then, he/she should take the hospital.
- So, critical incident helps analyze, interpret, and reveal some principles which can change the classroom practices. The critical incident encourages the teachers to handle critical questions inside the classroom.

4.2.7 Teacher observed colleague Classroom

The classroom observation helps to know new skills, ability, wisdom and methods from colleague teachers. It provides an opportunity for the teachers to deals with the problems. It also provides the feedback to the colleague classroom for the improvement in teaching and learning activities. So, I asked them “What do you know from your colleague and what kind of improvement he/she should adopt for better teaching activities?” Their views are presented below:

-) The teacher should adopt pragmatic approach for classroom practices.
-) The teachers should adopt student learning centre so the students' can feel active, interest, and enthusiastic in classroom activities.
-) The use of appropriate teaching methods and techniques, resource and materials should be used.
-) The teacher should understand the students' environment and social context.

From the above respondents view, it was cleared that the classroom observation presents an opportunity to see real-life teachers in real-life teaching situations.

The colleague classroom observation is important to know use of time, participation, teaching strategies, management strategies, learner interest and much more.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION OF THE STUDY

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

5.1 Findings

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

-) It was found that teachers were aware about the self-directed learning strategies inside the Kathmandu valley. The teachers were adopting the self-directed strategies like self-monitoring, action research, teaching journal, teaching portfolio, participation and technology according to the situations of the teaching and learning process for their professional development.
-) Most of the teachers (43 %), were adopting self-directed strategies to make the classroom practices effective.
-) Majority of the teachers, (47%) strongly agreed that action research finds out the existing problems and solved the problems inside the classroom.
-) It was found that, (47%) of the teachers strongly agreed that keeping a teaching journal helps to make aware about one's teaching and one's learning.
-) It was found that(40%) strongly agreed, (47%) agreed that critical incidents helps to create opportunities for action research which helps to identify the classroom problems unexpectedly and it tries to solve the classroom problems.

-) Most of the teachers were agreed (43%), and (30%) of the teachers strongly agreed that portfolio is one of the best strategies for the teacher professional development.
-) Majority of the teachers, (63%) agreed that teaching portfolio provides the detail information how a teacher approaches his/her work and present evidence of the teacher's creativity, thinking resource fullness and effectiveness.
-) It was found that, most of the teachers (50%) strongly agreed that the classroom observation is necessary to find out the new skills, techniques from other teachers.
-) From the responses, it was found that (53%) of the teachers strongly agreed that participating can increase confidence, competency, and performance.
-) It was found that, teachers equally strongly agreed (50%) and agreed (50%) that technology is used as the modern form of teaching and learning procedures in the field of education.
-) Almost of the teachers (73%), of the teachers strongly agreed that the self-directed strategies help to learn English language in an effective and better way.
-) Majority of the teachers (53%), of the teachers strongly agreed that self-directed makes teacher responsible for their own learning and developing the sense of learning as a lifelong learning.
-) It was found that, teachers strongly agreed (50%), and agreed (50%) that self-directed strategies should not be adopted because of various technical problems.
-) Most of the teachers (53%) strongly agreed that the teachers can develop their professional through workshops, conferences, teacher support groups, and seminar by sharing methods, techniques, collaborative discussion with students' feedback, and materials and classroom research.

-) It was found that, (53%) of the strongly agreed that self-observation, evaluation, and management of one's own behaviors' teacher achieved better understanding rather being observed from outside.
-) From the responses, it was found that (37%) of teachers got benefits of making learning effective, learner autonomy, and making teaching and learning reflective.
-) Most of the teachers (43%), of the teachers got benefits from teaching journal to make the teaching collaborative, reflective, and evaluative.
-) Majority of the teachers (53%), of the teachers got benefits that critical incidents deal with the unexpected situations.
-) It was found that, (53%) of the teacher's responses got benefits of getting information about teachers' work, gives support to the school, give feedback from the students.
-) From the responses, it was found that (30%) of the teachers can develop their profession through reflecting, observing and evaluating the teaching and learning activities.
-) Most of the teachers (43%), got benefits from action research to illuminate the problems, improve the classroom practice, and also helps to develop the classroom practical problems.
-) Majority of the teachers (50%), responses that they were adopting the self-monitoring approaches like lesson reports, audio-recording a lesson, video-recording a lesson for teachers' better understanding in their own instruction processes.
-) According to the responses, (38%) of the teachers were keeping a teaching journal.
-) Almost of the teachers (90%) opined positive attitudes that self-directed strategies should be adopted by all teachers for their professional development.

-) Majority of the teachers (87%), responses that action research should be conducted to improve the teaching learning environment by understanding the classroom problems.
-) Most of the teachers (97%), responses that they kept the lesson report for observing and evaluating one's of teaching which helps for future teaching and learning activities.
-) From the responses, it was found (60%) of the teachers were using video-recording a lesson which helps the teachers to aware the teachers how to manage the classroom, encourages the students, using appropriate the teaching materials and what should be changed in the classroom practices.
-) Majority of the teachers (73%), were experienced the unexpected events inside the classroom.
-) Most of the teachers (93%) opined positive responses that technology should be used for teacher professional development.
-) According to the responses, it was found that majority of the teachers (60%) were using technology like E-books, reading journal and articles, reading online news, and recorded voice and speech.
-) The role of action research is to find the existing problems and improves the teaching learning environment by better understanding of classroom problems.
-) Teaching portfolio provides detail information about teacher and present evidence of the teacher's thinking and creativity.
-) The teachers used lesson report and video recording a lesson t helps the teacher's to examining classroom interactions, classroom management, appropriate teaching materials and techniques, student's involvement, and to encourage the students in the classroom practices.
-) The critical incidents can happen suddenly to anyone and everywhere in a real life situation so the teacher should have confidence and ability to handle the unexpected situations.

-) Participants help to find out the new skills, techniques, and it also increases competency, confidence and performance.
-) Technology is the digital and virtual learning for updating new knowledge with digital learning tools.
-) Self-directed makes the teacher responsible for their own learning and develop the sense of lifelong learning.
-) The teacher can develop their profession through workshops, seminar, conferences, teacher support groups, by sharing methods, techniques, collaborative discussion with students' feedback, and materials and classroom research.

5.1.2 Conclusion

The self-directed learning has been a movement in the field of teacher professional development in recent years. Self-directed learning is learning in which teacher's take responsibility of their learning. Self-directed learning helps to plan, manage, judge and implement their learning. Self-directed learning helps to determine their learning needs, formulating learning goals, choosing appropriate teaching materials, adopting and implementing the teaching methods and techniques for the effective teaching and learning process. Self-directed learning can develop self-confidence, self-discipline, self-responsible, self-regulation, self-monitoring, and the learner become more focused, goal oriented, understanding, independent, motivated, autonomy and interested towards their work. The self-directed learning can boost the self-awareness and self-reflection skills to enhance their ability as critical, creative thinkers, effective communicators, collaborative workers, which help to become more productive and effective learners.

So, the self-directed strategies should used according to the necessity of the teaching and learning activities which helps to solve the problems, develop self-confidence, self-observation, self-reflection, and self-evaluation for the teacher professional development by updating new knowledge, new methods

and techniques, appropriate teaching materials and resources, classroom management, and encouraging and motivating the students.

5.3 Recommendations

Every research study should have its recommendations. So, this research work has also some recommendations. So, the recommendations have been enlisted in the following three levels for the convenience;

5.3.1 Policy Level

-) The government and related institutions should provide the clear concepts and understanding about importance of self-directed learning strategies for the effective and better teaching and learning process through mass media, internet and newspaper.
-) The government should organize the useful and effective training programs for English language teachers and focuses on the self-directed strategies like self-monitoring, action research, teaching portfolio, journal writing, critical incidents, participants and technology.
-) The curriculum should be based on self-directed learning strategies to develop the autonomy.
-) Government should supervise the schools whether they are using the self-directed strategies or not and If some schools are not adopting then the government should advice to adopt the self-directed strategies for productive and contextual learning outcomes.

5.3.2 Practice Level

This is the practice level of recommendation. It should be implemented in the classroom. The following recommendations have made:

-) Teachers should adopt the self-directed learning strategies according to the necessity of the classroom practices to make the learning

environment better and to promote the natural development of self-confidence of both teachers and students.

-) Technology should be used for the real classroom situations which helps to connect students to the real world, prepare students for the workforce, encourages collaboration, access information more easily and also it add fun for the learners.
-) Teaching and learning activities should be based on student's center methods which enhance the learners more interested, confidence, and motivated in learning.
-) Teacher should know the new techniques and methods to solve the problems and handle the unexpected situations in the institutions.
-) Teacher can observe, discuss, reflect and evaluative the classroom practices.

5.3.3 Further Research Level

In further research level, this research can be applicable for the following purposes:

-) This research can be study about the perceptions of male and female teachers towards self-directed strategies for teacher professional development.
-) This research is based on case study and individual strategy study.
-) This research is based on importance and impact of self-directed strategies for teacher professional development.
-) This research is based on problems faced by the secondary level of teachers while adopting the self-directed learning strategies.