

PRACTICE OF TEACHER AUTONOMY FOR PROFESSIONAL DEVELOPMENT

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

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

2021

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DECLARATION

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

Date: 26/01/2021

Santosh Adhikari

RECOMMENDATION FOR ACCEPTANCE

This thesis is to certify that **Mr. Santosh Adhikari** has prepared the thesis entitled **Practice of Teacher Autonomy for Professional Development** under my supervision.

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DEDICATION

This thesis is dedicated to my parents and sisters who have supported and guided me in the every step of my life.

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Santosh Adhikari

ABSTRACT

The title of this research is **Practice of Teacher Autonomy for Professional Development**. The main objectives of this study were to explore the practice of teacher autonomy at university level and to analyze the term teacher autonomy in relation with professional development. The research was based on narrative inquiry research design and qualitative method in nature. The participants of this study were four university level English language teachers who were selected purposefully. In-depth interview was used for the collection of data and thematic approach was applied for the analysis and interpretation of the data. The findings of this research suggest that teachers practiced autonomy in their teaching and learning behavior though the practices were confined in some of the areas. It is found that teachers involved in various autonomous activities such as conducting research, being responsible, self-learning, self-assessment and so on which helped them to move towards professional development. Thus, it can be concluded that there is observable significant relationship between teacher autonomy and teacher professional development.

This thesis consists of five chapters. The chapter one contains background of the study, statement of research problem, objectives, research questions, delimitations of the research, significance of the study, and operational definition of key terms. The chapter two deals with the review of theoretical literature, review of empirical literature, implications of the literature review and conceptual framework. Similarly, chapter three consists of the design and methods of the study, population, sample and sampling strategy, sources of data, data collection tool and technique, data collection procedures, data analysis procedures, and ethical consideration. Likewise, chapter four deals with the analysis of data and interpretation of the result. Finally, chapter five contains findings, conclusion and recommendations.

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LIST OF ABBREVIATIONS

EFL	:	English as Foreign Language
ELT	:	English Language Teaching
M. Ed.	:	Master in Education
NELTA	:	Nepal English Language Teachers' Association
T.U.	:	Tribhuvan University
TPD	:	Teachers Professional Development

CHAPTER ONE

INTRODUCTION

The title of this research is **Practice of Teacher Autonomy for Professional Development**. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

The notion of autonomy is not new at all. It has been associated with different political theory and philosophical framework. The term “autonomy” is derived from the ancient Greek term ‘autonomos’ in which “auto” refers to “self” and “nomos” refers to “law.” Therefore, it can be said that autonomy in a full sense means one who gives oneself his own law. In other words, autonomy is an ability to govern oneself. For Wall (2003, p. 308):

To realize autonomy, one needs several things. One needs at least (1) the capacity to form the complex intentions and to sustain commitments, (2) the independence necessary to chart one’s own course through life and to develop one’s own understanding of what is valuable and worth doing, (3) the self-consciousness and vigor necessary to take control of one’s affairs, and (4) access to an environment that provides one with a wide range of valuable options. Elements (1) and (3) refer to mental capacities and virtues. Element (2) refers to one’s relations with other persons who could exercise power over one. Element (4) refers to the environment in which one lives. (as cited in Benson, 2008, p. 17)

Through Wall's views, it can be said that autonomy is an ability of an individual to act and make decisions without being controlled by anyone else.

Simply, talking about language teaching and learning, autonomy seems to be at focal point that needs to be considered for better achievement. According to Little (1995), "the autonomy movement has gone to great lengths to define, or redefine, the role of the teacher and the learner in relation to their common task: an advance in language proficiency for the learner." Therefore, it talks about both teacher autonomy and learner autonomy for the common task i.e. successful language teaching and learning. Moreover, learner autonomy recently has its popularity in discourse of second language education whereas the discussion of teacher autonomy seems set to rise up. When ELT practitioners welcomed the notion of learner autonomy in 1981, since then a number of definitions have been enumerated. Holec (1983, p. 3) defines learner autonomy as "the ability to take charge of one's own learning" by; determining the objectives, defining the contents and the progression, selecting methods and techniques to be used, monitoring the procedure of acquisition by properly speaking and evaluating what has been acquired (as cited in Benson and Voller, 1997, p. 1).

His view on learner autonomy stresses on the learner's own capacity to make decisions accordingly with determined objectives, to make progress by adopting appropriate methods and techniques, and finally to judge himself/herself about the achievement. Furthermore, in relation with teacher autonomy, Little (1995) has suggested that "language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous" (p. 180). It means that teacher autonomy can play vital role in promoting learner autonomy.

Teacher autonomy has not yet been much discussed in relation to second language education. Research into teacher autonomy in the field of second language education has had short history. Nowadays, it is increasingly being

focused on as a theme of conferences. One of the first to discuss it was Little (1995), and in his references to responsibility, control and freedom he drew clear parallels with learner autonomy. Further early attempts to define teacher autonomy were made by Smith (2000) and McGrath (2000) in the publication entitled *Learner autonomy, teacher autonomy: future directions* by Sinclair, McGrath and Lamb (2000) (as cited in Lamb, 2008, p. 274). It was also identified as a major emerging concern at the 1999 AILA Scientific Commission on Learner Autonomy Symposium in Tokyo (cf. Dam 2002), and 'Relationship between Learner and Teacher Autonomy' has been designated as the overall theme of the follow-up Symposium to be held in Singapore in December 2002 (as cited in Smith, 2003, p. 1). The definition of teacher autonomy is ambiguous in the literature, but has been defined in the past as the perception that teachers have regarding whether they control themselves and their work environment (Pearson & Hall, 1993). Willner (1990) identifies an older concept of teacher autonomy, based on independence through isolationism and alienation, and a newer concept of teacher autonomy, based on collaborative decision making and the freedom to make perspective professional choices concerning the services rendered to students. Therefore, one teacher may view autonomy as a means to gain substantial freedom from interference or supervision, another may view it as the freedom to develop collegial relationships and accomplish tasks that extend beyond the classroom. In general, it can be said that teacher autonomy refers to teacher's control over his or her own teaching including freedom from external control. Little (1995) describes how teachers may be:

autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process, and exploring the freedom that this confers (p. 179).

However, Tort-Moloney (1997) defines autonomous teacher from alternative way, ‘one who is aware of why, when, where and how pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself (as cited in Smith, 2000, p. 89). From these views on teacher autonomy, it can be generalized as teacher’s capacity to control their own learning of teaching and to reflect on teacher learning as well as on teaching itself. Aoki (2002) defined teacher autonomy as “the capacity, freedom, and/or responsibility to make choices concerning one’s own teaching” (as cited in Smith, 2003, p. 2). Furthermore, a number of scholars viewed teacher autonomy as a professional attribute- an ability for self-directed professional development (Aoki, 2002; McGrath, 2000; Smith 2000; Thavenius, 1999) which Smith (2003) termed differently as “teacher-learner autonomy” stressing the learning dimension. Thus, teacher autonomy can be stated as teacher’s capacity both in teaching and learning which ultimately leads him/her to the the professional development.

Professional development has been a common subject matter of attraction in teaching since teaching taken as a profession. All educators, in this modern era, stress on teacher professional development for being successful teacher as well as for successful teaching which ultimately invites successful learning. Thus, professional development is a requirement for all teachers. It, in a broader sense, refers to the development of a person in his/her professional role. More specifically, “teacher development is the professional growth a teacher achieves has a result of gaining increased experience and examining his /her role systematically” (Glatthorn, 1995, p. 41, as cited in Reimers, 2003, p. 11). Thus, professional development is a life-long process which starts with the initial preparation that teacher receive from the institution of teacher education or on the job and continues until retirement. It includes formal experiences such as attending workshops and professional meetings, mentoring etc and informal experiences such as reading professional publication, watching television documentaries related to an academic discipline etc (Ganser, 2000,

as cited in Reimers, 2003, p. 11). Therefore, professional development is a growth that occurs as the teacher moves through the professional career cycle.

Autonomy is one of the focuses featured in professionalism characteristics. Forsyth and Danisiewicz (1985) contribute professionalism and debate stating that, the tasks of professionals are important, exclusive and complex, so professionals should have the autonomous decision making powers free from external pressures (as cited in Demirkasimoglu, 2010, p. 2048). Bull (1998) states that one of the major objectives and attractions of movement to professionalize teachers to provide professional autonomy (as cited in Demirkasimoglu, 2010, p. 2048). Thus, autonomy is a component of teacher professionalism which offers both an individual decision making capacity to obtain one's aims and an effect on controlling the situations to his/her work. Autonomy not only functions as a buffer against the pressures on teachers but also means of strengthening them in terms of personal and professional sense (Friedman, 1999, as cited in Demirkasimoglu, 2010). There is the concept of the autonomous teacher as an autonomous learner, with the capacity for self-directed professional development. In this concept of autonomy, teachers are aware of the reason, the time, the place and the way they can acquire pedagogical skills and updated knowledge as part of their teaching practice (Smith, 2000). It means that teacher autonomy focuses on the teacher's responsibility to be always ready to do their job and grow professionally. Ramos (2006, p. 189) has identified autonomous teacher as a person with capacity for self-directed teacher-learning or for professional development, because it concentrates on our growth as human beings and permanent learners, one of the main sources of personal and professional satisfaction. In the context of teacher autonomy, professional development has been described as teachers' participation in an array of activities that include action research, teachers' study groups, academic conferences, and formal education programs as a means of improving their professional competence, knowledge of their

communities, the enhancement and exercise of their autonomy, and the transformation of their educational realities.

1.2 Statement of the Problem

Teacher autonomy can be defined as the ability or competence to develop appropriate skills, knowledge and attitudes for oneself as a teacher being free from constraints on one's teaching (Smith, 2003, p. 1). In other words, autonomy provides a teacher freedom, responsibility and control over his/her teaching. It also helps to foster teacher as a self-determined, socially responsible and critically aware participant in his/her educational activities. Moreover, it is believed that every job requires professional workers for the effective result. In language teaching also, it has been witnessed that educationists of this modern era have been shouting the essence of professional development among teachers which in turn brings effectiveness in teaching and learning. Professional development exactly is a long-term process that improves and increases the capabilities and qualities of teachers through access to education and training in a number of different ways both inside the workplace and outside of it. It provides opportunities for the teachers to acquire and update pedagogical knowledge and skills for teaching and learning activities. Smith (2003, p. 3) has stated the different uses of the term of teacher autonomy focusing on different dimensions in relations with the teacher professional development:

- a) (Capacity for) self-directed professional action: [Teachers may be] 'autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis ... affective and cognitive control of the teaching process' (Little. 1995)
- b) (Capacity for) self-directed professional development: [The autonomous teacher is] 'one who is aware of why, when, where and how

pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself' (Tort-Moloney, emphasis added).

- c) Freedom from control by others over professional action or development: 'In the United States teacher autonomy has been declining for at least a decade. First, uniform staff development programs based on research on effective teaching have become widespread. Second, classroom observations have become an integral part of imposed evaluations' (Anderson, 1987).

With the abovementioned views of teacher autonomy in relation with professional development, it can be explicitly stated that if a teacher is allowed as an autonomous, he/she has the ability to develop his/her professional development in teaching career by acquiring knowledge, skills and reflecting his/her own teaching activities. However, we have been observing the reality that education authorities often exert control over teachers. Control confines teachers to such an extent that they are limited by what they could do, how they worked and with whom they might exchange knowledge and information with (Jacklin, 2000, as cited in Klerk, 2014). This is similar to the situation of Nepal too. Education authorities from top to bottom control the teacher's educational behavior. Thus, It would be an interesting topic to do research on how teachers exercise their autonomy for enhancing their professional development despite of this controlled situation.

1.3 Objectives of the Study

The research objectives for this study were as follows:

- a) To explore the practice of teacher autonomy at university level,
- b) To analyze the term teacher autonomy in relation with professional development.

1.4 Research Questions

The research questions of this study were as follows:

- a) What are the teacher autonomy practices at university level?
- b) How can teacher autonomy lead to professional development?

1.5 Significance of the Study

This study focuses on teacher autonomy in relation with professional development at university level. Teacher autonomy, to some extent in Nepalese context, may be a new phenomenon because it is not explicitly practiced as well as not yet included in formal educational courses. It is expected to gain eyes of the teachers to be aware of the term teacher autonomy and its importance in teaching career through this research study. Not only this, it may drag the attention of course and syllabus designer to include areas of teacher autonomy in the course book to develop student teachers' understandings on the very subject matter. Teachers may also get insightful ideas from this investigation on how autonomous teacher and professional development correlate with each other. Moreover, it may ensure the further researches on the areas of teacher autonomy by providing adequate references on it. Educational policy makers may become aware of the importance of teacher autonomy in order to ensure the growth of teachers' professional career.

1.6 Delimitations of the Study

This study covered four English language teachers' autonomous activities for professional development teaching at university level in Tribhuvan University of Kathmandu district.

1.7 Operational Definitions of the Key Terms

For the readers' intelligibility, following points are provided with their operational definitions.

Teacher autonomy:In this research, teacher autonomy refers to teacher's freedom, control, responsibility and capacity over his/her teaching and learning activities.

Professional development:In this research, professional development refers to an endless and ongoing activity that enables teachers to acquire pedagogical skills with updated knowledge during the exercise of teacher autonomy.

University level:In this research, university level refers to the level in which a course for master degree is offered and teachers' autonomous activities are practiced for their professional development.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a precursor to the introduction of a research paper that allows a critical and in-depth evaluation of previous researches and the existed theories of a particular area of research. As a result, it helps researcher to establish why he/she is pursuing this particular research by reading various related papers. This chapter includes the review of related theoretical literature, review of related empirical literature, implication of the review for the study and finally conceptual framework.

2.1 Review of Related Theoretical Literature

Theoretical literature in research accumulates the study of the existed theories of a particular study which consists of concepts with their definitions. It helps the researcher to hold and support his/her research study from the existed relevant theories. It provides researchers a clear understanding about the research topic and explains why the research problem under study exists. This sub-chapter includes the concept of autonomy, teacher autonomy and professional development with their subheadings.

2.1.1 Concept of Autonomy

With the help of the Council of Europe's Modern Languages Project established in 1971, the concept of autonomy first entered in the field of language teaching. Then, Holec's (1981) project report to the Council of Europe is a key early document on autonomy in language learning. Meanwhile, Autonomy was seen as the capacity to take charge of one's own learning, as a natural product of the practice of self-directed learning in which the objectives, progress and evaluation of learning are determined by the learners themselves.

Moreover, in its early days, the theory and practice of autonomy in language learning was also to some extent associated with ideas of individualization. Practical application of autonomy focused on self-directed learning and led to the development of self-access centers and learner training as focal points for experimentation.

Nunan (1997) attempted to provide five levels of autonomy – awareness, involvement, intervention, creation and transcendence – in which firstly learners are aware of the pedagogical goals, content of the materials, learning styles and strategies etc and at transcendence level learners make link between the classroom and the outer world and become teacher and researchers (as cited in Benson, 2007, p. 23). Likewise, Littlewood's (1997) three stages model involved dimensions of language acquisition, learning approach and personal development (as cited in Benson, 2007, p. 23). Furthermore, Benson (1997, as cited in Benson, 2007, p. 24) introduced the different versions of the autonomy namely technical (the act of learning the language outside the framework), psychological (taking more responsibility of own learning) and political (control over the process and content of the learning).

Autonomy can be found beyond the classroom settings in number of ways (Benson, 2007, p. 26). Self-access centers can provide necessary material to the learners who can learn in their own. Distance learning unlocks the formal educational constraints for independent learning mode. Computer Assisted Language Learning (CALL) has offered unlimited sources for the learners to learn with computer and internet. The program, study abroad, provides opportunities for the learners to learn language in native setting. Self-instruction lets learners to learn the printed or broadcast self-study materials. Learning out of class enables learners to learn beyond the formal classroom settings.

2.1.2 Concept of Teacher Autonomy

The idea of autonomy is often associated with a radically learner-centered idea. It has evolved over the past thirty years or so, however within a literature largely written by and for teachers. Research into teacher autonomy in the field of second language education has had a short story. However, conferences at present have provided pertinent space for teacher autonomy to be discussed. One of the first to discuss it was Little (1995), and in his references to responsibility, control and freedom he drew clear parallels with learner autonomy. There were some contributors in its early development for defining teacher autonomy namely; Smith (2000) and McGrath (2000) in the publication entitled *Learner autonomy, teacher autonomy: future directions* by Sinclair, McGrath and Lamb (2000) (as cited in Lamb, 2008, p. 274). Some other pertinent attempts were initiated as a major emerging concern at the 1999 AILA Scientific Commission on Learner Autonomy Symposium in Tokyo (cf. Dam 2002), and 'Relationship between Learner and Teacher Autonomy' has been designated as the overall theme of the follow-up Symposium to be held in Singapore in December 2002 (as cited in Smith, 2003, p. 1).

The definition of teacher autonomy has been subject to discussions and many scholars have contributed on it. Sherawat (2014, p. 2) has accumulated some of their contributions to make a clear understanding about teacher autonomy:

Little (1995) defines teacher autonomy as the teacher's capacity to engage in self-directed teaching. This view includes "...having a strong sense of personal responsibility for their teaching, exercise via continuous reflection and analysis... affective and cognitive control of the teaching process."

Aoki (2000) provides an explicit definition of teacher autonomy, saying that this involves the capacity, freedom, and responsibility to make choices concerning one's own teaching.

From abovementioned definitions, it can be said that teacher autonomy is the capacity to take control of one's own teaching allowing some freedom in and outside the classroom with the sense of full responsibility. It gives space for the teachers to reflect, analyze and evaluate their teaching and learning activities throughout their teaching career.

According to Richard Smith (2000), teacher autonomy refers to “the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others.

Benson (2000) argues that teacher autonomy can be seen as “a right to freedom from control (or an ability to exercise this right) as well as actual freedom from control.

These definitions assert that teacher autonomy enables an ability of teachers to learn appropriate pedagogical skills for effective teaching. It is not only for the self but encourages every individual teacher to share his/her ideas, expertise, knowledge and experience with each other in order to move forward collaboratively. It also makes teachers aware of the use of freedom, to what extent, in their teaching practice.

According to Huang (2005), “Teacher's willingness, capacity and freedom to take control of their own teaching and learning are known as teacher autonomy”.

Teacher autonomy means freedom of study, learn, and teach. There should not be too much control by higher authorities in the work of teacher so that they may perform their duty without any fear.

Benson (2000) discussed a view of autonomy, i.e. ‘the right to freedom from control by others’ which is nevertheless one of the most difficult to attain. It seems highly desirable for many teachers to think themselves as autonomous professionals, free from control exerted by colleagues, administration, the

institution or the educational system and able to decide and take action on their own. However, reality is different from this: teachers are restricted by different educational authorities such as contracts, administrators, school regulations, curricula and students' desires, demands and expectations.

Some scholars such as Smith (2000) have connected the concept of autonomous teacher with autonomous learner, with the capacity for self-directed professional development. This concept explores the tasks of the teachers to be aware of the time, reason, place and about the pedagogical skills and updated knowledge as part of their teaching practice. It not only focuses on the duty of teachers to make students more autonomous but emphasizes the teachers' responsibility to be always ready to do their job and grow professionally.

Smith (2000) has taken the term teacher autonomy as teacher-learner autonomy, viewing teacher autonomy in relation to teacher learning. It means that teacher's job is not merely for teaching but while teaching teachers should learn multifarious aspects of both teaching and learning i.e. teacher as learner. In addition, Tort-Moloney (1997) has stressed the meaning of teacher autonomy on teacher's capacity to control his or her own learning of teaching, and reflection on teacher learning. Smith (2000) sees teachers as learners i.e. teacher-learner autonomy making use of the definition of learner autonomy such as the following:

Learner [here, teacher-learner] autonomy is characterized by a readiness to take charge of one's own learning in the service of one's needs and purpose. This entails a capacity and willingness to act independently and in co-operation with others as a socially responsible person. (1989
'Bergen definition')

Again, Smith (2000) argues:

One *leitmotiv* of recent work in the field language education is that learning constitutes an important part not only of becoming but also of continuing to be a teacher ... When we become teachers or teacher trainers, any further professional development is likely to be largely self-directed. The enhancement of our own readiness, capacities and control in relevant areas of teacher-learning can therefore be argued to have an intrinsic value (p. 90).

From the above mentioned argument, it can be said that learning has significant value in the journey of teachers' teaching career. Continuous learning provides ample opportunities for teachers to accumulate different pedagogical knowledge and skills, and fosters pedagogical competency by which promotes the habit of self-learning.

2.1.2.1 Different Uses of the Term ‘Teacher Autonomy’

Since its early phase to present, teacher autonomy has been used to show its different dimensions with the following examples (Smith, 2003, p. 3):

- a) (Capacity for) self-directed professional action: [Teachers may be] ‘autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis ... affective and cognitive control of the teaching process’ (Little. 1995)
- b) (Capacity for) self-directed professional development: [The autonomous teacher is] ‘one who is aware of why, when, where and how pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself’ (Tort-Moloney, emphasis added).

- c) Freedom from control by others over professional action or development: ‘In the United States teacher autonomy has been declining for at least a decade. First, uniform staff development programs based on research on effective teaching have become widespread. Second, classroom observations have become an integral part of imposed evaluations’ (Anderson, 1987).

Each of the abovementioned uses of the term teacher autonomy shows a particular path for its uses. Firstly, it talks about teacher’s professional action in which teacher pay attention to their duty and responsibility with the reflective and analyzing capacity. Secondly, teachers can make their professional life better by acquiring pedagogical, personal, social skills and with updated knowledge throughout their teaching career. In addition, the widely accepted belief about teacher autonomy is freedom from control by others in his/her professional career (both professional action and professional development).

2.1.2.2 Dimensions of Teacher Autonomy

There have been a number of analyses about teacher autonomy from different dimensions. The book chapter ‘teacher autonomy’ by McGrath (2000) explores the characteristics of teacher autonomy from two dimensions;

- a) Teacher autonomy as self-directed action or development,
- b) Teacher autonomy as freedom from control by others.

Here, when teachers act in a self-directed manner, they are not guaranteed to learn from the experience. Because professional action and professional development do not necessarily mean the same but professional development could be considered as one form of professional action. Likewise, when teachers make use of their freedom, there should be made clear distinction between capacity and willingness of teacher to engage in self-direction and actual self-directed behavior. For further clarification, Smith (2003, p. 4) explores (as characteristics of teacher autonomy);

In relation to professional action:

-) Self-directed professional action (= ‘Self-directed teaching’)
-) Capacity for self-directed professional action (= ‘Teacher autonomy (I)’)
-) Freedom from control over professional action (= ‘Teacher autonomy (II)’)

In relation to professional development:

-) Self-directed professional development (= ‘Self-directed teacher-learning’)
-) Capacity for self-directed professional development (= ‘Teacher-learner autonomy (I)’)
-) Freedom from control over professional development (= ‘Teacher-learner autonomy (II)’)

Teacher autonomy can be described as a capacity to take charge of, or take responsibility for, or control over teaching and learning. It enables people to possess ability and attitudes in various degrees. The ability to self-assess, the capacity to develop certain skills for oneself as a teacher, the quality to criticize oneself, self development, self observation, self awareness of his own teaching, continuous reflection, sustainable development, co-operation with others, questioning oneself for self improvement and updated knowledge and skills.

2.1.2.3 Need of Teacher Autonomy

Despite socio-political pressures encouraging standardization and hierarchy, educators have increasingly valued teacher autonomy, along with institutional and learner autonomy (Veugelers, 2004 as cited in Prichard & Moore, 2016). Teacher autonomy has been highlighted as a teacher’s freedom to make decisions concerning about about what is taught and how it is taught. Pearson and Moomaw (2005) correlate teacher autonomy with feelings of professionalism which in turn arouses the sense of full responsibility in

teachers for their teaching job and encourages them to be lifelong learners throughout their teaching career. As a result, teachers move forward for their professional development allowing the opportunities they get inside and outside the classroom teaching. Al-Mansoori (2008) furthers the role that autonomy plays in teachers' life to stress that it not only shapes professional life, but social life too, stating that an autonomous teacher is self-directed, reflective and collaborative in the community as well as at the workplace in a 'life plan' or 'strategy for life'. Teacher autonomy allows teachers to think seriously about their teaching practices and assess their own activities with reflection. There is no 'I' (isolationism) in teacher autonomy, rather collaboration among teachers is more emphasized. Teachers are inspired to share their knowledge, expertise and experiences with each other by which teacher networking gets promoted. Teacher autonomy may also help in student learning since an empowered teacher can adapt the curriculum based on student needs and one's learning styles (Prichard & Moore, 2016). Therefore, allowing teacher as an autonomous may help in several aspects of teaching and learning including teacher professional development.

2.1.2.4 Ways to Develop Teacher Autonomy

Teacher autonomy seems to have great impact in his/her teaching career. From the development and exercise of teacher autonomy, there comes empowerment and satisfaction, we all need, as Littlewood (1997) stated, ability and willingness to implement changes in our behavior in order to become more autonomous (as cited in Ramos, 2006, p. 193). Some important elements that can bring changes in teacher's behavior to become more autonomous may be the following:

- a) Self-awareness: It enables teachers to understand themselves as learners and professionals as well as their strengths and weakness. Self-assessment and reflection help them to have the power of self-awareness.

- b) Awareness: Teachers should be aware of the surroundings and the environment where he/she teaches. The ability to identify their own needs, goals, capabilities, desires, changes and dreams help teachers to develop autonomy and awareness of their teaching process. Observation, monitoring and critical thinking etc play important roles in becoming aware of what, why, where and how to teach.
- c) Responsibility: without responsibility, we cannot even think of little autonomy. It offers teachers freedom and empowerment as well as makes them more dedicated and committed having all the management skills.
- d) Challenges: They lead teachers to take a step forward making aware of their capabilities. They can also help them to explore the new ideas and the ability to make decisions.
- e) Participation and collaboration: Teacher autonomy does not only mean isolation and independence. Growing together is a call for the betterment in teaching and learning process. Key elements such as sharing, negotiation, cooperation, promoting, listening and respecting others help teachers to grow professionally in their teaching career.
- f) Changing roles: Nowadays traditional way of teaching has been ignored and great emphasis has been given to the changing roles of the teacher such as from controller to advisor, from instructor to guide, from transmitter to observer and from evaluator and judge to researcher.

Thus, autonomy does not necessarily come with the effortless behavior rather multiple above mentioned ways should be considered and great efforts to be made in order to develop autonomous practice in one's teaching and learning behavior. Therefore, teachers need to be aware, self-aware, responsible, risk taking, innovative, collaborative and participative to become autonomous.

2.1.2.5 Domains of Teacher Autonomy

While exercising teacher autonomy, teacher may have some kind of control in their teaching process. Here, teaching process includes not only the teaching but involves all the aspects of teaching such as teaching and assessment, curriculum development, school functioning, and professional development. These different domains call the teachers for different responsibilities in their working condition (Wilches, 2007, p. 262).

- a) Teaching and assessment: Autonomous teacher may exert control over their teaching goals, content, skills, methods and materials, assessment criteria and methods for students' achievement, time management, classroom environment and so on.
- b) Curriculum development: It calls for the different responsibilities of teachers to propose, initiate, implement and evaluate the new curriculum through their teaching and learning, assessment goals, approaches, methods, content, materials as well as the introduction of extra-curricular activities to enrich that curriculum.
- c) School functioning: Teachers may exercise their autonomy in school functioning such as school finance, school expenditure, income sources, budget planning, class timetable, class composition according to the number of students, different curriculum matters and so on. However, teacher's position in the school may have great impact on it.
- d) Professional development: In this domain, teachers exercise their autonomy for the opportunities to engage in post-initial professionally related education and training, and for the decision about content, methods, instructors, locations of their formation. Teacher autonomy allows teachers to make decision either to accept or reject in service training according to different factors such as relevance of the topic, teacher's own interest on the topic, location, convenience, rewards, previous experiences, time amount, teacher's own dedication and willingness.

Thus, teachers can exercise autonomy in different domains related to teaching and learning. Teachers are not necessarily only for teaching rather they are assessors, curriculum designers and curriculum developers, educational managers, professionals and so on. These integrations with teaching widen their roles and responsibilities by which teachers' competence and confidence in teaching and learning grow up with significant professional development.

2.1.2.6 Relation between Teacher Autonomy and Professional Development Experiences

Teacher professional development is a necessary call for today's education which aims to enhance the quality of teaching and learning. It includes an array of specialized training, formal education, continuous learning with pedagogical skills and updated knowledge throughout their teaching career. Teacher's role is not merely for teaching but there are various roles need to be addressed such as curriculum designers and implementers, administrators and assessors, change agent of the society, improvers of school education and so on. Lamb and Simpson (2003) confirm that teachers enhance their sense and exercise of professional autonomy, professional competence, awareness of innovative theories and practices, and positive attitudes towards teaching and learning in self-directed professional development experiences or teacher preparation programs that include collaboration, experiential learning, shared decision making, as reflection as part of their agendas (as cited in Wilches, 2007, p. 254). In addition, scholars have stressed on the importance of professional development as a means for teacher autonomy. Talking about teacher's freedom, control, responsibility and willingness as autonomy, professional development in this sense covers different activities such as action research, teacher's study groups, academic conferences, and formal education program enhancing their levels of knowledge, skills, competence, performance in their teaching and learning process.

2.1.3 Concept of Teacher Professional Development

It is said that teacher and teaching as an ever changing field. Teachers should develop themselves to fulfill the demands and needs of every aspects connected to their teaching. Since taking teaching as a profession, teachers are called for the importance of their own development. Effective classroom teaching requires an effective teacher and for this teacher development is an unavoidable phenomenon. Underhill (1986, p. 1) defines teacher development as a process of becoming the best kind of teacher that I personally can be (as cited in Head & Taylor, 1997, p. 1).

According to Head and Taylor (1997, p. 1):

Teacher development, as we understand it, draws on the teacher's own inner resource for change. It is centre on personal awareness of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is self-reflective process, because it is through questioning old habits that alternative ways of being and doing are able emerge.

Likewise, teacher professional development is a means of on-going learning that helps teachers to be more effective and successful. Organization for Economic Co-operation and Development (OECD) (2005) reviews professional development as:

Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programs involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teacher's learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically (p. 49).

Professional development is not a sudden achievement but a long-term and an endless process that enables educators such as teachers, administrators, supervisors etc to grow, acquire, broaden and deepen their pedagogical knowledge and skills and make them dedicated, committed, and responsible to perform their own roles. Richards and Farrell (2005) state, "Professional development is a process that takes place over time rather than an event that starts and ends with formal training or graduate education" (p. 3). According to him, language teacher may rely on a number of learning strategies like workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research which assist them for their Professional development. These strategies are best gained only when teachers initiate, engage and take part in. Thus, autonomy can play a vital role in such initiation and engagement with the self-made efforts sharing with others.

2.1.3.1 Characteristics of Teacher Professional Development

Profession requires certain skills and knowledge over its actions. Teaching has been also demanding that kind of skills and knowledge since teaching taken as a profession. Therefore, teachers should have basic required knowledge and

skills order to be professionals. Kedzior and Fifield (2004, pp. 2-3) have provided the following elements as the characteristics of teacher professional development:

- a. Content-focused: Subject matter or content serves the teacher in understanding the concept of that very topic and developing the skills and strategies which in turn actively engage students in developing new understandings.
- b. Extended: It refers to the continuous engagement in professional development activities rather than one time-session. Teacher professional development provides teachers more opportunities for active learning.
- c. Collaborative: Teachers learn more when they collaborate with their professional colleagues both within and outside of their workplace. Collaboration allows teachers to share their expertise, experiences and knowledge to each other by which they can reflect, assess, analyze and improve of their teaching practices.
- d. Part of daily work: Professional development should be largely school-based and incorporated into day-to-day work of teachers.
- e. Ongoing: Teacher professional development is not an episodic but a continuous and an endless process in which teachers always learn and learn. It includes follow-up and support for further learning.
- f. Coherent and integrated: Professional development keeps continuing through the experiences with teacher's goals, standards, assessment, other reform initiatives and the best available research evidence.
- g. Inquiry-based: Professional development always calls for active learning. Teachers are encouraged to reflect and inquire through it so that they could engage in meaningful discussion, planning and practices.
- h. Teacher-driven: Professional development should be headed through bottom-up process. It should respond to teacher's self-identified needs

and interests by which individual and organizational improvements can be significantly observed.

- i. Informed by student performance: Students' needs and their performances call teachers to grow professionally.
- j. Self-evaluation: It allows teachers to assess their own ongoing improvement efforts and suggests for further improvements.

These above mentioned characteristics help teachers to move towards professionalism. However, these things are not brought with sudden achievement rather teachers need to be self-directed for achieving the goals of professional development. Teachers own efforts are considered more reliable in order to grow professionally.

2.1.3.2 Models for Teacher Professional Development

It can surely be of curiosity about what models are beneficial and appropriate for TPD. TPD can be based on different models according to various scholars; here Wallace (2010) has presented the following;

- a. The craft model: This model was developed by Stones and Morris. It is a traditional method and conservative one. The master teacher shows the path for the students about what to do and how to do and students try to imitate the master. In this model, the role of the teacher is a crafter. Young trainees follow and imitate the expert professional practitioner's techniques, methods, instructions and advices to develop their professional career. This model can be shown as:

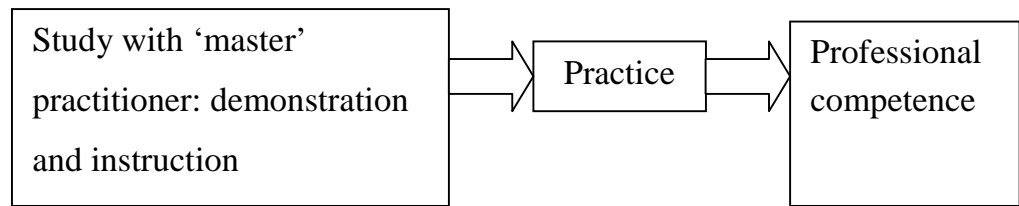


Figure 1: The Craft Model of Professional Development (Wallace, 2010, p. 6)

- b. The applied science model: This model was initiated by the American sociologist Donald A. Schon. It puts emphasis on both theoretical and practical knowledge and asserts that scientific knowledge should be used to achieve clearly defined objectives. Empirical evidences are at the center in this model. Experts share the findings of scientific knowledge and experimentation to the trainees for their professional development. This model can be shown as:

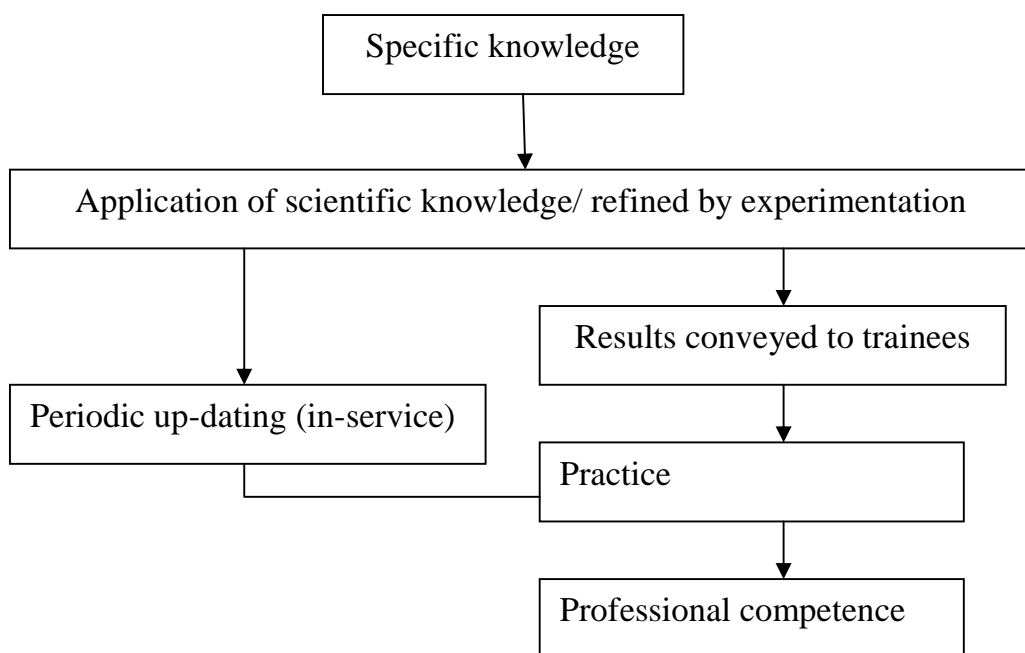


Figure 2: The Applied Science Model of Professional Development (Wallace, 2010, p. 9)

- c. The reflective model: This model was also propounded by American sociologist Donald A. Schon. It emphasizes on both types of knowledge namely received knowledge and experiential knowledge. Received knowledge can be obtained from the external sources such as trainer,

experts, books, journals, researches and so on. On the other hand, experiential knowledge provided from the internal sources is more important for professional development and deals with reflection-in-action and reflection-on-action.

This model can be shown as:

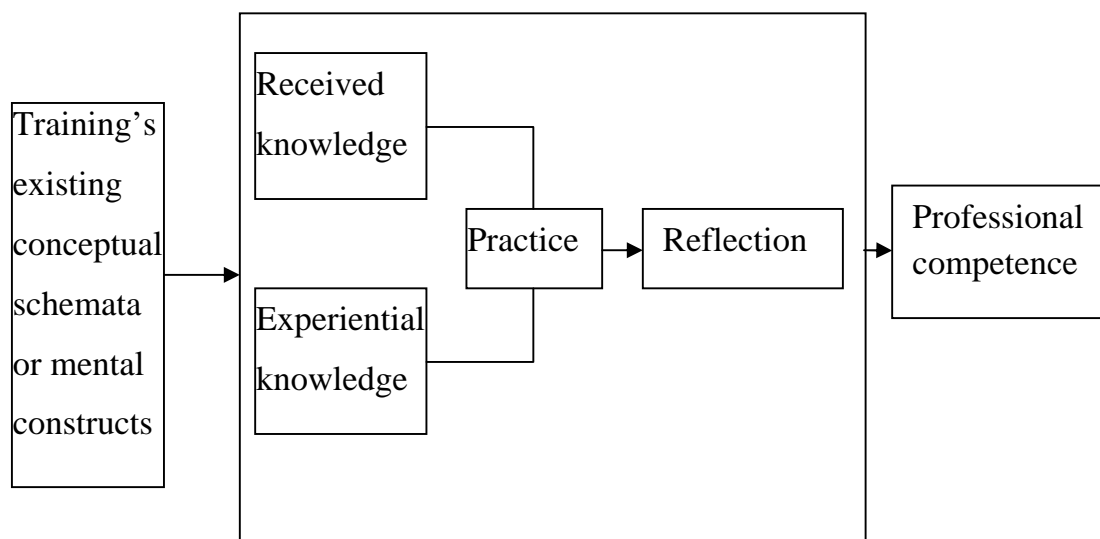


Figure 3: The Reflective Model of Professional Development (Wallace, 2010, p. 49)

Teachers can follow different models for their professional development. However, these different models should enable teachers equip significant and possible ways to move forward for obtaining the desired goals on TPD. In addition, they should be applicable in real educational setting. With the application, significant and noticeable changes should be observed. Moreover, autonomy can play vital role in the selection of those models with the awareness of his/her educational and individual settings.

2.1.3.3 Approaches to Professional Development

Teachers can develop their profession with the help of different approaches. The practice of professional development in English language teaching can be

informed by the following three different approaches (Mora, Trejo & Roux, 2014, p. 50).

- a. The individual approach: This approach puts emphasis on individual and assumes that the individual's inner motivation plays vital role for his/her professional development. An individual's ambition towards professional development is put forward in this approach. Teachers are taken as the only persons responsible for their professional development. This view is closely linked to personal development and personal authenticity to make their decisions for professional development. However, there are some limitations in this approach. It sees teachers as isolated entities ignoring the fact that they are the part of school and society. In addition, some individual can grow successfully but some may experience feelings of burnout, confusion and frustration as a result of their isolation.
- b. Institutional professional development: Many institutions of educational setting such as ministry of education, regional education department, districts of education, or individual schools provide multiple opportunities for teachers to take participation in different activities that would help them in enhancing their professional development. However, it is a top-down process in which higher authority imposes decision upon teachers therefore here something is done to the teachers rather than with them.
- c. Teacher-led professional development: Teachers are at the center for bringing changes and improvements in educational practices. They actively participate in the professional activities according to their own preferences, beliefs and perceived needs. However, this does not necessarily mean that teachers are free to promote their professional development goals ignoring institutional needs. Therefore, there should be balance between collegiality and individuality that leads towards both institutional and individual development needs.

The above mentioned three approaches ultimately provide teachers a platform to equip holistic view on teacher professional development. Teachers' individual efforts for their professional development should meet the criteria of their institutional needs. Thus, teacher-made efforts are primarily crucial in which autonomy can assist to ease and obtain the desired goals on TPD.

2.2 Review of Related Empirical Literature

A number of researches have been carried out on teacher autonomy in international level however; it seems less in Nepalese context. Some of the related major research works and articles are mentioned below:

Clement and Roland (2000) carried out a research entitled 'Teachers' professional development: A solitary or collegial (ad)venture?' which aimed to develop a theory for the relationship between primary school teachers' autonomy and collegiality and its impact on their professional development. Semi-structured interview, in the first phase, was conducted with thirty-nine teachers from eleven primary schools in Belgium about autonomy, collegiality and professional development. A two-part analysis of the data was made. The first part reconstructed the story of each teacher regarding professional development and each school regarding autonomy and collegiality. The second phase used multiple case researches from among the schools in the first phase and data were collected over a six-week observation period. The data confirmed the existence of collegiality variants. Autonomy was found to be balancing act between too much dependence on colleagues and not enough. Novice teachers, in particular, are reluctant to seek colleagues' advice lest they appear less qualified or less competent.

Pearson and Moomaw (2005) wrote an article entitled 'The relationship between teacher autonomy and stress, work satisfaction, empowerment and professionalism' to examine the relationship among them. This study selected 300 teachers who worked in three neighboring school districts in Florida.

Teaching autonomy scale was made with demographic variables to describe the sample. Using a reliable and valid measure of curriculum autonomy and general teaching autonomy, it was found that as curriculum autonomy increased on-the-job stress decreased, but there was little association between curriculum autonomy and job satisfaction. It was also occurred that as general teacher autonomy increased so did empowerment and professionalism. Greater job satisfaction was associated with a high degree of professionalism and empowerment.

Wilches (2007) published a review paper namely 'Teacher autonomy: A critical review of the research and concept beyond applied linguistics' which purpose was to review conceptual and empirical research on teacher autonomy beyond the limits of applied linguistics. Research reveals that teacher autonomy can be conceptualized as a personal sense of freedom from interference or in terms of teachers' exercise of control over school matters. This review clarifies the meaning of teacher autonomy, provides valuable insights about different domains in which teachers exercise their control, and explores some of the personal and contextual factors that affect their performance. This paper ensures the necessity to analyze teacher autonomy beyond a particular field.

Munoz (2007) carried out a research entitled 'Exploring five Mexican English language teachers' perceptions of their professional development and its relation to autonomy' which purpose was to explore the teachers' beliefs about language teaching, learning and professional development in relation with autonomy. Questionnaire was conducted to get the data from five Mexican English language teachers teaching in university. The data was explored and discussed with reference to the notion of 'teacher autonomy', since the tentative links between teachers' professional development and teacher autonomy remain a significant concept in the relevant literature. The data showed that these teachers have clear ideas about what good language teaching entails, and they have interesting examples to share about monitoring and

evaluating practice. It was also revealed that these teachers articulated in their responses some of the features of self-directed professional action and development.

Sehrawat (2014) reviewed the article entitled 'Teacher autonomy: Key to teaching successes.' Here, teacher autonomy is defined as a freedom of study, learn and teach. This paper tries to focus on the different aspects of need and importance of teacher's autonomy and professional independence in our education system. It is concluded that teacher autonomy is driven by a need for personal and professional improvement, so that autonomous teacher may find out the opportunities in their professional career to develop further. It is also shown that there should be some professional independence among the teachers because when they are free to teach, they teach more efficiently.

Dikilitas and Mumford (2018) carried out a research named 'Teacher autonomy development through reading teacher research: Agency, motivation and identity' in order to highlight the need to promote more personal and informal process in teacher autonomy. This paper emphasizes on university language teacher's processes in reading teacher research in order to show how this affects their autonomy development process. It uses two well-known research tools namely think aloud protocol and focus group discussion and reveals autonomy related sub-themes: gaining agency, developing motivation and gaining awareness of a more democratic form of teacher development. Eleven participants were selected to choose and interpret different texts by allowing a highly personalized interpretation. Teachers interpreted the articles in a variety of ways, and differed according to their emphasis on the particular aspects: motivation, agency and identity. Finally, it is concluded that the task provided an opportunity for autonomy to emerge according to the developmental needs of the individual.

Vazquez (2018) carried out a paper (review) namely 'Teacher development for autonomy: An exploratory review of language teacher education for learner and

teacher autonomy' in order to explore the importance of teacher development and teacher education for enhancing both teacher and learner autonomy. The development of autonomy is acknowledged as a prominent educational goal in discussions of language education, but it is hardly a reality in many schools. This paper reviews previous work on the development of language teacher education initiatives for teacher and learner autonomy. This paper was analyzed being based on the findings of 20 papers published on the very subject over 25 years and based on exploratory approach. It is concluded that critical reflection and pedagogical inquiry into the implementation of pedagogy for autonomy appear to be particularly means for enticing pre-service and in-service teachers into developing teacher autonomy and learner autonomy in the context of foreign language learning.

Kosar and Akbana (2018) carried out a research entitled 'The interconnection between individually guided development activities and the emergence of autonomous teachers' which aimed to examine the interrelationship between individually guided professional development activities and the emergence of autonomous teachers. Sixty English as foreign language teachers from different state universities in Turkey were selected as the participants and questionnaire was administered to collect the intended data. In addition, semi-structured interview was conducted to get deeper insights from the participants into the types and effects of professional development activities they attended during the year 2014, and to what extent they perceive themselves autonomous with respect to their professional development. The findings showed that even though the participants do not perceive themselves autonomous regarding their professional development, they think that there is a strong interconnection between individually guided professional development activities and the emergence of autonomous teachers.

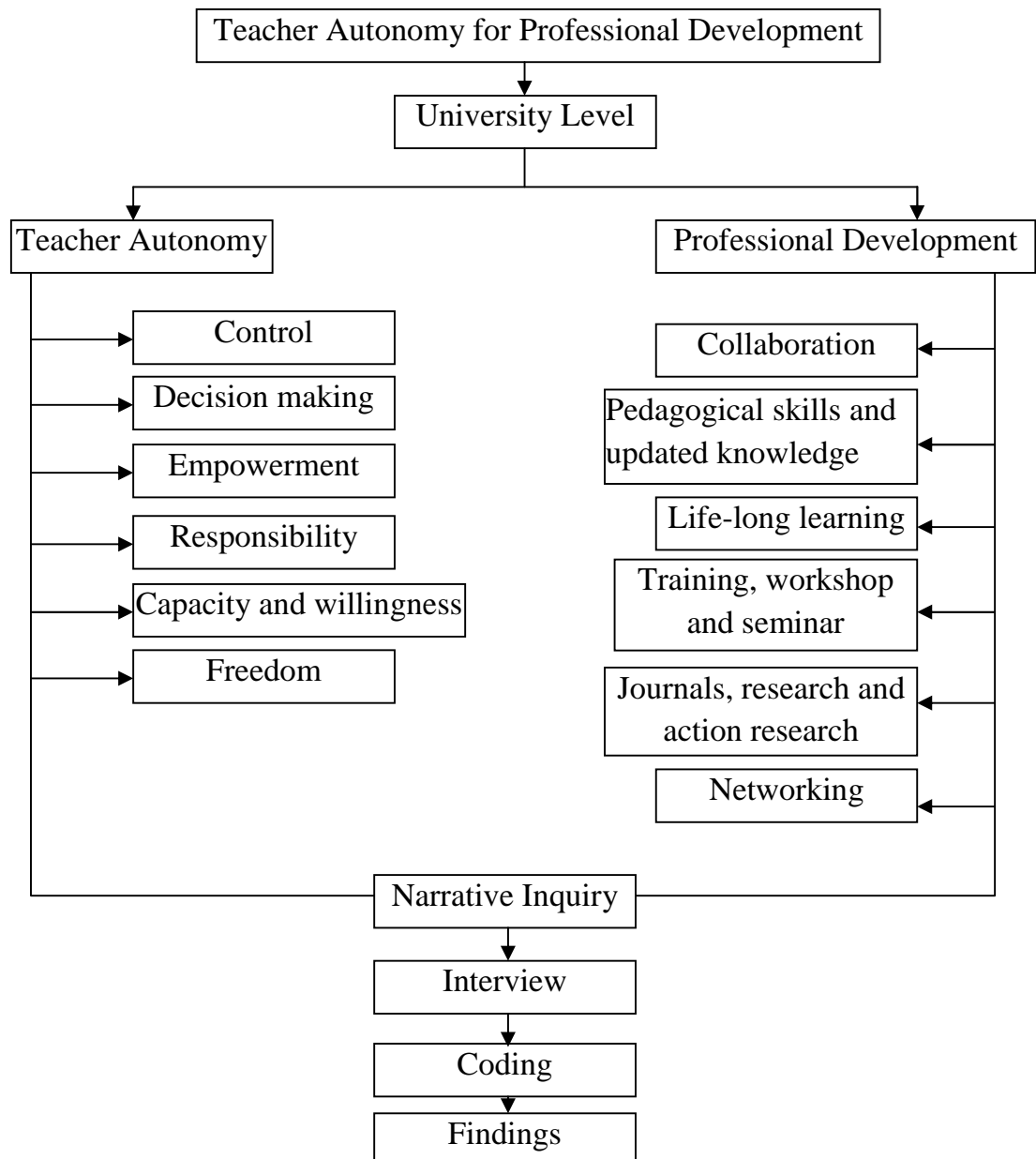
2.3 Implication of the Reviewed Literature

The above literatures were somehow related to this research study. After reading and reviewing these works, they provided lots of information on theoretical and empirical literature for this research topic. Smith (2000, 2003), McGrath (2000), Benson (2000, 2007), Lamb (2008) and Sinclair, McGrath and Lamb (2000) helped me to understand the conceptualization of teacher autonomy including its different uses, dimensions, characteristics, importance in relation with professional development. Head and Taylor (1997), Richards and Farrell (2005), Guskey (2003) and Wallace (2010) gave clear concept on teacher professional development covering its areas such as characteristics, models and approaches.

Clement and Roland's (2000) paper gave some ideas on the theory for the relationship between teacher autonomy and collegiality and its impact on professional development. Pearson and Moomaw (2005) helped me to gain knowledge on the relationship between teacher autonomy and professional development. Wilches' (2007) review paper provided an opportunity to read different theoretical and empirical literatures on teacher autonomy. Munoz (2007) gave ideas about teacher perceptions on professional development in relation to autonomy. Sehwat's (2014) review paper gave information on different aspects and needs of teacher autonomy with professional development. Dikilitas and Mumford (2018) provided very personal and informal process in teacher autonomy for professional development. Vazquez's (2018) review paper from twenty articles aided me to get ideas on the importance of teacher development for autonomy. Kosar and Akbana (2018) made me clear on the interconnection between teacher autonomy and individually guided professional development.

2.4 Conceptual Framework

Conceptual framework in a research refers to the researcher's own constructed model that he/she uses to explain the relationship that exists within the study. In other words, it is a mental picture of the process that the researcher is going to conduct in his/her study. The following was the conceptual framework:



Based on the aforementioned framework, this study explicitly focused on the relationship between teacher autonomy and teacher professional development at university level. Some conceptual elements from both terms (teacher autonomy and professional development) were added here to make the terms more understandable. Narrative inquiry was selected to explore the research study. Coding and interviews were conducted as the data collection tools to gain in-depth information from the participants. Findings were based on the obtained data from the study.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This section of the study includes design and methods of the study, population, sample and sampling strategy, source of the data, data collection tool and technique, data collection procedures, data analysis procedure and ethical consideration respectively. To fulfill the objectives of the study, following methodologies have been applied in this research process.

3.1 Design and Methods of the Study

It is the chief responsibility of a researcher to adopt an appropriate research design to meet the objectives of the study. It is believed that not all research designs are necessarily appropriate for all research topics. Thus, I chose narrative inquiry as an appropriate research design to do this study.

Narrative inquiry is a qualitative research design. In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people's lives and write narratives of individual experiences (Connelly & Clandinin, 1990, as cited in Cresswell, 2012, p. 502). The major aspect of narrative inquiry is to study people's life story and their biography. Each individual has distinct life events. If we go through the lives and lived experiences of people, then we can get important data or information from them. Therefore, Narrative study can be sometimes said as biographical research because it always relates with the life events of people. Generally, this type of research is done on an individual. However, a number of small groups can be selected to explore their life events through narrative interview. Sometimes, the research can select one participant in order to generalize the findings for the same group who seem mutual to participant. The researcher involves participant in narrative interview and keeps record of the experiences. The role of researcher must be cooperative with the participants. Thus,

participants can frankly tell their stories. Beside the narrative interview, data can be collected through field note, participants' personal thing, letter, biography and diary. Now, the trend of doing narrative inquiry has tremendously become popular among educational and social discipline.

Some characteristics of narrative research designs are as follows (Cresswell, 2012, pp. 509-512):

- a) Individual experiences: The researcher focuses on exploring individual's history or experiences which is more personal for detailed story.
- b) Chronology of the experiences: The researcher manages time sequence from past to present while collecting individual's stories.
- c) Collecting individual stories: Narrative researcher asks participant to tell a story about his/her experiences.
- d) Restorying: After telling the stories by the participant, researcher starts retelling the story in his/her own words without distorting the sayings from the stories.
- e) Coding for themes: Narrative researcher may code the data from the stories in a small number for further discussions.
- f) Context or setting: Importance is given to the setting or context such as friends, family, workplace, home etc of the participant's experiences.
- g) Collaborating with participants: The researcher cooperates with the participant to collaborate with him/her for detailed information.

Processes/Steps of narrative inquiry are as follows (Cresswell, 2012, pp. 513-516):

- a) Identify a phenomenon to explore that addresses an educational problem: While exploring the issues, we need to understand the personal or social experiences of an individual(s) in an educational setting.

- b) Purposefully select an individual from whom you can learn about the phenomenon: The researcher should select an individual (typical or critical) who can provide an understanding about the phenomenon.
- c) Collect the story from that individual: The researcher asks the individual to tell a story and collects it through personal conversation and interviews.
- d) Restory or retell the individual's story: The researcher reorganizes the individual's story after examining the raw data in a chronological way.
- e) Collaborate with the participant: The researcher actively collaborates with the participant during the research process.
- f) Write a story about the participant's experiences: Narrative researcher writes the story from the participant's experiences applying several features of narrative.
- g) Validate the accuracy of the report: It is an essential task to validate the accuracy of the researcher's narrative account.

Therefore, to fulfill the objectives of this study, I applied narrative inquiry as a research design under qualitative method in order to collect the life experiences of the selected participants' practices of teacher autonomy in relation with professional development.

3.2 Population, Sample and Sampling Strategy

In this research study, the population covered all the number of English language teachers who were teaching in university level in a foreign language teaching context in Nepal. Likewise, the sample for this study was four English language teachers out of the defined population. I adopted purposive sampling strategy under non-probability sampling for selecting participants for this study. When researcher selects the participants according to the purpose of the study, it is said to be the purposive sampling.

3.3 Research Tools and Techniques

The research tool for this study was interview. I followed semi-structured interview which is a type of an interview that offers a set of pre-prepared guiding questions along with open-ended questions in which interviewee is encouraged to elaborate on the issues raised in an exploratory manner. Here, I asked the same questions for all of the participants, although not necessarily in the same order or wording, and supplemented the main questions with various probes.

3.4 Sources of Data

This study was based on both the primary and secondary sources.

3.4.1 Primary Sources of the Data

The primary sources of the data in this study were four English language teachers teaching in Tribhuvan University from Kathmandu district.

3.4.2 Secondary Sources of the Data

Various books such as: Sinclair, McGrath and Lamb (2000), Head and Taylor (1997), Richards and Farrell (2005), Wallace (2010); journal articles like: Smith (2000, 2003), McGrath (2000), Benson (2000, 2007), Lamb (2008), Guskey (2003), Wilches (2007), Ramos (2006); dissertations like: Willner (1990), Klerk (2014) were used as the secondary sources of the data in order to support this study.

3.5 Data Collection Procedures

At first, I considered the nature of objectives and areas of study to be conducted for the beginning of the study. Then, I selected four university level English language teachers as the participants for the study. I built rapport with the participants by meeting them individually and talking to them as well. After

this, I went with some ready-made questions to conduct the interview with participants for collecting data to be analyzed. I recorded each interview in cell phone and provided thanks to them at the end of the interview. Eventually, I transcribed the recorded data in paper to analyze systematically.

3.6 Data Analysis and Interpretation Procedures

The most common approach of analysis in qualitative research is thematic approach which I applied in this study to analyze the collected data. According to Braun & Clarke (2006), thematic analysis is a method for identifying, analyzing and reporting themes within data. Themes are the main ideas which are formed on the basis of the categorization and grouping of similar types of information. Here, at first I transcribed the recorded data into written form later, translated it. Then, I read repeatedly the translated information to carry out main ideas from participants in order to derive the code. After coding and decoding, I generated themes by putting up all the connected ideas in one place. After building relevant themes, I analyzed them in descriptive way.

3.7 Ethical Consideration

The researcher should consider ethical issues while collecting the required data and writing the report. In this study, at first, I provided information related to the objectives, issue and nature of my research study to the participants and took consent from them for further study. I did not include any clue that displays participants' identities in collected data. I also built rapport, compromise and trust with participants for reliable and in-depth information while collecting the required data. It is also important to use the collected data for only one purpose therefore I maintained the secrecy of the information provided by the participants. I did not do any activities that harm the participants' reputation, physical, mental and psychological aspects. I used citation and references to avoid plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter consists of the analysis and interpretation of teachers' lived experiences or stories in relation to their professional development. Their stories reflected the practice of teacher autonomy in relation with professional development.

4.1 Analysis of the Data and Interpretation of the Results

The data obtained from the in-depth interviews were firstly transcribed and then were analyzed applying thematic approach. In the beginning, narratives were holistically viewed. Later on, themes were produced or built with the help of thematic analysis and interpreted them based on the objectives. Throughout this research, the pseudo names; Teacher 'A', Teacher 'B', Teacher 'C' and Teacher 'D' have been given to the participants to maintain the confidentiality. Thus, I enumerated the following major themes:

4.1.1 Practices of Teacher Autonomy at University Level

Autonomy is said to be the capacity to take charge of one's own learning. Concerning this, teacher autonomy can be defined as a teacher's capacity to take control of one's own teaching. In other words, autonomous teachers become aware of what to teach, when to teach, how to teach and where to teach with required pedagogical knowledge and skills. Characteristically, McGrath (2000) has connected teacher autonomy with self-directed actions or development and freedom from control by others. Having said this, it can be scrutinized with its importance in teaching practice. Thus, one can exercise or practice autonomy throughout the teaching career from beginning to resignation in order to make appropriate choices over the teaching actions and grow professionally. In this study, data have been analyzed and interpreted

from the participants' stories on the practices of teacher autonomy in university level with the following sub-themes.

4.1.1.1 Understanding of Teacher Autonomy

Teacher autonomy generally refers to the way where teacher makes decision of own about what to teach and how to teach in the classroom. In other words, autonomous teachers are those who are aware of the pedagogical skills for teaching in an effective way. According to Smith (2000), teacher autonomy refers to "the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others". Thus, it enables teachers to gain appropriate pedagogical knowledge and skills required for effective teaching and learning. In the interviews with my participants, the following conceptual understandings of teacher autonomy were found. In this concern, Teacher 'A' said:

Teacher autonomy refers to the teacher's individual endeavor or actions for his/her own growth or development without the help or support from colleagues and administration. It is mostly viewed by connecting with learner autonomy. As learner has autonomy for doing his/her own learning behavior and activities, teacher also does the same effort for his/her own teaching behavior and activities along with for professional development.

Abovementioned reflections clearly say that teacher himself or herself involves in the actions or activities for his or her own development with the help of autonomy. To be autonomous, a teacher must initiate the activities from the self without the help or support from the colleagues and administrations. It means to say that others' support or help cannot make a teacher autonomous so that teacher himself or herself is at the center in order to be autonomous. Likewise,

teacher autonomy can be connected with learner autonomy. As Holec (1983) defines learner autonomy as 'the ability to take charge of one's own learning', teacher autonomy can be defined as the ability to take charge of one's own teaching. Therefore, autonomy enables teachers to be able to make decision about his teaching activities.

Likewise, Teacher 'B' said:

Multiple things are associated with teacher autonomy. It includes self-made course by teachers for their own teaching. Administrating the examination by the teachers is teacher autonomy. Teacher autonomy mostly incorporates teachers' pedagogical parts about what teacher does. It also allows teachers to assign the project works to the students. If teachers themselves involve in developing courses, teaching activities, administrating examination then, these are autonomous things.

Abovementioned expressions relate teacher autonomy with different activities. Autonomy not only limits the teachers inside the classroom but also brings outside the classroom by involving them in several things such as administrating the exam, understanding pedagogical parts, assigning project works to the students, developing courses along with regular teaching activities.

Teacher 'C' stated, *"If teachers get the right to teach in their own then, it is said to be teacher autonomy."* Thus, it talks about the freedom as a right of the teacher who can have multiple choices for his or her pedagogical activities.

In a similar vein, Teacher 'D' said:

In my view, allowing the right of decision making to the teachers for their own instructional activities is known as teacher autonomy. In other

words, teacher autonomy allows the right of decision making to the teachers on various things such as when to start the class, when to end it, what activities to do in the classroom, how to evaluate students' performance, how to set the questions, how to administer testing and so on. ...Teacher autonomy builds up the self-judgment capacity of teachers. With the help of autonomy, teachers start teaching based on their planning and their ethics, and according to their determined objectives.

The abovementioned utterances emphasize autonomy as a teacher's right to decision making. It means to say that autonomy enables teachers to make decisions independently and appropriately. Decisions can be made on various activities during his or her teaching program. Best decisions are made among the choices available to the teachers. Autonomy also helps the teachers to achieve his or her teaching goals by making them aware about the teaching objectives along with the teaching planning made for specific lessons.

Thus, Teacher autonomy can be viewed differently. However, there might be some major as well as peripheral elements in order to conceptualize it. From my participants' stories, it can be defined as teacher's individual endeavor or efforts for development, right to teach in one's own and right to decision making. In other words, it is conceptualized as self-made decisions by teachers on teaching and learning activities with the initiation and involvement in actions in one's own way which can be presumed of having positive effects in the development in relation with teaching profession.

4.1.1.2 Practices of Teacher Autonomy

In the context of Nepal, teaching English includes teaching English in a foreign language context. Teachers are being involved in teaching from basic to

university level. A teacher can be autonomous at any level. Particularly, this study concerns with teacher autonomy at university level. Despite socio-political pressures encouraging standardization and hierarchy, educators have increasingly valued teacher autonomy, along with institutional and learner autonomy (Veugelers, 2004 as cited in Prichard & Moore, 2016). Thus, teacher autonomy has come into existence though the degree of its use is varied in different context. I collected the following stories from the participants about the practices of teacher autonomy at university level in our Nepalese context. In this concern, Teacher 'A' said:

To some extent, teacher autonomy has been in practice since the commencement of semester system in our university. Before semester system, every teaching activity such as daily routine of classroom teaching, subject selection, starting and ending of the classes, the modality of evaluation system etc were centralized. Teachers were not autonomous and there was no autonomy. But, semester system itself intends or promotes the concept of teacher autonomy as its own ethics or norms.

The above stated expressions represent the real present scenario that whether there is practice of teacher autonomy in university or not. The participant told that teacher autonomy was in exercise by the teachers after implementing the semester system. Semester system to some extent allowed teachers to exercise their autonomy which in turn enabled teachers to make decisions by self in several instructional activities such as when to administer internal exams, when to end up the classes, which subject to teach and so on. However, the participant was not satisfied with the true practice of teacher autonomy stating, *'it has not been practiced in a true sense.'* The participant again added:

However, autonomy is limited only in word and there is no right for it.

We can see autonomous practices only inside the classroom activities where teachers can use their power to some extent. So that, impositions from the head or authority is found here. However, to some extent, I have been involving myself in autonomous activities since starting the job of teaching.

Teachers seemed to be autonomous only inside the classroom activities but no autonomous activities from teachers could be significantly observed in the instructional activities beyond the classroom such as to examine students' answer papers, to set the questions for examinations and to be external supervisor for students' evaluation. This kind of restriction would cause hindrances in the development of autonomy. Thus, teachers should be provided with the access to exercise autonomy beyond the classroom.

Likewise, Teacher 'B' said:

Teacher autonomy has not been exercised that of much because teachers do not develop syllabus, do not administer exams, and do not set questions. These things are done by outsider. That's why, teacher has less autonomy.

This abovementioned stories explicitly state that teachers have not been fully made autonomous because they are being excluded from their extra-duties of teaching such as developing courses, administering exams and preparing questions for exams.

Teacher 'C' said:

There is no any provision for teacher autonomy in our institution.

Whatever Dean Office offers us, we have to teach. That is a compulsion so that we do not have autonomy in developing courses. However, in teaching part, we are exercising autonomy.

This above stated story also claims that teachers have been limited to exercise autonomy only in their teaching parts. It means that the multiple roles of teachers such as teacher as course developer, teacher as syllabus designer and teacher as examiner are ignored where non-participant stakeholder (Dean Office) has taken these roles undervaluing teachers' capacities and their roles.

Thus, from those above told stories, it can be stated that teachers were not seen fully autonomous because institutional authority confined them to exercise their autonomy only inside the classroom teaching activities. Beyond the classroom teaching, teachers were not allowed to exercise autonomy in the activities such as course developing, syllabus designing and setting questions for final examination. This situation questioned on either teachers' inability or continuation of traditional concept teaching and learning. However, some kind of autonomous practices inside the classroom would establish paradigm shift contrary to the traditional teaching.

4.1.1.3 Teachers' Autonomous Activities

When teachers become autonomous, they start performing various activities in their own. There are multiple areas where teachers can exercise autonomy.

According to Wilches (20007, p. 262), "a teacher can use autonomous behavior on the domains such as teaching and assessment, curriculum development, school functioning and professional development." Thus, the participants from

this study involved themselves in autonomous activities on these different domains. Regarding this, Teacher 'A' said:

I make an instructional plan for running my own classes. There are forty-eight classes in semester classes. I make a plan to do the instructional activities for individual classes. This is the part of autonomy to me. I decide myself about when to give assignment and take internal examination of students. I myself select the modality of questions for assignment.

The participant shared the experience that he involved in several autonomous activities while teaching in classroom. Instructional plans were made in one's own way before starting the classes. Self-decisions were made on what to give in assignments or project works to the students, when to administer internal exams, what to teach in the classroom by determining all those things having discussion with students and so on. The participant also added that teachers could choose any of subjects to be taught in the classroom being based on the subject of their specialization.

Likewise, Teacher 'B' said:

We have been able to exercise autonomy by adding some new as well as pertinent contents along with the prescribed syllabus provided by authority in the classroom teaching. We recommend our students what to read besides the prescribed books. We are also free to apply the pedagogical approaches whatever we want in the classroom.

Teachers' job is not only teaching the syllabus or contents from the fixed course. So, this participant exercised autonomy by including some of the

important contents besides the course contents to the students for their extra knowledge. Several approaches, methods and techniques for teaching have been produced in the educational field. So that, Teacher 'B', with the help of autonomy, chose different teaching approaches, teaching methods and teaching techniques as their choice being based on the appropriateness of the context. He added more:

Talking about autonomous activities, we sometimes organize seminars.

We do so for the students. They are asked to present the findings of their researches. Specifically, we also decide about the readings and put them in seminar as a subject. We negotiate with the students about their interested areas in the seminar. Based on this, we search for new things and select new readings.

Teachers were not only worrying about their own development rather they wanted to make their students capable and competent on the current trends by recognizing the value and its importance in present educational scenario. Students' needs were considered by the teacher through negotiation that can ultimately help to bridge the gap between teacher centered and learner centered teaching.

In a similar vein, Teacher 'C' said:

If you, in my case, ask me about the autonomous activities, I would say; searching the new concepts on internet, learning new arrivals through social media, interacting between and among the colleagues, doing researches, visiting library, reading new books.

It is said that learning is a continuous process. It is not the case that once you become a teacher then you do not need to learn again and again. Therefore,

teachers can be autonomous not only in teaching but also in their learning too. They can involve themselves in activities which in turn help them to learn and gain skills and knowledge related to pedagogy. As stated above, teacher 'C' told that he exercised autonomy in his learning. He involved himself in different activities that really helped him for learning pedagogical skills and knowledge. So, making teachers involved in learning is a part of teacher autonomy where they can do the activities such as reading books, visiting library, conducting researches, interacting with colleagues, learning through social media and internet. The participant shared more experiences by saying:

I involved myself in conducting various researches on new areas. I have produced at least 20 articles so far. I did not get any support and help from the department and the institution however, I made all happened by myself. I have published several books (4-5) related to grammar and other topics. I studied multiple books ... Another example, I have installed some software of dictionary on my cell phone as well as software of converter by which I could easily search whatever I want whenever needed. Besides that, I take suggestions or advice from my colleagues about teaching and learning activities. We talked on several things related to teaching while having lunch outside the classroom.

The participant conducted various researches and wrote many articles and books without the facilitation from others. It meant to say that autonomy helped teachers build their capacity as a teaching professional.

Similarly, Teacher 'D' said:

I try to be more innovative and do my own in the case of teaching ... I decide myself about what to give assignment to the students. I provide

the assignments that are practically applicable in real teaching situation. I go to other schools, watch the techniques of providing feedback, and apply those techniques in my classroom.

Autonomy somehow gives freedom to teachers. It builds the capacity of teachers to do pedagogical activities in one's own. It also pushes teachers to be more innovative. Besides, it helps teachers to stand as a good decision maker. Not only this, it motivates teachers to learn from others as Teacher 'D' went to other schools and learned some techniques by observing the classes.

Thus, teacher autonomy involves teachers in different pedagogical activities. It helps teachers to be active in their teaching programs. Autonomy not only helps in teaching but also motivates for their learning. It helps to establish teacher as a decision maker for their teaching practices. Moreover, teachers involved in different autonomous activities such as planning, giving assignment, administering internal examination, recommending readings, applying different pedagogical approaches, organizing seminars, negotiating with students, selecting new readings, using internet and social media for learning new concepts, interacting with colleagues, doing researches, visiting library, reading new books, writing books, using technology, observing other classes and so on.

4.1.1.4 Promoting Teacher Autonomy

Only with counted benefits then, something can be promoted. Pearson and Moomaw (2005) correlate teacher autonomy with feelings of professionalism which in turn arouses the sense of full responsibility in teachers for their teaching job and encourages them to be lifelong learners throughout their teaching career. Thus, the participants shared the following articulations on promoting teachers' autonomous behavior in the teaching career.

In this regard, Teacher 'A' said:

Teacher autonomy should be obviously promoted. Time has changed so that teaching practices have been changing from past to present. Nowadays, classrooms should be democratic. Teacher should be critically aware and critical pedagogy should be in practice. We talk about learner autonomy, teacher autonomy, sense of independence, freedom of activities, child friendly teaching, child centre teaching, self dependence pedagogy which are to some extent related to teacher autonomy. Therefore, teacher autonomy should be promoted in order to bring innovative approaches and paradigm shift in teaching.

Abovementioned reflections from the participant highlight the importance of teacher autonomy. Autonomy enables teachers to be changed with the flow of time. It would help teachers to be modern teachers with analyzing capacity about the teaching practices from past to present which in turn helps to bring innovative approaches with paradigm shift. With the help of autonomy, teachers can be critically aware of their pedagogical environment.

Likewise, Teacher 'B' said:

Of course, teacher autonomy must be promoted. Without it, higher education cannot go well. It is a must. With the help of teacher autonomy, teachers start searching new things. In its absence, things remain static. That's why, teacher autonomy should be there.

The abovementioned feelings emphasize the need of teacher autonomy. The participant talked about its necessity to teachers of higher education. Autonomy provokes teachers to involve in searching new things so that teacher as a

researcher can be produced. Likewise, it demands changes in every aspect of teachers' teaching programs.

In a similar vein, Teacher 'C' said:

Of course, teacher autonomy should be promoted. It would be worse if we do not promote teacher autonomy in university level. However, we see some sorts of imposition in our university. Teachers should be given the responsibility to develop the courses based on the need of students and to evaluate the students' achievement in their own. It would not properly work if the outsiders who have not dealt and taught even the single classes design the courses and set the questions for the exams. I think teacher autonomy should be fully practiced.

The sharing above certainly disclose autonomy's significance in teachers' teaching career in university level. Teacher 'c' showed his dissatisfaction with the impositions by his institution over teachers' roles. He argued that teachers should be taken in front line to take their responsibility as a course developer and evaluator of students' achievements. So that, autonomy helps to make teachers more responsible in their teaching field.

Similarly, Teacher 'D' said:

Besides promoting teacher autonomy, it is an essential part. Teacher should be autonomous. They should be doing something. Without it, there is no possibility of professional development. Therefore, teacher autonomy plays very important role in teacher professional development.

The abovementioned stories signify the worthiness of teacher autonomy for teacher development. Teacher 'D' said that autonomy lets teachers involve in doing something. This involvement in doing might help teachers develop their professionalism. Until and unless teachers involve in doing, they cannot be able to develop their professional career.

Thus, it can be said that autonomy is an essential element in teachers' teaching career. It makes teachers more responsible in their teaching jobs. It also brings changes in teachers' teaching and learning aspects. Teachers involve in various activities with the help of autonomy which in turn helps to develop their professional career. Critical awareness in teaching and learning can be developed with the help of autonomy. By nature, actions are important in the development of autonomy by which dynamicity with activeness can be observed in teachers' teaching behavior. Autonomy values the principle of learning by doing in which engagement is increased and later on professional development can be seen.

4.1.1.5 Critical Analysis of Teacher Autonomy

Teachers should be able to analyze critically on something about what they are doing. Here, the participants of this study more or less exercised teacher autonomy in their teaching program. The following stories were based on their analysis on teacher autonomy:

a. Autonomy as an isolated or collaborative phenomenon

Autonomy can be differently viewed i.e. either through isolative or collaborative perspective. Willner (1990) identifies an older concept of teacher autonomy, based on independence through isolationism and alienation, and a newer concept of teacher autonomy, based on collaborative decision making and the freedom to make perspective professional choices concerning the services rendered to students. Thus, the following attributions made by the participants were analyzed on whether autonomy is isolative or collaborative.

In this concern, Teacher 'A' said:

There might occur some problem when it is practiced through isolated perspective because independence of teachers sometimes allows them to do whatever they want. So that, collaborative work would lead to the success of teacher autonomy. There is collective voice in collaboration and it is believed that collective voice is stronger than individual voice. We should focus on team work, cooperation, collegiality etc in order to be successive in exercising teacher autonomy.

The above stated feelings from the participant recognize collaboration between and among the teachers as the right part of autonomy by arguing that its success depends on the collaboration. He argued that isolated practice of autonomy may not be good because individual may perform inappropriate activities ignoring the established values and norms of teaching. Through collaborative work, teachers can learn from each by sharing the ideas, knowledge and skills with each other.

Likewise, Teacher 'B' said:

Both practices (either isolation or collaboration) can be. The fundamental things for teacher autonomy are; there should not be control, there should not the sense of fear, there should not be the sense of pressure but there should be the sense of responsibility, sense of collaboration, sense of ethics, sense of meaning and so on... Autonomy should not be viewed from isolationist or separate perspective rather it should enhance teachers' capacity, efficiency and confidence in doing some works very perfectly.

The participant with the abovementioned articulations preferred both practices i.e. either isolative or collaborative practice to teacher autonomy. Mainly, his concern was on the things which really were the true attributes of autonomy (sense of no fear, sense of no pressure, sense of responsibility, sense of ethics, sense of collaboration, sense of meaningfulness). Meaningful interaction can help participants to produce new knowledge and ideas. On the other hand, a teacher cannot be blamed of being strange if there is no contact with his/her colleagues. It means to say that it would be irrational to talk of either isolative or collaborative practice for autonomy rather either of them should be able to strengthen teachers' capacity, develop their efficiency and build confidence in their teaching and learning activities.

Thus, it can be concluded that either of the two practices should help teachers to have effective result while practicing autonomy, however, collaboration might be the effective one because multiple ideas come over there. Isolative perspective is an oldest view where individual was highly prioritized. However, with the modernization in education, the perspective on autonomy has been changed and viewed from collaborative perspective. This paradigm shift has widened the perspective on autonomy valuing the relevance of collaboration among teachers.

b. Control or barriers for teacher autonomy in relation with Nepalese context

Authority sometimes may exert control over the teachers' teaching and learning behavior so that teachers might face several barriers while exercising autonomy. However, Benson (2000) presented the view of autonomy as a right to freedom from control by others. The following stories were analyzed on how control affects teacher autonomy. In this concern, Teacher 'A' said:

I would like to say that there are two types of barriers. The first is practical barriers. In this, teachers feel inappropriate working

environment. Administration does not support the teachers. Most importantly, another barrier is attitudinal or psychological one. It lets teachers to think that why I should do this and what else to get if things are going well... This kind of ideology 'what else to gain by doing something else' is deeply rooted in us so that we cannot become able to bring changes in our day to day practices due to our conventional attitudinal behavior.

The participant talked about two kinds of barriers of autonomy namely practical barriers and psychological or attitudinal barriers. They both played hindering role in the development of teacher autonomy. Practical barriers included unsupportive institutions, non-conducive teaching atmosphere, unsupportive working environment and so on. On the other hand, attitudinal barriers incorporated teachers' ignorance with the psychology that 'what else to gain by doing something else'. Likewise, negative attitude due to dissatisfied results from the exercise of autonomy may create barriers while exercising it.

Similarly, Teacher 'B' said:

If the whole culture is good then, no problems occur. It means to say that if there is the culture of doing then, everyone starts doing their jobs by themselves... teachers' job is only perceived as to teach the books given to them and besides, there are no things to do autonomous activities. For instance, they cannot bring reforms in the books, policy etc. In spite of the occurred constraints, teachers need to think of bringing changes as well as doing something new assessing what is working well and what things are seen ineffective.

The sharing above from the participant emphasize the culture of doing to avoid the barriers of autonomy. So that, teachers need to be actively participated on works. Teachers are at the center and their autonomous behavior can only be observed through their culture of doing. Moreover, teachers have not become able to exercise autonomy because their roles have been made limited i.e. they cannot change and develop books, policies, course, syllabus and so on.

Talking about the Nepalese context of controlling situation while exercising autonomy, Teacher 'C' said:

Talking about the control from authority, it depends upon the nature of that authority. The person in the authority can be of different types. Some persons seem to be more liberal whereas others seem to be hard and fast who rigidly follow the rules... Moreover, to some extent, it is possible to exercise autonomy in public institutions if we really want. There are less rigid rules as well as less enforcement from authority in public institution in comparison with private institutions. Talking about the problems or challenges, I see there is a cultural problem that whether there is autonomous culture or not... Political aspect can be seen as a problem... Altogether, there are mainly three challenges and they are political, ideological and institutional cultural challenges. In addition, the nature of person in authority would also affect in developing teacher autonomy. Likewise, practical barriers do not allow the teachers to do their preferred activities. For instance, we have planning about our teaching activities. But sometimes exam would come sooner than the prescheduled exam date which would create problems in finishing our teaching courses.

The above expressed stories display the real scenario of controlling situation for autonomy as a representative story from all educational institutions of Nepal. The nature of person from institutional authority either rigid or liberal greatly affect in teachers' autonomous activities where liberal person allows autonomous activities from teachers but rigid person only wants teachers follow the rules ignoring innovativeness and changes in teaching field. Having said this, educational institution whether it is private or public might also have effect in exercising autonomy where private institutions are seemed to be less flexible than public institutions. Moreover, teachers gradually lead themselves towards autonomous teacher with autonomous activities if their working environment has autonomous culture. Likewise, teachers might face some challenges while being autonomous such as political, ideological and institutional cultural challenges. Practical barriers cannot be also avoided as they hinder in the development autonomy.

Thus, it can be concluded that teachers might face several barriers or challenges or control particularly practical barriers, attitudinal barriers and culture of undoing while exercising autonomy. These barriers should be minimized in order to develop autonomous behavior in teachers. Likewise, political, ideological and institutional cultural challenges are prevalent which are considered hindrances in the developmental course of autonomy.

c. Autonomy for redefining teachers' roles

Autonomy is said to be the factor that develops teachers' capacity. From the development and exercise of teacher autonomy, there comes empowerment and satisfaction, we all need, as Littlewood (1997) stated, ability and willingness to implement changes in our behavior in order to become more autonomous (as cited in Ramos, 2006, p. 193). Thus, it can be said that autonomy invites changes in teachers' behavior i.e. in the roles that they should perform during their entire teaching career. The following narratives were analyzed on the basis of the need of autonomy in redefining teachers' roles. In this concern, Teacher 'A' said:

Teacher autonomy has the role to play in bringing the changing role of a teacher. If teachers in a true sense involve themselves in autonomous activities then, no teachers would be in the same position as they were before. When I become able to expose myself, understand the meaning of autonomy and learn how to develop autonomy then, ultimately I bring changes in my behavior. So that teacher autonomy would help in changing the roles of teacher such as tutor to facilitator, master to close friend, teacher to guide or path finder, teacher to researcher and so on. It also makes teachers determined on those roles. Changes occur when teacher are informed about the prospected benefits. From non-autonomous to autonomous is a shift or change in itself. So teacher autonomy plays proactive role to bring the changes in the roles of teachers.

The participant with the above stated articulations connects the essence of autonomy to bring changes in teachers' roles. Autonomy itself arises only when teachers start doing something by themselves. Likewise, teachers involve in performing various activities only when they become able to conceptualize autonomy with its development. Therefore, with true actions led by teachers help them to be autonomous. As a result, they can bring changes in their teaching behavior with contextual appropriateness. With the practice of autonomy, teachers are enabled to be facilitator, researcher, guide and so on. Being autonomous itself is a change because non-autonomous teachers have started doing something in their teaching job.

Likewise, Teacher 'B' said:

Yes, of course, autonomy brings changes. Now, you are a teacher. You do not need to do researches because you are given all things such as text books, syllabuses, model questions etc. If everything is given then, this teacher does not do anything. However, when a teacher is asked to do then, he/she starts researching. He becomes curious about how to conduct it. For this, he starts asking with friends, buying new books, reading them, searching on internet etc. How do you teach someone for swimming?... Without making someone responsible, how can he/she start working? The teacher starts searching whatever only when he thinks supportive, worthy and valuable.

The expressions above assert that teachers should be made autonomous in order to bring changes in their roles. Until and unless teachers are defined with the multiple roles with required actions, they remain static and do not make any changes. So that, they are required to be involved in actions for which autonomy can play a significant role. Providing responsibility to the teachers is providing the tasks to them. When teachers truly accept the responsibility of performing different roles then, they start doing such as conducting researches which tend them to lead to autonomous teachers.

Thus, it can be said that autonomous teachers are motivated to bring changes in their roles. When teachers think that nothing should be taken as granted and everything especially teaching is dynamic then, they start doing innovations, researches, real practices of theories which are the features of autonomous teachers. Moreover, sense of responsibility motivates them to do various actions by themselves which is also the part of being autonomous. Thus, teacher autonomy would help in changing the roles of teacher such as tutor to facilitator, master to close friend, teacher to guide or path finder, teacher to researcher and so on.

4.1.2 Analyzing Teacher Autonomy with Professional Development

Autonomy helps teachers to initiate various essential, required and valuable activities which in turn build the capacity and ability of teachers that can be ultimately seen as an attribute of professionalism or professional development. Smith (2003) has considered three different uses of the term teacher autonomy and they are self-directed professional action, self-directed professional development and freedom from control by others over professional actions or development. Thus, teachers can develop their profession with the help of autonomy. In this study, data have been analyzed and interpreted from the participants' stories on autonomy in relation with professional development from the following themes.

4.1.2.1 Understanding of Teacher Professional Development

TPD is a worthy means to acquire required pedagogical knowledge and skills. It has come with the assumption that every individual in any jobs or professions should have specific knowledge and skill of that particular profession. In teaching, professional growth has a great value since it not only develops teachers' knowledge and skills but also enhances teachers' individual, social, psychological aspects of teaching. Glatthorn (1995, p. 41) defines TPD as “the professional growth a teacher achieves has a result of gaining increased experience and examining his /her role systematically” (as cited in Reimers, 2003, p. 11). Thus, TPD is a never-ending process which helps teachers to be the best teacher in their teaching programs. It is also greatly considered that how professional growth moves forward depends on teachers' understanding of professional development. The following stories from the participants have been analyzed on how teachers have perceived professional development as:

In this concern, Teacher 'A' said:

Teacher professional development is the process of acquiring required knowledge and skills to develop one's competence level. It is an on-

going process as well as continuous learning that helps in bringing changes in the activities. It refers to the learning process to bring changes in the instructional activities. It helps teachers to strengthen their job with improvisation. It is a way of growing teachers morally, intellectually and professionally.

The stories above clearly define the term teacher professional development. It is undoubtedly said that teachers need to be competent in his teaching program with required pedagogical skills and knowledge by which teachers' professional development can be significantly observed. Teaching is a dynamic job that always demands changes in its field due to explosion of knowledge and other modern factors so that teachers need to be involved in continuous learning. It is a profession so that teachers need to be professional with competence and teachers' ethical or moral characteristics.

Teacher 'B' defined teacher professional development as '*a continuous process in which efforts are made by teachers to bring newness.*' He meant to say that teachers become professionally developed when they continuously make efforts to bring changes in their teaching behavior.

Likewise, Teacher 'C' said:

Teacher professional development allows us to know one's own level and to learn how to grow. It teaches about the way to grow, where you are now, where to go and the ways to go ahead. For professional growth, a teacher should look at in oneself and have the curiosity on the burning issues in his/her subject matter. After then, he can grow through writing, online courses, conference, team networking etc by which he become updated on his subject matter.

The above stated expressions provide some concepts on TPD. Teachers start acquiring required knowledge and skills if they know their level of competence. Then, these knowledge and skills help them to grow. So that, TPD makes teachers able to identify their current status and to grow through possible ways. The participant put the teacher at center for the efforts needed to be professionally developed. Without an interest, no teachers can move towards the steps of professional development. The participant provided some of the activities such as writing, online courses, conference, and team networking in which one can develop teaching professionalism with an actual involvement.

Similarly, Teacher 'D' stated, "*Teacher professional development includes the activities, efforts and strategies used by the teacher before and after entering in the teaching profession.*" He meant to say that development starts from when teachers get formal training at teaching preparation courses before entering into the teaching profession. Likewise, after getting into in teaching profession, they start making efforts, using activities and applying strategies to make their teaching programs more effective.

Thus, TPD can be understood as a continuous process in which teachers involve in various activities to update their knowledge and skills for the effective teaching practices. By this, changes can be brought with developing one's competence level. Teachers can also get an opportunity to assess themselves while involving in TPD activities.

4.1.2.2 Activities for TPD

TPD involves different activities. Without initiating activities and involving in them, it no longer helps teachers to be professionally developed. It includes formal experiences such as attending workshops and professional meetings, mentoring etc and informal experiences such as reading professional publication, watching television documentaries related to an academic discipline etc (Ganser, 2000, as cited in Reimers, 2003, p. 11). Thus, a teacher can develop his/her profession with the involvement in those activities to

acquire required pedagogical knowledge and skills. The following stories from the participants have been analyzed on how they have been growing their profession:

In this concern, Teacher 'A' said:

I have been growing my professionalism through different works. I have followed individual traits of a teacher including ideals, values, norms, ethics, maxims etc. Although I am a teacher and my job is teaching, I involve myself in studying books at least for two hours per day.

Likewise, I go to internet and search new things as well as watch them if they are new. I have been associated with teachers' organization named Linguistics Society of Nepal (LSP) and NELTA where I do professional activities from there. Next, I have been to various conferences and presented different papers. I have also conducted workshops and trainings. I take part in discursive forum in order to discuss and advocate the concerned issues of the teachers.

The above stated experiences share the efforts made by the participant for his professional development. Every teaching professional i.e. teachers need to be guided by the ethics and norms of its own field. That could only guide to the individuals towards the duties and responsibilities of their jobs. Therefore, TPD helps to adopt those norms, values and ethics in order to perform their duties accountably. Likewise, it makes teachers updated by involving them in studying. In addition, teachers can get information by searching the things on internet. They can also learn with the involvement in related professional community such as LSP and NELTA. A teachers can learn from both as a participant in conferences, workshops and seminars, and as a presenter and

facilitator from those programs. Moreover, teachers can feel confident when they take part in debating and sharing the related issues.

In a similar vein, Teacher 'B' said:

Talking about the professional growth, it's a relative term. We could do some and some we could not have been able to. I always become updated on my subject by reading new publications and researches as well as by observing where the related field is heading to. I have attended in various seminars and conferences, probably, most of the greatest conferences. In addition, I keep conducting new researches. I observe others' classes to learn new things. I also interact with my colleagues, keep in touch with other researchers and involve myself in reading new things. I always want myself to be updated.

The experiences above of the participant provide various activities done for his professional development. TPD is an on-going process so that no teachers could become fully developed in a certain period. And all teachers might not follow the same path for their development. Teachers can be updated by reading the new information from different publications. They can also produce knowledge by involving in new researches. Likewise, observation may be another way of learning from others. Attending in seminars and conferences might help teachers to collect others' ideas and experiences which could be fruitful while applying those ideas in real classroom teaching. In addition, interaction among the colleagues helps them to share knowledge, skills, ideas on the related fields.

Likewise, Teacher 'C' said:

I conduct at least a couple of researches every year. I also go to participate in the conferences. I involve myself in writing articles too. Moreover, I participate in the workshops sometimes as a trainer and sometimes as a participant. We have done what could be done from our side for professional growth. We have been walking along with the educational environment that we have got.

The participant involved in conducting researches for his development. Writing could be a means for development in which teachers produce knowledge based on the findings from their researches. Obviously, seminars and conferences are those platforms for teachers to get and share ideas by which one can learn from the ideas enumerated there.

Thus, teachers can develop their profession by doing several activities such as studying, conducting researches, writing journals, attending seminars, workshops and conferences, observing, interacting, involving in professional community and so on. These activities would help teachers to learn, practice, share, deepen and widen different pedagogical knowledge and skills which in turn build teachers' confidence and capacity with prospected competence. Involvement in TPD activities makes teachers enthusiastic, innovative and rescues from monotonic classroom setting in order to get the chance to connect with outer world.

4.1.2.3 Relationship between Teacher Autonomy and Professional Development

Autonomy is initiated within the self and self is responsible for professional development. In their article, Kosar and Akbana (2018) examines the interrelationship between individually guided professional development

activities and the emergence of autonomous teachers and finds that there is strong interconnection between them though perceived autonomy is low regarding to the participants' professional development. Therefore, autonomy can play a significant role in teachers' professional development. The following stories have been analyzed on how the participants have viewed teacher autonomy for professional development:

In this concern, Teacher 'A' said:

In my understanding, autonomy is essential for teacher professional development. Teachers would get ample opportunities to grow themselves if they become autonomous. They would mostly get the opportunity of learning. If you are not autonomous then, instead of your more willingness and interest, you would get little opportunities for your own development.

The above stated sharing from the participant explains the essentiality of autonomy for professional development. Autonomous teachers involve in several activities to acquire pedagogical knowledge and skills and these activities open the door for various opportunities to be involved. As a result, they get the opportunity of self-learning. Without autonomy, only individual's interest and willingness does not work alone to lead towards development. Thus, autonomy is supplementary to teachers' professional development.

Teacher 'A' again told:

Autonomy leads teachers towards having the freedom of learning which in turn would help in professional development ... Professional development cannot be developed through the words and without creating opportunities but, only it could be done through the actions.

Therefore, autonomy focuses on the actions by which teachers become efficient and professional development can be observed there.

Learning is a life-long process so that learning does not end with becoming a teacher rather teaching requires more and more. Professional development cannot be achieved unless teachers involve themselves in learning. For this, the habit of learning can be fostered through the autonomous practices. In addition, with awareness of educational atmosphere, autonomous teachers always seek for getting opportunities and become able to create those opportunities. Grasping opportunities enable teachers to grow professionally for which teachers are needed to be action-oriented.

In a similar vein, Teacher 'B' said:

Teacher autonomy is essential. We cannot control someone about what he/she does and to what extent he should be motivated to. So that, it is his/her task to determine him/her about the capacity and the scope that he/she has. He/she also determines himself/herself to scrutinize what kinds of courses and learning are worthy for him/her.

The feelings above display the importance of autonomy for professional development. Autonomy enables teachers to assess themselves. It helps them to know their capacities and competence about themselves. It means to say that in which scope they are good and in which scope they should work on. This self awareness leads them to select the worthy topics to be concerned with. The participant again added:

If a teacher is autonomous then, he/she starts learning something and gets an opportunity to assess himself/herself. He feels challenging when he does not become able to do his/her responsibility. That's why, what I

think is that it is not possible to grow professionally if teacher is not autonomous. A teacher cannot grow professionally when others say him/her to do the things and impose sense of fear and control over him/her. Therefore, teacher autonomy is needed.

Autonomy tends to accelerate a habit of learning that enables teachers to assess his/her strong and weak areas related to the particular subject or area. In the course of teaching, challenges are expected to occur and the challenges can be coped only with continuous learning which in turn ensures teachers' responsibility to face the challenges rather running away from them. Professional development requires many efforts from individual teacher. Readiness of an individual teacher can only be the initial steps for the journey of professional development. Supports from others in the course of TPD are secondary.

Likewise, Teacher 'C' said:

Teachers could not step forward in the absence of teacher autonomy. Restriction and control hinder teachers to move forward. So that, they should be provided with the right to decision making in order to flourish. Right should be given to the teachers for recommending new courses according to the need of students and the present context and the burning issues. Not only this, they should be made fully authentic person to evaluate their students' achievement. It would not be enough to evaluate students' performance only through limited marks.

The participant with the aforementioned expressions tries to establish the relationship between teacher autonomy and professional development. With control, no teachers feel free to do the activities in their own. However,

autonomy provides teachers the right of freedom from control by which they can easily make decisions without others' interference. Teacher is said to be the both course developer and the implementer. While implementing the courses, he might observe several things to be re-considered so that, as autonomy provides the right of decision making, teachers could recommend the things based on the context and students' needs. The participant again added:

One who becomes autonomous, he/she feels more responsible. After then, he/she starts searching novice things in his/her subject matter, needs of the students, objectives of our education, curriculum goals etc. If teacher is not autonomous, he does not need to develop the course. In a consequence, they become passive with no reading and no improvisation. However, teachers become active when there is the full sense of responsibility... They observe the need of students, current burning issues, demand of the society for developing the courses based on the criteria made by the Department.

Sense of responsibility in a profession helps to meet desired outcome of that profession. It makes teachers active and motivates them to be involved in innovative things. It also brings awareness in teachers about what actions or efforts should be made for effective results. Professional development is also a chief responsibility of every individual teacher. Therefore, autonomous teacher seems to be more responsible than the non-autonomous and this responsibility shows the direction of the development to professionalism.

Thus, autonomy is essential for teacher professional development. It can be supplementary aid for professional development. As autonomy enables teachers to be responsible, to feel freedom from control, to involve in continuous learning, these behaviors would help them to involve in different

professional activities and to grow professionally. How can a notion of self (an individual teacher) be ignored to achieve the goal of professional development? Therefore, teacher autonomy and professional development are interrelated and complementary to each other.

4.1.2.4 Autonomous Activities for Teacher Professional Development

For TPD, teachers need to be involved in the activities to achieve the desired goals from it. While practicing it, the activities might be either initiated by the self or by the institutions or organizations. Mora, Trejo and Roux (2014) have considered three different approaches namely individual approach, institutional professional development and teacher-led professional development for the practice of professional development. Here, two approaches (individual approach and teacher-led professional development) are regarded as the practice by the self (teacher). The following stories have been analyzed on the basis of autonomous activities initiated by the participants for their professional development:

In this concern, Teacher 'A' said:

Through autonomous practices, I have involved myself in study and published several articles. People read my articles and give comments for them. As a result, I receive feedback from them and try to follow them in next publications. That's how, I develop my profession. I feel that most of the developments can be done through the writing. When we send our article papers to pair reviewed type of journal then, we get feedbacks including first, second, third and fourth level of feedbacks. After receiving those feedbacks, we get the opportunities to learn and become competent which in turn brings professional development in us.

Professional growth cannot be achieved if teachers lack researching capacity... Therefore, in my view, autonomy enables teachers to be positive, constructive and creative in a re-building way. In conclusion, it can be said that autonomy plays vital role in learning, getting exposure and obtaining opportunities.

Teachers' autonomous practices refer to those activities initiated by themselves according to their needs and capacities. From the abovementioned stories, the participant involved himself in writing. Through this, a teacher can gradually learn a skill to develop academic writing. In addition, the self-initiated writing and publishing it in the journals or in any other related platforms would help teacher to acquire the required skill by getting reviews and feedbacks sent by others. The participant made a decision that writing is the best effective way to grow professionally. Likewise, another way of building capacity is through researching by which teachers become more innovative, constructive and positive in their teaching profession that ultimately leads them to professional development. Some teachers might be far from getting the opportunities, however, autonomy motivates teachers to be the learner which directly helps them for obtaining those opportunities.

In a similar vein, Teacher 'B' said:

Beyond the system, I have attended in various seminars and conferences. Sometimes, we organize conferences too. I myself involve in doing new mini-researches without getting funding from somewhere for it. I also invest my time in readings.

Teachers are not only limited inside the classroom to exercise their autonomy. However, they can go beyond the classroom and practice their autonomy in order to learn with the involvement in several academic or educational

programs and activities. As autonomy enables teachers to be aware of worth doing, they involve in academic programs such as seminars and conferences in order to learn and share ideas and knowledge. Likewise, autonomy as also a self-initiated activity, teachers can conduct several researches without the financial support from others. Being autonomous means strengthening the capacity. For this, teachers need to be involved in continuous reading by which teachers can learn multiple pedagogical knowledge and skills.

Likewise, Teacher 'C' said:

I have participated in various conferences spending my own money within Nepal. I have also been involving in article writing and conducting a couple of researches every year. I also involve myself in reading about the practices of present teaching. I select the reading with my concise.

A teacher can develop his profession by involving in conferences, writing academic papers, conducting researches and reading educational materials. These activities can be done autonomously by teachers.

Similarly, Teacher 'D' said:

I have participated in the workshops organized by different educational institution. That is one example. Another example is that I write journal articles. Likewise, I also write books as well as have discussion with my colleagues.

As autonomy allows teachers to become capable of something, they can participate in programs such as workshops in order to gain the practical knowledge and skills. Writing obviously ensures the ability of searching and the habit of reading which are mostly valued tasks for conducting any

researches. Participating in discussion, a teacher can earn the capacity of decision making power and the power of reasoning.

Thus, it can be concluded that teachers can practice their autonomy in developing professionalism through the involvement in different activities or programs such as studying or reading, writing and publishing articles, researching, organizing and attending seminars and conferences and so on.

TPD ultimately aims of achieving competence in related area where competence can be achieved with the above mentioned autonomous activities.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings, discussion and recommendations as follows.

5.1 Findings

Analyzing the lived experiences of the participants from the in-depth interview, it is found that teachers have exercised autonomy in some of the areas of their teaching programs which directly help them in their professional development. The autonomous practices made by teachers during their teaching career seem observably significant for their professional development. The major findings of this study have been presented on the basis of thematic analysis and interpretation of the data, research questions and objectives of the study.

5.1.1 Practices of Teacher Autonomy at University Level

Based on the analysis and interpretation of the obtained data from the participants, it is found that there is the practice of teacher autonomy at the university level though the degree of practicing seems limited. The following findings have been drawn being based on the sub themes obtained from the collected data:

Understanding of teacher autonomy

Teacher autonomy has been understood or perceived as teachers' individual endeavor for growth, the right to teach in their own, the right to decision making and the activities for building capacity.

Practices of teacher autonomy

While exercising autonomy, participants have been confined to practice it only inside the classroom teaching activities but teachers' roles beyond-classroom such as course developer, syllabus designer, question setter as well as examiner are neglected. However, it is highly observed that teachers involve in various autonomous activities such as decision making, making choices, organizing seminars, conducting researches, learning new things and so on.

Teachers' autonomous activities

Teachers involve in different autonomous activities such as planning, giving assignment, administering internal examination, recommending readings, applying different pedagogical approaches, organizing seminars, negotiating with students, selecting new readings, using internet and social media for learning new concepts, interacting with colleagues, doing researches, visiting library, reading new books, writing books, using technology, observing other classes and so on.

Promoting teacher autonomy

Participants argue that teacher autonomy should be promoted in order to become more responsible, to bring changes in teaching and learning behavior and to develop professionalism.

Critical Analysis of teacher autonomy

Critical awareness on autonomy can be significantly observed in participants' conceptualization which reveals that autonomy is both isolative and collaborative, and autonomy helps to redefine teachers' roles in teaching and learning activities. Broadly, it cannot be an exceptional in Nepal's educational institution that authority exerts power over teachers' autonomous activities and control them.

5.1.2 Analyzing Teacher Autonomy in Relation with Professional Development

With reference to the lived experiences of the participants, it is found that teacher autonomy has significant value for teacher professional development. The following findings have been drawn being based on the sub themes obtained from the collected data:

Understanding of TPD

TPD has been conceived as a continuous process of involvement in the activities to acquire pedagogical knowledge and skills and to develop one's competence in teaching field.

Activities for TPD

The participants seem fascinated towards their development and involve in multiple professional development programs such as self-study, conducting researches, writing journals, attending seminars, conferences and workshops, observation, interaction, associating with professional community and so on.

Relationship between teacher autonomy and professional development

Participants establish mutual relationship between teacher autonomy and TPD. They argue that autonomy helps in creating opportunities, self-assessing, being responsible, decision making and so on which are considered relevant and pre-requisite factors to lead towards professional development. It would seem to be impractical in building the relationship between teacher autonomy and TPD if true autonomous practices by participants were not seen in their teaching and learning activities. So that, considering the value of autonomy, the participants practice or exercise it for their professional development.

Autonomous activities for TPD

They involve in different activities such as studying or reading, writing and publishing articles, researching, organizing and attending seminars and conferences writing, discussion and so on for enabling their capacity and competence in teaching field.

5.2 Conclusion

Autonomy is a self-guided practice. A person who is autonomous should be involved in the activities initiated by the self so that it is action-oriented. Thus, teacher autonomy provides freedom, makes responsible, helps in decision-making, and enables the capacity of teachers while performing their duty. Its practice not only gets confined within the four walls of the classroom rather goes beyond the classroom environment. It also goes with the dynamicity of time and helps to redefine the roles of the teachers. It establishes the culture of doing in teachers' teaching and learning behavior. Autonomous teachers become aware of the instructional environment and make appropriate choices based on the analysis and need of the situation. Therefore, with these numbers of advantages of autonomy, it should be promoted.

TPD, a mandatory aspect of teaching field, is a never-ending process in which teachers involve in different activities to develop one's competence by acquiring pedagogical knowledge and skills. Self (teacher) is responsible in the development of teaching profession. Thus, autonomy, as its concept suggests, helps teachers in every aspects of their teaching career. It not only helps teachers in their teaching activities but also creates opportunities to involve in multiple professional development programs by which professional development gets promoted. The autonomous practices such as self-assessment, self-learning, self-made decisions, self-made choices, being responsible, awareness, freedom and so on would guide teachers to move towards professional development.

5.3 Recommendations

In this sub-chapter, appropriate recommendations have been made on the basis of the findings and conclusion from the study. These recommendations have been further categorized into policy related, practice related and further research related.

5.3.1 Policy Related

The following policies have been made as recommendations for the policy makers, course developer and curriculum designer.

- a) The concerned authorities should address the omnipotent value of teacher autonomy in the field of teaching.
- b) The role of autonomy should be informed to all the teachers including it in the pre-service and in-service education.
- c) The attempts should be made to establish the relationship between teacher autonomy and teacher professional development by the concerned authorities.

5.3.2 Practice Related

The following practice related recommendations have been made for the educational authority and real practitioner of teaching, i.e. teacher.

- a) Teacher should be involved in autonomous activities in order to develop their professional career.
- b) Professional development programs should be organized aiming to foster or promote teacher autonomy.
- c) Authorities should provide the space for teachers to exercise autonomy in their teaching and learning behavior.

5.3.3 Further Research Related

The following research related recommendations have been made for future researchers having interest on the particular area of research.

- a) Future researchers can conduct new research on the role of teacher autonomy in fostering learner autonomy.
- b) The researcher can study on the importance of teacher autonomy self-directed professional development.
- c) The study can further be done on TPD linking it with self-learning.

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APPENDICES

For collecting the data, participants were asked the questions being based on the semi-structured interview, one of the types of interview with the following some ready-made questions to each theme:

Theme 1: To explore the practice of teacher autonomy at university level.

- a) How do you define teacher autonomy?
- b) How are you exercising teacher autonomy in you workplace if it is allowed or if not, to what extent you are using it?
- c) Why should teacher autonomy be promoted?
- d) What does autonomous teacher do?

Theme 2: To analyze the term teacher autonomy in relation with professional development.

- a) Why do teachers need professional development?
- b) What do you think that teacher autonomy is essential/necessary for professional development?
- c) How do you define the relationship between teacher autonomy and teacher professional development?
- d) How does teacher autonomy help teachers to grow professionally?

APPENDIX-I

Q. How do you view teacher autonomy as?

In my view, allowing the right of decision making to the teachers for their own instructional activities is known as teacher autonomy. In other words, teacher autonomy allows the right of decision making to the teachers on various things such as when to start the class, when to end it, what activities to do in the classroom, how to evaluate students' performance, how to set the questions, how to administer testing and so on. I meant to say that they should be made autonomous on the classroom level activity, planning level activity and evaluation level activity. Moreover, we can view autonomy from different angles. Some might view it as teacher domination or teacher imposition. However, we should take it positively. Teacher autonomy builds up the self-judgment capacity of teachers. With the help of autonomy, teachers start teaching based on their planning and their ethics, and according to their determined objectives. Eventually, I would like to say that teacher autonomy is a power given to teachers to take their own decisions in the classroom.

Q. Has teacher autonomy been formally applied in your university?

To some extent, it has been in practice since the commencement of semester system in our university. I will give you two examples. Before semester system, we did not have autonomy. Every teaching activity such as daily routine of classroom teaching, subject selection, starting and ending of the classes, the modality of evaluation system etc were centralized. Teachers were not autonomous and there was no autonomy. But, semester system itself intends or promotes the concept of teacher autonomy as its own ethics or norms. So that, here we can to some extent see the practice of teacher autonomy after the arrival of semester system in our university. Teachers decide about when to administer internal examination for students. They also make a decisions about when to end up the own classes. They can select the subject in their own choice

for teaching based on their competence on a specific subject. So that, some practices of autonomy can be observed. However, it has not been practiced in a true sense yet. I would like to give some examples. I teach in the classroom but I do not get a chance to check the students' answer papers of that classroom. It is not also allowed to make questions for exams for our own students. We are not allowed to be external observers for the evaluation of students rather other temporary teachers are asked to do so. Therefore, it can be concluded that we have autonomy in our classroom activities but undoubtedly, teacher autonomy in a true sense is not effectively applied.

Q. What do you think that whether teacher autonomy should be promoted or not?

It should be obviously promoted. Time has changed so that teaching practices have been changing from past to present. Nowadays, classrooms should be democratic. Teacher should be critically aware and critical pedagogy should be in practice. We talk about learner autonomy, teacher autonomy, sense of independence, freedom of activities, child friendly teaching ,child centre teaching, self dependence pedagogy which are to some extent related to teacher autonomy. Therefore, teacher autonomy should be promoted in order to bring innovative approaches and paradigm shift in teaching.

Q. What autonomous activities have you been exercising since your involvement in teaching?

I have been practicing some autonomous activities since my enrollment in teaching. I would like to give some examples. I make an instructional plan for running my own classes. There are forty-eight classes in semester classes. I make a plan to do the instructional activities for individual classes. This is the part of autonomy to me. I decide myself about when to give assignment and take internal examination of students. I myself select the modality of questions for assignment. I have practiced autonomy as a choice when I join in

discussion with my students with no imposition on what would do this day and what would be done next day. Talking about autonomous activities, I made a plan based on my own intuition and provided task to students for assignment in my own. I am teaching the subjects of my choice. Nobody forces us to take the subjects suggested by him or her. I have exercised autonomy in doing the activities inside the classroom. However, autonomy is limited only in word and there is no right for it. We can see autonomous practices only inside the classroom activities where teachers can use their power to some extent. There is no autonomy at all where teachers are not allowed to use their power. So that, impositions from the head or authority is found here. However, to some extent, I have been involving myself in autonomous activities since starting the job of teaching.

Q. Teacher autonomy has not been formally introduced in our courses. Have you experienced any controlling situation from your institution?

Of course, there are some sorts of control. When I want to attend in different programs such as workshops, seminars, conferences etc, the campus authority does not allow me to go there stating that it would hamper the classes of 3 to 4 days. Another control we are facing is that we cannot drop out the application for conducting the researches under Dean Office of Tribhuvan University. It restricts us from conducting the researches due to its demarcation that an individual will be eligible for it when he/she meets the criteria. There is also a control from the authority in the name of department's legacy and its uniformity when we think of own about assessing our students, guiding proposal writing, guiding thesis writing, conducting orientations and so on. We decide the things on what we do but sometimes we have to follow the decision made by the authority without any interest in the name of maintaining Department's legacy and uniformity. We do not get leave from the authority when we plan for joining different programs such as seminars, workshops, conferences etc. Administrative parts impose their decisions against our willingness when we request them for the permission to join in those programs.

Q. while being autonomous, constraints or barrier might hinder. For example, they are internal and external constraints. Likewise, things such as fear to change, fear to release to control and teacher' own attitudes might affect to be autonomous. How do you analyze this?

In my view, there comes attitudinal aspect at first. There are some attitudinal barriers that would hinder in being autonomous. I would like to say that there are two types of barriers. The first is practical barriers. In this, teachers feel inappropriate working environment. They think that there is no good teaching atmosphere. Likewise, administration does not support the teachers. So, these are the practical barriers in which teachers cannot exercise or implement autonomy instead of their willingness to do it. Most importantly, another barrier is attitudinal or psychological one. It lets teachers to think that why I should do this and what else to get if things are going well. I will give you one example. When I thought something new about the changing modality for teaching practice and shared it with my colleagues, they said that who would come carrying garland for us if we do it newly. They told me that what else to gain by doing something else so that it would be better to keep doing what we did before. This kind of ideology 'what else to gain by doing something else' is deeply rooted in us so that we cannot become able to bring changes in our day to day practices due to our conventional attitudinal behavior. We want to be happy what we have in present. If we look at the prospected outcomes and if we find they are not significant then, we do not have positive attitude by which in that situation autonomous practice cannot be expected. Therefore, in my view, attitudinal barrier plays major role to hinder teacher autonomy than practical barrier.

[Researcher: How does motivation affect teacher autonomy then?]

Of course, motivation plays significant role. Talking about the motivation, intrinsic motivation should come. I should have the feeling that if I do something then it is for me and for my betterment. After doing something, there

comes the feelings such as I would be developed, recognized as a good teacher and would gain more professional values and a little bit financial incentives etc. So that, motivation plays prime role to be autonomous. If we think like I must do something to gain short-term as well as long-term benefits, to maintain professional strength, to develop caliber of own, to introduce oneself differently with others, to bring newness and developments etc then, obviously motivation plays vital role. So that, teachers should be motivated. If you talk about my personal thing then, I would say I am highly motivated. I think that I must involve myself in autonomous activities with its implication and implementation.

Q. How should teacher autonomy be viewed as an isolation or collaboration?

Its success comes along with the collaboration between and among the teachers. However, there might occur some problem when it is practiced through isolated perspective because independence of teachers sometimes allows them to do whatever they want. So that, collaborative work would lead to the success of teacher autonomy. There is collective voice in collaboration and it is believed that collective voice is stronger than individual voice. Therefore, we should be more collaborative. We should focus on team working, cooperation, collegiality etc in order to be successive in exercising teacher autonomy.

Q. What relation does teacher autonomy have with reflective practice?

Of course, reflective practices of teachers lead towards teacher autonomy. For instance, when you look at back to your day to day teaching activities about what you did there and the advantages and the disadvantages of you teaching then, you start implementing the good practices based on the observed advantages. I will be informed about the effectiveness of the approaches based on my choice through the help of my reflective practice. If I get information that the chosen approaches did not work well then, I can move to another

approaches. So that, there is the great role of reflective practice because reflective practice can help to receive the autonomous practices, redefine the autonomous practices or re-evaluate them. Therefore, reflective practice plays constructive role to be autonomous.

Q. Teacher autonomy has been defined as freedom from control, responsibility and teachers' capacity. How do you view these terms?

Of course, it is responsibility. Autonomy refers to the feeling of being more responsible. I am sure that autonomy instills the feeling of more responsibility. Talking about autonomy as a freedom from control, it might have negative connotation. I do not heartily support it because it says that teacher is supposed to be controlled everywhere and he/she has no right whenever he/she exercises autonomy then that is his/her attempt or protest against control. Moreover, teachers should be selective so that they can do their favor. Freedom from control should not be understood as an excessive control that a teacher faces rather it is a freedom where teachers can search for alternatives based on their choice. Surely, autonomy is for building up the teachers' capacity. How will you exercise autonomous activities if you are not capable? So that, autonomy is building up the capability as well as the result of that capability. The more capable you are the more autonomous you become. If you are less capable then, you cannot exercise autonomy there because you are incompetent. Therefore, I am positive with the two terms teacher autonomy namely responsibility and capacity. However, another term freedom of control used for teacher autonomy should be analyzed relatively.

[Researcher: If we analyze the Nepalese context then, we can see that there is control from authority. Meanwhile, teachers are obliged to face the challenges. What kind of challenges do they face?]

Talking about the control from authority, it depends upon the nature of that authority. The person in the authority can be of different types. Some persons

seem to be more liberal whereas others seem to be hard and fast who rigidly follow the rules. If we analyze it through contextual perspective then, we can find that they are more authoritative in private institutions. We have seen that there are few autonomous activities in private sector because teachers must follow the will of their authority. Moreover, to some extent, it is possible to exercise autonomy in public institutions if we really want. There are less rigid rules as well as less enforcement from authority in public institution in comparison with private institutions. Talking about the problems or challenges, I see there is a cultural problem that whether there is autonomous culture or not. If the autonomous culture has not been developed yet then, it is difficult to practice autonomy there due to lack of the culture. Political aspect can be seen as a problem. If you have political assimilation with the authority then, no control would be imposed over you and the authority would allow you to do whatever you wish. But, when there is political biasness between authority and teaching staff, obstructions would come from the authority though the good things are planning to do. Altogether, there are mainly three challenges and they are political, ideological and institutional cultural challenges. In addition, the nature of person in authority would also affect in developing teacher autonomy. Likewise, practical barriers do not allow the teachers to do their preferred activities. For instance, we have planning about our teaching activities. But sometimes exam would come sooner than the fixed exam date which would create problems in finishing our teaching courses.

Q. What role do awareness and self-awareness play for developing teacher autonomy?

Teacher autonomy has direct relation with awareness because no teacher would become autonomous if they have not understood about what teacher autonomy is. It would not be possible to exercise teacher autonomy if teachers are not aware of the things that what autonomous practices are and what activities should be done for developing teacher autonomy. What I think is that if teachers are seemed to be unaware about how to relate autonomy with

professional development and its importance for professional growth then, this unawareness would not allow them to lead to autonomy. Therefore, awareness helps to understand the nature of teacher autonomy. If teachers have true understanding about the meaning of autonomy then, they will go for that.

Q. What should be done to make teacher autonomous at university level?

To make them autonomous, they should be provided more and more research inputs. Teachers should be involved in research activity with abundant research input and research grant. Manual teachers only come to classroom for teaching, providing assignment and checking homework. So that these manual teachers should be shifted to the role teacher as scholar in order to develop autonomy in them. Teacher should be involved in scholarly activities. More exposure in writing should be provided to them. They should be involved in conducting trainings with the help of pre- developed training morality. Teachers' teaching approaches should be converted into workshop modality. Culture of inquiry should be developed in them. Institutions should provide ample opportunities for teachers' betterment. In some cases, lack of opportunities obstructs them to be grown up though they have willingness to grow. So that opportunities should be made available to them. In addition, teacher should not be confined within the walls of classroom rather they should be involved in the activities done beyond the classroom. Likewise grant should be given to them for doing scholarly activities.

Q. How does teacher autonomy help to redefine the roles of teacher?

Teacher autonomy also has the role to play in bringing the changing role of a teacher. If teachers in a true sense involve themselves in autonomous activities then, no teachers would be in the same position as they were before. When I become able to expose myself, understand the meaning of autonomy and learn how to develop autonomy then, ultimately I bring changes in my behavior. So that teacher autonomy would help in changing the roles of teacher such as

tutor to facilitator, master to close friend, teacher to guide or path finder, teacher to researcher and so on. It also makes teachers determined on those roles. Changes occur when teachers are informed about the prospected benefits. From non- autonomous to autonomous is shift or change in itself. So teacher autonomy plays proactive role to bring the changes in the roles of teachers.

Q. Are there any define activities for developing teacher autonomy?

There might be some activities. For this we should do literature review. If you talk about me then, I must tell that I have not deeply understood about teacher autonomy. There are two reasons for not understanding it. The first one is that we did not have the topic on teacher professional development in the courses while pursuing formal academic degrees. As a result, I was unknown about how to be professionally developed. Likewise, I did not get a chance to read what teacher autonomy is and its roles under teacher professional development. Secondly, I have not taught the course of teacher professional development since my teaching career. Consequently, I have not been able to understand more about teacher autonomy. However, I have general concept of autonomy. I could say more about autonomous activities if I have the in-depth knowledge of teacher autonomy. You should understand in this way that all teachers do not have explicit knowledge of it. It means to say that teachers do not have true understanding about autonomy and we are not truly made understood on this. Therefore, teacher should be well informed about autonomy and its process by giving input through professional development activities such as training, workshops, conferences etc. So, there is the lack of input for teacher autonomy. Similarly, we also need institutional support to get input on autonomy.

Q. What do you mean by teacher professional development?

Teacher professional development is the process of acquiring required knowledge and skills to develop one's competence level. It is an on-going

process as well as continuous learning that help in bringing changes in the activities. It refers to the learning process to bring changes in the instructional activities. It helps teachers to strengthen their job with improvisation. It is a way of growing teachers morally, intellectually and professionally.

Q. How have you been growing professionally since your commencement in teaching?

I have been growing my profession through different works. I have followed individual traits of a teacher including ideals, values, norms, ethics, maxims etc. Although I am a teacher and my job is teaching, I involve myself in studying books at least for two hours per a day. Likewise, I go to internet and search new things as well as watch them if they are new. I have been associated with teachers' organization named Linguistics Society of Nepal (LSP) where I do professional activities from there. Next, I have been to various conferences and presented different papers. I have also conducted workshops and trainings. I take part in discursive forum in order to discuss and advocate the concerned things essential for teachers.

Q. What do you think that teacher autonomy is extremely essential for teacher professional development?

It is essential for professional development but not extremely essential because it depends upon the necessity of the current situation. If you realize that professional development is must for me then, autonomy is almost essential for this. Autonomy is a context-sensitive phenomenon that is partly needed for professional development. In other words, it is essential but whether it is obligatory or not is the part of context. In the case of extreme essentiality of autonomy, it can be applied analyzing its necessity and the context or periphery of working. However, in my understanding, autonomy is essential for teacher professional development. Teachers would get ample opportunities to grow themselves if they become autonomous. They would mostly get the

opportunity of learning. If you are not autonomous then, instead of your more willingness and interest, you would get little opportunities for your own development.

Q. How does teacher autonomy promote teacher professional development?

Autonomy leads teachers towards having the freedom of learning which in turn would help in professional development. Autonomy creates opportunities for teachers. So that you yourself start creating opportunities for you. You might grow develop your profession after you create opportunities for yourself. Professional development cannot be developed through the words and without creating opportunities but only it could be done through the actions. Therefore, autonomy focuses on the actions by which teachers become efficient and professional development can be observed there.

Q. You have been exercising autonomous activities in your teaching profession. How have these autonomous activities helped for your professional development?

Through these practices, I have involved myself in study and published several articles. People read my articles and give comments for them. As a result, I receive feedback from them and try to follow them in next publications. That's how, I develop my profession. I feel that most of the developments can be done through the writing. When we send our article papers to pair reviewed type of journal then, we get feedbacks including first, second, third and fourth level of feedbacks. After receiving those feedbacks, we get the opportunities to learn and become competent which in turn brings professional development in us. If a teacher is not competent in himself/herself then, we cannot expect of professional development there. Likewise, Professional growth cannot be achieved if teachers lack researching capacity. Firstly, we should connect professional development with the tasks or actions or works done by teachers. While doing those tasks or works, if autonomy facilitates them then, it has

positive effect in professional development. Therefore, in my view, autonomy enables teachers to be positive, constructive and creative in a re-building way. It plays important role to allow the teachers to do their activities in re-building way. In conclusion, it can be said that autonomy plays vital role in learning, getting exposure and obtaining opportunities.

Q. Some articles have been written about teacher autonomy as a professional hazard. If teachers are made fully autonomous, they could mislead. How do you defend this argument?

It might have been written based on author's personal experience or personal feeling. There might be the case that an appropriateness of autonomy depends upon the success of it. When you wish to be autonomous and start practicing the autonomous activities but these practices become ineffective then, ultimately, it will be the matter of hazard. We cannot say that there are not hazards. Thus, there can be several hazards and several problems might occur. However, it would not be better to generalize the term autonomy with professional hazard or professional burden. There can be several problems while exercising autonomous activities. I would like to say that teacher autonomy as professional hazard should be defined associating it with difficulties, challenges, obstacles while exercising its practice.

Q. Should teacher autonomy be fully or partially practiced?

In my view, there is not the existence of full autonomy and no teachers should be made fully autonomous. It is a relative term. If I say partial autonomy then, it would have negative connotation. Autonomy should be practiced in a good sense. For this, we can make certain criteria. For instance, you can take your own decisions in these things but you should follow the institutional legacy and its rules. Sometimes, we have heard in our university that students are threatened with the fear of 40 marks for the internal assignment by teachers. There is also the news that a female student was sexually harassed by a

university teacher. This kind of act make teachers morally weakens and questions can be raised on autonomy exercised by teachers. Therefore, we must consider on absolute autonomy with the help of discussion and thoughts on it. We should discuss on whether partial autonomy is enough or not and can do the work or not. Therefore, we should go through practical way for the relative terms of autonomy.

Q. What kinds of opportunities is your institution providing for your professional development?

It is providing some sort of training. I have participated in the training that is related to scientific academic writing. Likewise, our Department also has organized 3 conferences so far in which we became organizer, sometimes participant and sometimes presenter too. These are the opportunities provided to us for our professional development. I have already told you that I have been given the right of autonomy in the selection of subject for teaching. Likewise, autonomy has been also given to us on the format of internal evaluation of our students. Sometimes, our Department has provided a chance to join in the conference for presenting the papers. Before joining, it suggests us that students should be informed about this so that they would not come to Department with their complaints on leisure of the classes. We are also accessed in the part of decision making for institutional programs and plans while having discussions with the Depart Head and other teaching staffs.

Q. Teacher professional development includes journal writing, seminar, workshop, training and so on. Does teacher autonomy help teachers to decide about the title, venue, reason and facilitator of those programs?

Obviously, I exercise autonomy for deciding those things. I do not go to any of those programs without generalizing the prospective outcome. I take information about what will be my gain if I go there. I meant to say that I calculate the benefits before going to those programs. If calculated benefit is

high then, I go for joining the programs if it is low then, I decide not to go there. Participating in professional activities is somehow a part of risk-taking. Some might be good enough previously but during the participation in those programs, the time might not go well for him/her. They might have some weaknesses there. That's why, it is challenging for all teachers. Moreover, while calculating the benefits, I sometimes look at the benefit of economic aspect. However, I give more priority in learning as well as professional benefit than economic benefit while calculating the benefits of those programs. These things are somehow related to autonomy. We need to observe and analyze the appropriateness of time, appropriateness of venue, appropriateness of learning etc while making decisions for joining the professional programs. For instance, I search the information about the capacity or level of facilitator or mentor whether the mentor or facilitator is having the same level as I have or more than that of me. Things such as audience, objectives, time, venue, gain, associated people etc determine for the decision whether to join the professional programs or not.

Q. Have you experienced of any sort of control exerted by your institution?

Yeah, of course, I have certainly felt like this. Sometimes, when I want to do something else or I purposed something for my development or for the betterment of the department, the administrator or my Depart Head will have some reservation. So, these kinds of reservations sometimes dishearten me. When I requested something to be done in the department, I had to face the the louder or bitter voices as well as indifference or negligence from it. I have experienced the objection and control from the department while doing the task of my own.

Q. In conclusion?

I view teacher autonomy in a positive way. It has relation with teacher professional development. Firstly, we should have knowledge about autonomy

and then be able to identify how autonomy helps for professional development. After identifying, we enter into its practice. For this, the area of teacher autonomy should be put in teacher education courses in order to have the clear concept of autonomy in teachers. Likewise, educational discussions on teacher autonomy should be organized with its burning issues.

APPENDIX-II

Q. How do you view teacher autonomy as?

If teachers get the right to teach in their own then, it is said to be teacher autonomy.

Q. Has teacher autonomy been formally exercised in your institution?

It's not been that of much because teachers do not develop syllabus, do not administer exams, and do not set questions. These things are done by outside. That's why, teacher has less autonomy.

Q. How have you been exercising teacher autonomy?

Here, teacher autonomy becomes partial. It is a structural phenomenon. Structural aspects also affect in teacher autonomy. We have been able to exercise some autonomy by adding some new as well as pertinent contents along with the prescribed syllabus provided by authority in the classroom teaching. We recommend our students what to read besides the prescribed books. We are also free to apply the pedagogical approaches whatever we want in the classroom.

Q. What do you think that teacher autonomy should be promoted?

Of course, teacher autonomy must be promoted. Without it, higher education cannot go well. It is a must. With the help of teacher autonomy, teachers start searching new things. In its absence, things remain static. That's why, teacher autonomy should be there.

Q. What sorts of autonomous activities have you been exercising since you enrollment in teaching?

Talking about autonomous activities, we sometimes organize seminars. We do so for the students. They are asked to present the findings of their researches. Specifically, we also decide about the readings and put them in seminar as a subject. We negotiate with the students about their interested areas in the seminar. Based on this, we search for new things and select new readings.

Q. Should teacher autonomy be included in formal course or policy?

It is a theoretical part. It is essential to understand about what teacher autonomy is. For that, it should be included in the courses. On the other hand, there is a practical part. It gets affected by the large system that we have. Here, administrating exams and designing syllabuses are centralized so that the system surely affects.

Q. How should teacher autonomy be viewed as an isolation or collaboration?

It can be viewed from both ways. Firstly, humans are social beings so that they need interaction, interdependence, collaboration and cooperation in order move forward. However, all people may not have the same characteristics so that some wants to do an individual work. Therefore, both individual work and collaborative work can be done for teacher autonomy.

Q. There is paradox between teacher autonomy and control. How do you view this?

Control means taking control of self on anything. It means to say that it had to be in my control that what I am learning. You have motorcycle. You are riding on it. It had to be in your control. It can be connected with autonomy. Teacher autonomy does not mean that controlling from others but it is a self-controlled activity on what you are doing. We do not have this kind of practice because we

have different system. It means to say that system takes control so that individual cannot take control of what to teach.

Q. How does teacher autonomy affect in decision making?

Decision making may include different types of decisions. For instance, it is not necessary to consult with everyone for the decision about what to teach, what techniques to use while teaching in the classroom. However, we do not have control on designing courses, preparing contents, administrating exams, evaluating students' achievement. Therefore, decision making on these things may get affected.

Q. Does teacher autonomy have relation with reflective practice?

Reflective practice is an important part of teacher autonomy. It is the process of examining of yourself on what you are doing. If teacher is autonomous then, he/she has to assess himself/herself on what are being done. It is done by teachers themselves so that reflection can be withdrawn. In every step there is reflection. Without it, nothing could be done. Therefore, I do not believe that there is autonomy in the absence of reflective practice.

Q. What role does motivation play to be autonomous?

Of course, motivation is essential. However, the major thing we need is the encouraging system or structural system for being autonomous. For instance, to what extent are teachers being autonomous at university level in the context of Nepal? There are few autonomous teachers. It is because of the top-down practice in which the decisions made by policy level should be followed. There is no bottom-up practice for changing the courses. A teacher does not get the opportunity to design his subject or courses, to administer exams, to publish results, to evaluate his/her students i.e. he/she does not control over these things. Therefore, it is all about encouraging structural system for letting

teachers to be autonomous but we cannot also ignore the role played by motivation. It means that motivation alone is not sufficient.

Q. Does teacher autonomy really make teachers more responsible?

Of course, teachers should be made more autonomous in order to make them more responsible. To be more autonomous, one should be given more tasks, should be assessed, should be given feedback, should be monitored and should be made available of needed things for them.

Q. Does teacher autonomy affect teacher empowerment?

Of course, it does. Nothing can be done without making teachers autonomous.

Q. What does play role whether it is institution or individual to be autonomous?

I said you that it is the interaction between both. To be autonomous, institution should help teachers. I have already told you that teacher autonomy is said to have control about everything by teachers. For instance, they should have control on designing the syllabus, assessing students, preparing test, developing textbooks and so on. It is teacher who decides the things to be taught based on students' needs and their interests. On the other hand, structural system also affects teacher autonomy. However, it is also an individual effort along with the institutional support. If teachers become motivated then, they start doing something though institution is controlling.

Q. while being autonomous, constraints or barrier might hinder. For example, they are internal and external constraints. Likewise, things such as fear to change, fear to release to control and teacher' own attitudes might affect to be autonomous. How do you analyze this?

If the whole culture is good then, no problems occur. It means to say that if there is the culture of doing then, everyone starts doing their jobs by themselves. There does not come any constraint afterward. [Researcher: but

we have in Nepalese context] Yes, there are constraints in Nepalese context. What I want to say is that challenges occur due to our existing practice where teachers' job is only perceived as to teach the books given to them and besides, there are no things to do autonomous activities. For instance, they cannot change the books, policy etc. In spite of the occurred constraints, teachers need to think of bringing changes as well as doing something new with assessing what is working well and what things are seen ineffective.

Q. What things are needed to develop teacher autonomy?

Teachers should be made more responsible. Firstly, more responsibility should be provided to them. They also need some skills along with the responsibility. Now, after then, you can ask a teacher to develop syllabus for his own. However, giving more responsibility to them is not sufficient, they should be fully supported. It is not an overnight attempt (Chu-mantar) that could make a teacher autonomous. It's all about individual motivation along with the institutional support to some extent.

Q. Does teacher autonomy help teachers to shift their roles such as judge or evaluator to researcher, transmitter to facilitator etc from traditional to modern?

Yes, of course, it does. Now, you are a teacher. You do not need to do researches because you are given all things such as text books, syllabuses, model questions etc. If everything is given then, this teacher does not do anything. However, when a teacher is asked to do then, he/she starts researching. He becomes curious about how to conduct it. For this, he starts asking with friends, buying new books, reading them, searching on internet etc. How do you teach someone for swimming? For this, you should bring him/her to the river and let him/her sink in the river. Without bringing him/her to the river, how can we provide the certificate for swimming? It's impossible. The same things happen in teaching also. Without making someone responsible, how can he/she start working? If you let someone sink in the river, then he/she

wants to survive, even drinking little water while drowning, with the skills whatever he/she has. Teaching is alike with this. The teacher starts searching whatever he thinks supportive, worthy and valuable.

Q. What role do awareness and self-awareness play while teachers being autonomous?

One should be aware. It is connected with the reflective practice. A teacher should be aware of what works best in the particular context, how I am capable of etc. Can you teach here bringing robot in the classroom? You cannot. Or, you want to teach staying at your home with the distance practice through online videos. It's not that you are becoming autonomous but it's your choice only. But, you cannot do this. Therefore, there should be self-judgment and self-awareness skills in the teachers by which they can know about what works best. It seems impossible to be autonomous without having those qualities in teachers.

Q. How do you perceive challenges while being autonomous?

If challenges are existed then, teachers can learn. We should not perceive challenges negatively. If everything is made ready for you then, teachers do not learn. The more autonomous teacher becomes, the more he becomes learner. The teacher teaches the same content ever year if it is not changed. Only he/she starts searching when he/she is asked to bring changes in the syllabuses and in the reading materials for the students. There come challenges, you dare to face it. I would like to take the challenges as a means of opportunity that would help in learning new things. While facing challenges, a teacher gets an opportunity to learn how to become autonomous.

Q. How do you perceive teacher autonomy (positive, negative or neutral)?

No, it's not about positive and negative. Teacher autonomy is essential. Human beings in themselves are autonomous entity. They want to do autonomous activities naturally.

Q. Some articles have been written about teacher autonomy as a professional hazard. If teachers are made fully autonomous, they could mislead. How do you defend this argument?

It depends upon an individual teacher. There should be made some policy by the system. System should manage for monitoring the teachers' behavior. Evaluation can be done on teachers' behavior through the students' perspective and they might say that the teacher was more controlling. Therefore, system should be developed. However, teachers should not be captivated in the sense that he could mislead.

Q. Should teacher be fully or partially autonomous?

I do not think of full or partial about teacher autonomy. A teacher should be fully autonomous in terms of the necessity for teaching and learning activities. Support should be provided to them. However, system should be developed to evaluate their autonomous behaviors. [Researcher: full autonomy brings negativity, does not it?] A university or the faculty of education set the objectives while developing the courses. After then, courses are developed to fulfill the desired objectives. You are not supposed to follow all the things set by authority. Teachers should be free to do the other activities after a university sets objectives for the specific course or sets the parameters of the learning for students after studying the course. Then, evaluation should be done whether the teacher has done accordingly or not. It means that teachers should not be out of track. It is supposed to be imagined about a system where teachers are supposed to be more autonomous. [Researcher: Should teacher autonomy be included in formal courses?] Yes, of course.

Q. What do you mean by teacher professional development?

Teacher professional development refers to a continuous process in which efforts are made by teachers to bring newness.

Q. How have you been growing professionally since your commencement in teaching?

Talking about the professional growth, it's a relative term. We could do some and some we could not have been able to. I always become updated on my subject by reading the new publications and the researches as well as by observing where the related field is heading to. I have attended in various seminars and conferences probably most of the greatest conferences. In addition, I keep conducting new researches. I observe the others classes to learn new things. I also interact with my colleagues, keep in touch with other researchers and involve myself in reading new things. I always want myself to be updated.

Q. What do you think that teacher autonomy is extremely essential for teacher professional development?

It is essential. We cannot control someone about what he/she does and to what extent he is motivated. So that, it is his/her task to determine him/her about the capacity and the scope that he/she has. He/she also determines himself/herself to scrutinize what kinds of courses and learning are worthy for him/her.

Q. What kinds of autonomous activities have you been doing to grow professionally?

Beyond the system, I have attended in various seminars and conferences. Sometimes, we organize conferences too. I myself involve in doing new mini-researches without getting funding from somewhere for it. I also invest my time in readings.

Q. How does teacher autonomy promote teacher professional development?

Without being autonomous, how can teacher grow professionally?

It is not about questioning and answering on whether it can or it cannot. If a teacher does not become autonomous, he/she only learns whatever other provides to him/her and keeps doing whatever he/she has. If a teacher is autonomous then, he/she starts learning something and gets an opportunity to assess himself/herself. He feels challenging when he does not become able to do his/her responsibility. That's why, what I think is that it is not possible to grow professionally if teacher is not autonomous. A teacher cannot grow professionally only when others say him/her to do the things and when others impose sense of fear and control to him/her. Therefore, teacher autonomy is needed.

Q. Teacher professional development includes journal writing, seminar, workshop, training, lifelong learning, pedagogical skills and knowledge and so on. How does teacher autonomy affect in teachers' professional activities?

Lifelong learning is necessary. It is you who learn. If you become depended only upon the institutional aid then, the scope of learning gets limited. It is all about teachers' choice whether to join the professional activities or not. What I want to say is that teacher autonomy raises the question about whether the autonomous activities are of worth doing for teaching and learning or not. Teacher autonomy is about joining or disjoining the conferences, training and seminar but what matters most is that whether you become able to implement the learning from those programs or not, whether you do have power to implement or not, whether you can be able to bring the changes and to scrutinize what works the best or not. It does not matter about what to learn or what not to learn. Therefore, self assessment and self awareness play vital role in deciding whether the training is fruitful or not.

Q. Do you have any experience of the autonomous activity for professional development?

Yes, we have example. We provide the readings to the students based on their needs while teaching seminar paper. We also provide the task of researching to them according to their interests and capacity as well as the task of presentation of the findings from those researches.

Q. You were the Depart Head for some time. What do you think that whether teachers should be controlled or not?

We should not control the teachers. They all are autonomous in higher education. In our system, we do not have control in developing courses and changing of them. What I meant to say is that these things should not be in control from any head person. All are supposed to do work within the system. [Researcher: But, we have heard of the controlling nature of the depart head] The one who controls is not a good person. I must say that the person is wrong if he really does wrong thing. Teacher autonomy is not about making decision from an individual (the depart head) rather in inside institution, all should be gathered and have a discussion on what will work the best. The depart head does not directly give orders rather decisions are made from the discuusions among all the staffs.

Q. Teacher autonomy used to be defined as an isolated practice in the past however; it is nowadays defined as collaborative practice. How do you defend this argument?

Both practices can be. The fundamental things for teacher autonomy are; there should not be control, there should not the sense of fear, there should not be the sense of pressure, there should be the sense of responsibility, there should be sense of collaboration, there should be sense of ethics, there should be sense of meaning and son. Teachers should be involved in interaction which in turn would help in producing knowledge. In the process to autonomous, one is not

supposed to be anarchy without having connection with other teachers. Autonomy should not be viewed from isolationist or separate perspective rather it should enhance teachers' capacity, efficiency and confidence in doing some works very perfectly.

Q. Are you trying to say that teacher autonomy has great impact on teacher professional development?

Yes, there is impact. Teacher autonomy mainly teaches teachers for searching. After this, it surely has impact. We are not supposed to tell other teachers that you should be doing this and that to be autonomous. But, the teacher himself/herself should try to be good by searching. Through searching, you get something and try it in practice. You keep on reflecting whether something did work well or not. If not, then again you start searching. Therefore, teacher autonomy teaches us about the skills for exploring.

Q. Should teacher autonomy be introduced in formal courses at university level? And should it be included in policy level?

To some extent, it is about the system. I have already told you that in our context teachers' roles are defined by the system. You cannot select the textbook for teaching. You are supposed to teach the textbooks prescribed by others. You cannot evaluate your students' performance. All questions are set by others for the exams. Therefore, it depends on and teachers' individual role on whether to be autonomous or not. If your role is defined by somebody then, you are obliged to follow it. Therefore, there is a huge gap in our context. We are not autonomous systematically. It's been limited in a sense that teachers are supposed to search few things for their professional development inside the system. For this, you should cry for the help. What I want to say is that institution should think of its strengthening only when it provides opportunities to its teaching staffs for their professional development. If teachers are allowed to be autonomous then, they start building network among them. If I am asked

to search something and bring it then, obviously I try to do the efforts for this. I may go for the interaction with my colleagues and with the national and international scholars for this. I may search for what others are reading and what they are writing. Therefore, teacher autonomy makes teachers more interactive as well as more collaborative.

Q. What could be the activities for autonomous?

There are no definite activities. The first thing about being autonomous is that you are free from the control and fear in order to implement the practices what you think right or appropriate according to the specific context. Talking about the activities, these are determined by the appropriateness of context, system, students and so on. Some activities that could enhance teachers' autonomy are participating them in researches, involving them in policy level, involving them in developing and designing courses and syllabuses, involving them in decision making, involving them in self-reflective practice, providing them more responsibility, providing them more roles and so on. However, there are no pre-defined activities for autonomous.