

TEACHER PROFESSIONAL DEVELOPMENT PRACTICES IN NEPAL

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DEDICATION

To my respected late grandfather Khamba Singha Bhandari, grandmother Devi Bhandari , father Nar Bahadur Bhandari and mother Bhanu Kumari Bhandari.

DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degree.

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ABSTRACT

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Teachers are the foundations of quality education and thus teacher professional development (TPD) is the most important concern in the national education system. TPD is the first step toward quality education and is a continuous process. Professionally qualified teacher delivers quality education in the national education system; however, supporting them for quality education is very challenging.

In this context, the scope of the study was to explore and analyze the teachers' professional development practices in Nepal. More specifically, the study was oriented towards finding out teachers' perception and practices of their professional development activities and contribution of these endeavors to their professional skill development.

The study was designed under the interpretive paradigm utilizing narrative as well as descriptive modes of analysis. Two community schools of Myagdi district - one from district head quarter area and the next from a village area - were selected. Similarly, the research participants were selected through purposeful sampling. In order to collect the data, document study, in-depth interviews, FGD and observations were executed.

As a result, the study gained the findings as output. The study found that teachers perceived the profession as a way of livelihood and by professional development they meant career development and getting more facilities. The study also revealed that teachers perceived TPD as a way of updating their competencies.

The study further found that the teachers perceived education policy as the most important thing and were known to the existing provisions of the TPD program but they expressed that instability in the teacher training policy was the problem for TPD. They perceived that culture and local context play an important role for professional development (PD) and there exists a dire lack of sharing culture among teachers. The study explored that teachers' professional development activities were mainly guided by formal program rather than self-initiated informal activities. Nevertheless, the study further revealed that site-based and self-directed TPD is better than the standardized TPD.

The study also found that teachers' involvement in party politics and side-job as well as their right oriented movement forgetting teaching profession, inherent duty and responsibility of the stakeholders were the virulent causes for the deterioration of teachers respect from the society and, consequently, the quality of education in community schools. The study could not get noteworthy differences between district head-quarters based secondary school and village based secondary school in terms of teachers' professional development activities performed by them.

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	III
TABLE OF CONTENTS.....	V
ABBREVIATIONS	XI
CHAPTER I.....	1
INTRODUCTION.....	1
Statement of the Problem	5
Rationale of the Study	7
Purpose of the Study	8
Research Questions	8
Delimitations of the Study.....	8
Organization of the Study	8
Chapter Summary	9
CHAPTER II.....	10
LITERATURE REVIEW	10
Thematic Review	10
Professional Qualities	12
Teacher Professional Development.....	16
Policy Review	19
Global Context	19
National Context	24
Theoretical Review	29
Adult Learning Theory	30

Goal Setting Theory	33
Self Reflection Theory	34
Theoretical Framework	36
Research Study Review.....	38
Research Gaps	44
Conceptual Framework	45
Chapter Summary	46
CHAPTER III.....	48
METHODOLOGY	48
Philosophical Position.....	48
Ontology	48
Epistemology	49
Axiology	49
Research Design	50
Research Site and Participants of the Study	51
Research Site.....	51
Entering the Field	52
Participants of the Study.....	55
Tools and Data Collection Procedure	56
Interviews	56
Focus Group Discussion (FGD).....	60
Documents Analysis.....	66
Observation.....	67
Data Analysis and Interpretation	68
Generating Idea from the Data.....	69

Quality Criteria	72
Transparency.....	73
Member Checking	73
Thick Description.....	73
Peer-debriefing.....	74
Time Spent in the Field	74
Ethical Considerations	74
Methodological Framework	75
Chapter Summary	76
CHAPTER IV	78
TEACHERS' PERCEPTIONS OF PROFESSIONAL DEVELOPMENT.....	78
Analyzing the Text.....	78
Professional Development (PD).....	79
Teacher Professional Development (TPD).....	82
Teachers' Professional Code of Conduct	85
Role of Culture and Local Context for TPD.....	88
Supporting and Inhibiting Factors for TPD	91
Chapter Summary	92
CHAPTER V	94
TEACHERS' PRACTICES FOR PROFESSIONAL DEVELOPMENT.....	94
Activities for PD	94
Teacher Training Rule/Regulation (Policy).....	100
Personal Traits of a Teacher	106
Contribution of PD Activities	109
Gap Between Perception and Practice on PD.....	114

Chapter Summary	115
CHAPTER VI	116
CHALLENGES AND CONSTRAINTS OF TEACHER PROFESSIONAL DEVELOPMENT.....	116
Professional Support	116
Teachers' Commitment.....	119
Motivation.....	121
Political Involvement	124
School Environment	126
Unavailability of Resources.....	130
Being Updated.....	132
Chapter Summary	134
CHAPTER VII.....	136
FINDINGS, DISCUSSION, CONCLUSION AND IMPLICATIONS	136
Introduction	136
Findings of the Research.....	137
Discussion	144
Profession and Professional Development	145
Teacher Professional Development.....	147
Teachers' Professional Code of Conduct	148
Role of Culture and Local Context for TPD.....	149
Supporting and Inhibiting Factors for TPD	150
Teacher Professional Development Theories and Activities	151
Teacher Training Rule/Regulation (Policy).....	154
Traits of the Teacher.....	158

Contribution of PD Activities	159
Challenge/ Constraints of TPD.....	160
Professional Support.....	160
Teachers' Commitment.....	162
Motivation.....	163
Political Involvement	164
School Environment	166
Unavailability of Resources.....	167
Being Up-to-Date	168
Conclusion.....	169
Implications	170
Implications for Policy Makers.....	171
Implication for Training Institutes (Hub)	172
Implications for Teacher Professional Unions.....	172
Implications for Teachers	172
Implications for Educators.....	173
Further Studies.....	173
REFERENCES.....	175
APPENDIXES	184
Appendix A: Data Collection Guideline	184
Appendix B: Teachers' Code of Conduct as Outlined in Education Regulation (2002) Sixth Amendment (2011) Rule 133(1).....	190
Appendix C: Five Propositions for Professional Personal Standards of the General Education by National Board for Professional Teaching Standards (NBPTS, 1999).....	192

Appendix D: Teaching Improvement Plan (TIP) 194

Appendix E: Policy for Teachers' Professional Development 196

 Teacher Education and Teacher Training in Policy Documents 196

ABBREVIATIONS

ARNEC	All Round National Education Committee
B.A.	Bachelor in Arts
B.Com	Bachelor in Commerce
B.Ed.	Bachelor in Education
BNP	Basic Needs Programs
BPEP	Basic and Primary Education Project
CDC	Curriculum Development Center
C.Ed.	Certificate in Education
CERID	Research Center for Education Innovation and Development
CPD	Continuous Professional Development
DEC	Distance Education Centre
DEO	District Education Office
DHSS	District Headquarter Secondary School
DOE	Department of Education
ECED	Early Childhood Education and Development
ETC	Education Training Centre
ETN	Extensive Training Network
FGD	Focus Group Discussion
FOE	Faculty of education
HLNEC	High Level National Education Commission
HLWCRE	Higher Level Working Committee's Report on Education
HSLC	Higher School Level Certificate
ICT	Information and Communication Technique
LRC	Leading Resource Center.
M.A.	Masters in Arts

M.Ed.	Master in education
M.Phil	Master in Philosophy
MOE	Ministry of education
NASA	National Assessment of Student Achievement
NBPTS	National Board for Professional Teaching Standards
NCED	National Center for Educational Development
NCF	National Curriculum Framework
NCREL	North Central Regional Education Library
NEC	National Education Commission
NEPC	National Education Planning Commission
NESP	National Education System Plan
NNEPC	Nepal National Education Planning Commission
OLPT	One Laptop Per Teacher
PCF	Per Capita Funding
PCL	Proficiency Certificate Level
PD	Professional Development
PEDP	Primary Education Development Project
PEP	Primary Education Project
RC	Resource Center
RP	Resource Person
RETTP	Radio Education Teacher Training Program
RHEC	The Royal Higher Education Commission
SB-JIT	School Based Job Induction Training
SESP	Secondary Education Support program
SLM	Self-learning Material
SMC	School Management Committee
SSRP	School Sector Reform Plan

TD	Teacher Development
TEP	Teacher Education Project
TIP	Teaching Improvement Plan
TPD	Teacher Professional Development
TSC	Teacher Service Commission
TSM	Teacher Support Mechanism
TUN	Teacher Union of Nepal
UNICEF	United Nations Children's Fund
VDC	Village Development Committee
VSS	Villages Secondary School
WTTP	Woman Teacher Training Programs

CHAPTER I

INTRODUCTION

Quality of education mainly depends upon the teachers' quality. Nepal National Education Planning Commission (NNEPC, 1956), in the area of teacher development, had clearly spelled that "The teachers are the keystones of education and education cannot be better than the teachers makes it" (NNEPC, as cited in CERID, 2009, p. 1). Wagley (2009) also says, "Teachers are the cornerstones of education. Good teachers are always required for quality education. Professional development of teacher is thus an important feature of every country" (p. 35). Emphasizing the teachers position, the statement of the national educational policy of India (1986) quotes, "No people can rise above the level of its teacher" (as cited in Khatiwada, 2010). Similarly, UNICEF/Nepal- Faculty of Education (FoE) (1998) also states, "Initiator of change and bearer of its impact are the teachers who are equipped with a sound pedagogy based on the solid foundation of updated knowledge and information" (p. 1). Furthermore, discussing the importance of teacher education, Shrestha (2007) says, "Teacher is the foundation of education. Teachers mainly set the environment of education. So, teacher education program has the greatest responsibility" (p. 155).

In my opinion, quality education without qualified teacher is just like a cart before horse. Teachers' professional development is the initial step for the quality education. "Over the past several years, new consensus has emerged that teacher quality is one of the most, if not the most, significant factors in students' achievement and educational improvement" (Coacheran, 2004, as cited in Townsend & Bates, p.

3). Nepal also has six decade long history of teacher education and in this period, it has experienced different modules of TPD.

Teacher professional development is a long-term, ongoing, continuous and lifelong learning process. It is for preparing academically and professionally qualified teachers. Reimers-Villegas (2003) says, "Professional development, in a broad sense, refers to the development of a person in his/her professional role" (p. 11). To be a professional entails readiness to develop one's practice continuously for the well being of clients; professionalism is seen as having personal and behavioral characteristics of dedication, commitment and highly skilled practice (Al-hinai, 2007, p. 43). Teaching is also a profession like others e.g. medical, engineering, lawyer, etc. Al- hinai (2007) makes it further clear that teacher professionalism is defined in terms of autonomy. Professionalism requires professional knowledge, competence, and expertise, which in turn, require further development through continuous professional education (p. 43).

Professional development can increase from both formal and informal ways. "Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring etc.) and informal experience (such as reading professional publications, watching television documentaries related to academic discipline, etc.)" (Ganser, 2000, as cited in Reimers, 2003, p. 11). Reimers (2003) further added that "Recently, the professional development of teacher has been considered a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession"(p. 12).

Teacher education and teacher professional development are the most discussed areas. At this juncture, Townsend and Bates (2007) say that, "Teacher education is currently facing a number of tensions as pressure has come from many

quarters in the last decade, with perhaps the most intense focus is being on the issue of teacher quality" (p. 3). In the same context, Underhill (1986) states, "Teacher development is the process of becoming the best kind of teacher that I personally can be" (as cited in Head & Taylor, 1997, p. 1).

As there are pre-service and in-service modes of teacher education in the world, Nepal also is practicing both modes of teacher education since long. UNICEF/ Nepal- FoE (1998) analyzed the historical background of Nepalese teacher education which mentions:

The first teacher-training institute was established in Nepal in 2004 B.S. to train teachers for basic schools. The college of education was formally established on 9 September, 1956 as the first degree granting college in Nepal. It had run four year B.Ed., one-year B.Ed. course to produce teachers for secondary schools and simultaneously, the mobile normal school (primary teacher training centers) ran 10-month primary school teacher training program to train the primary school teacher in Nepal. National Education System Plan, NESP (1971-76) provided a new prospect for the development of teacher education in Nepal. Adoption of the policies that made training mandatory for tenure in teaching and introduction of additional salary for the trained teachers made teacher training very popular. (UNICEF/ Nepal-FoE, 1998, p. 7)

In 1992, National Education Commission (NEC) recommended to establish a national level apex institution to take the lead role with regard to all type of training programs targeting to teachers and other education cadres working under the Ministry of Education system. As a result, National Centre for Educational Development (NCED) was established in 1993 (NCED, 2007, p. 2). NCED issued the training

policy in 2005. This policy provisioned that "All untrained working teachers in the school system will be trained in 10-month training at the earliest possible time line" (NCED, 2005, p. 3). According to this policy guideline, NCED established an Extensive Training Network (ETN) to clear the backlog under the Teacher Education Project (TEP), (2002-2009) and Secondary Education Support Program (SESP), (2003-2009). As a result, there held 98.2% of fully trained teachers working in government approved post (NCED, 2010, p.4).

Research study shows that Nepal's teacher training is not being effective as expected. In this context, Wagley (2009) quotes NCED reports 1996-2002 that "Nepalese teacher education program seems to have very little or no effect in classroom practice" (p. 35). It has been blamed that the supply based top down modality of teacher training has not met the real classroom day to day's need of the teacher. Teacher training is more theoretical and oriented by one fits for all mentality rather than being context specific, need based and demand driven.

In this context, the Government of Nepal, Ministry of Education has brought TPD program under the School Sector Reform Plan (SSRP) (2009-2015). It has provisioned that "Completion of a professional training course has been made mandatory prior to entering the teaching profession" (p. 37). It further envisioned that "The government will remain responsible for teacher development functions. In order to keep abreast of new development in teaching and learning practices, teacher must acquire one month in-service training at least once in every five year" (p. 39).

Setting the new scenario for teacher development, SSRP has enhanced Leading Resource Centre and Resource Centre (LRC/RC), Education Training Centre (ETC) based demand driven short-term training strategy for all teachers working at various levels (Early Childhood Education and Development (ECED), to grade 12)

over a five-year period. In this line, NCED has run the TPD program for basic level (class 1-8) teachers from its 1053 RCs (TPD hubs) and secondary level from 29 ETCs and 46 leading resource centers (LRCs).

NCED is the apex body to run in-service teacher training across the country. In accordance with SSRP (2009-2015), NCED has issued *Teacher Professional Development (TPD) Program Implementation Handbook (2010)* and *Teacher Development Policy Guideline (2011)* to implement the TPD program. On the basis of these policies, it has programmed 10-days separate three modules and each module has been divided into three interconnected parts i.e. 5-days training cum workshop, 3-days self-study exercise and 2-days instructional counseling. It has claimed TPD as on the spot, context-specific, problem solving, demand driven training and job-embedded training program. To materialize this claim, TPD program has been launched across the country since the fiscal year 2066/067.

Teachers' professional development activities play a vital role in maintaining the quality of education. To make such activities more effective, it needs systematic study that should reveal every aspect of existing program and activities but very few studies have been conducted on it so far. Not a single study has been carried out on 'teacher professional development practices in Nepal' till date. Since teacher is the main actor for their professional development, their perceptions and practices should be explored to make them effective. In this context, the need of the present study emerged and I undertook this challenge.

Statement of the Problem

Teacher professional development is an important issue. It is challenging to prepare academically and professionally qualified teachers. The Government of Nepal has spent a big amount of money in dozens of educational plans and projects and

there is an essential part for teacher development in all documents. These documents (see Appendix E) have emphasized preparing qualified teachers. DoE/ Full Bright (2006) stated that teacher training is one of the highly recognized and financed programs of the government...big chunk of money has been invested in teacher's training (p.14). In spite of it, why is teacher's professional development still remaining a burning issue in Nepal?

National Assessment of Student Achievement (NASA, 2011) states,"student's achievement level is greatly influenced by the teacher" (p. 338). Only qualified teachers can enhance quality education but it is often blamed that teachers' competency in community school is not good and community schools are providing poor quality of education. While considering the yearly published School Leaving Certificate (SLC) level examination results of the community and the institutional schools, then we get a daunting gap between these schools. Every year, community schools have been getting poor results in average. NASA (2011) states "A great variation has been found between the achievement level of institutional and community schools. The average achievement of institutional school is 63% whereas that of the community school is 44% (p. 337) .This fact helps to support the aforementioned blame. Why is teachers' competency and thus students' achievement level in community school poor? Is it because of not having teachers' professional development practices as expected?

Teachers should be up-to-date with new technologies and new developments in their field. Are school teachers up-to-date in their fields? Are existing policy, school environment, professional support and availability of resources sufficient to keep them up-to-date? Teacher professional development is a long-term continuous process and it depends more on teachers' self-direction. Have teachers perceived it in

such a way? Do they practice professional development activities in self-regulated/directed manner? Do politicized, underpaid and unmotivated teachers engage in their professional development activities as expected?

Team work, experience sharing and collaboration help to promote professional knowledge and skill. Are teachers engaged in such ways? Do they have the culture of sharing and collaboration? These types of questions should be addressed to make teacher professional development practices successful in Nepal.

Rationale of the Study

Systematically carried out research findings add up to the knowledge and the research based knowledge becomes useful for concerned persons and institutions. Since teacher professional development is an essential part of quality education and it is still remaining to be researched in a systematic way, this study proves to be useful to fill the existing gap in this area.

SSRP (2009-2015) has provisioned one month in-service training at least once in every five years for teacher professional development. It has taken the strategy that leading resource centre and resource centre (L/RC) based demand driven short term training should be given for all teachers working at various levels (ECED to grade-12) over five period of time (p. 40). In this context, the study is beneficial to teachers as well as teacher professional unions as it has revealed their professional experience and their professional development needs and roles. Research-based knowledge provides background for further study and effective policy formulation. So, the findings of this recent study are useful to training institutes, researchers and educational planner alike.

Purpose of the Study

The purpose of this study was to explore and analyze the teachers' professional development practices in Nepal. More specifically, the focus of this study was to find out teachers' perceptions, their practices for professional development, its contribution to their professional skill enhancement and their experiences of its challenges/constraints.

Research Questions

The aim of this study was to find out the answers to the following questions:

1. How do teachers perceive their professional development (PD)?
2. How is their current practice of PD contributing to the development of their professional skills?
3. What supports are they getting and what challenges/ constraints are there for their professional development?

Delimitations of the Study

The scope of the study was to explore and analyze the teacher professional development practices in Nepal. The study was confined in two community schools one from District Headquarter Secondary School (DHSS) and the next from Village Secondary School (VSS) of Myagdi district. Although the study was confined to the community school secondary level head teachers, teachers, SMC chairpersons as research participants, I involved class ten students of VSS as participants during the time of my field work.

Organization of the Study

This study has been organized into seven chapters. The first chapter dealt with the key concern of this study. The second chapter has gone through the literature review. This chapter has included policy on TPD, theoretical aspect of Professional

Development PD and the review of empirical studies. Chapter three has sketched the road map for the study. It has outlined the methodological perspectives of the study. Chapter four has carried out the opinions, feelings and knowledge of the participants in regards to TPD and chapter five has dealt with teachers' practices for their PD. In the same way, chapter six has identified challenges/constraints experienced by teachers, and the last chapter has presented the findings, discussion, conclusion and implications of the study.

Chapter Summary

This chapter began with the background of the study. I introduced professional development as well as the importance of teacher development in general. I briefly mentioned the teacher training policy provisions in Nepal and the need of study on the current topic. The statement of the problem was illustrated to facilitate the research study and it was consolidated into the purpose of the study as well as into the set of three research questions. In addition to this, I discussed the rational and delimitations of the study. At last, I outlined the organization of the dissertation. The next chapter accounts for the selected literature review related to the area of the research, i.e. teacher professional development practices.

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter was to review the literatures related to the topic of this study. Literature review provides us with information and ideas about the study area which help us to make the study more specific. It helps to clarify the position of the study whether it is relevant or not. In this chapter, I focused on my research topic 'teacher professional development practices in Nepal' with the four angles of literature review, i.e. thematic, policy, theoretical and empirical studies. I drew a theoretical and a conceptual framework each after reviewing the related literature.

Thematic Review

In this part, I have tried to carry out the meaning of the themes related to this study area which are profession, professional qualities and teacher professional development.

Profession

A profession is a job that requires specific training which is regulated by certain standards. It has commitment to be up-dated to cope with change and to keep up professional identity. It is said that profession is a kind of job or occupation which can only be practiced after long and rigorous academic study. So, there is no confusion for teaching to be considered as a profession and for teachers as professionals.

Profession holds certain professional norms and values. In this vein Singh and Gerg (2011) listed out the common values of all the professions i.e. knowledge thrust, commitment, sincerity and honesty, resourcefulness, competence, responsibility, self-

discipline, regularity and punctuality, integrity, spirit of enquiry, confidentiality, self-study, sense of social responsibility, accountability, dutifulness and service (p. 11).

Teaching is a profession like other, i.e. medical, engineering, legal, etc.

Crockett (2007) says that, "Professional membership carries with it a responsibility to maintain professional standards through acting ethically, adhering to the profession's code of practice, and keeping up-to-date through ongoing development" (Crockett, 2007, p. 84). He adds more that:

A profession could be defined as the skills and expertise to carry out the range of functions within an occupation. The word profession implies the necessity for more background knowledge than perhaps a trade, which is a similar entity but usually regarded as being more practical, less intellectual. If we look at the teaching, legal and medical professions, there seem to be a number of elements that confer the designation of professional:

- A baseline degree-level entry qualification providing an education in the theory and principles required to carry out a professional role.
- Practical application during or after entry-level education initially through periods of focused practice in the workplace and later from the individual's ongoing body of experience.
- Completion of a 'probation' or newly educated/trained phase.
- A commitment to keeping up with new developments, techniques and practice.
- Membership of an advocacy and/or regulatory body for the profession.
- Adherence to a professional code of conduct or ethics.

- Voluntary or compulsory ‘policing’ by a regulating body to an agreed or accepted standard of education, CPD, practice and ethics. (Crockett, 2007, p. 85)

Burns (1999) has proposed five qualities to be called profession which assist to differentiate between profession and occupation which are mentioned in the following way:

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

Professional knowledge and understandings, professional skill and abilities, professional values and personal commitment are the basic attributes of a professional. A professional must have thorough knowledge and skill of the related area. To be a professional entails readiness to develop one's practice continuously for the well being of clients, professionalism is seen as having personal and behavioral characteristics of dedication, commitment and highly skilled practice (Al-hinai, 2007, p. 43). He further clarifies that teacher professionalism is defined in terms of autonomy.

Professional Qualities

As teaching is a profession, teachers should be up-to-date and develop their knowledge and skills through continuous professional development and maintain reflective practice to keep themselves abreast of knowledge. Here, I have attempted to make the subject matter of professional qualities clear which are as follow:

Competency. A professional must hold definite competency standards in regards to his/her profession. Crockett (2007) said,

There is still a lot of debate about what competencies are, but a working definition might be: the knowledge, skills and characteristics which an individual must possess in order to fulfill professional responsibilities and carry out the range of work required in a professional role. (Crockett, p. 86)

In relation to teacher competences, Danielson (1996) mentioned that teacher competence can be described into four domains such as teachers' ability in terms of planning and preparation, maintaining the classroom environment, instruction and professional responsibilities (Danielson, 1996, as cited in NCED, 2010a, p. 82).

NCED (2010a) has outlined five dimensions of teacher competences i.e. preparation, presentation, assessment and feedback, concluding the lesson and ability of using learning transfer strategies (p. 83).

Client satisfaction. School is an organization and its customers are its stakeholders, i.e. students, teachers, parents, local community, school management committee etc. Besterfield et al. (2006) claimed that, "The most important asset of any organization is its customers" (p. 67). The customer satisfaction concept is derived from the total quality management. Hoy and Miskel (2001) argued about client focus in school in the following words:

Client focus in schools is satisfying the academic and emotional needs of the students. Using techniques such as surveys and focus groups, practices of school administrators and teachers would include gathering information about student needs and using the information to modify existing or designing new instructional and extra -curricular programs. (p. 309)

Ethical norms. In the words of Poisson (2009), ethical norms are a set of beliefs such as honesty, truth, fairness, respect for others, etc., which should underpin the work of the members of the profession. They should serve as inspiration for the development of professional standards (p. 51).

In Nepal, the seventh amendment of the Education Act (2001) and the education regulation (2002) sixth amendment (2010) have outlined the codes of conduct for teacher which are considered as ethical norms. The education regulation provision 133 (1) outlined the teacher's code of conduct (see Appendix B).

Commitment. A professional should be committed to accomplish the responsibility, to keep him/ her up-to-date by continuous learning. As a professional, teacher must make a commitment to take accountability. They must see themselves as learners and work continuously to develop new understandings and improve their practice throughout such as reading professional literature, participating in study groups and peer coaching (Borko, Elliott, McIver, & Wolf, 2000, as cited in Kent, 2007, p. 432). They must be willing to continually monitor and adjust learning environments and teaching practices to make them the best they can be for their students and themselves as professionals (Sullivan, 1999, as cited in Kent, 2007, p. 432).

Qualification. Basic qualification is defined for a profession. In our context, SSRP has provisioned qualification requirement, i.e. Higher School Level Certificate (HSLC) / Proficiency Certificate Level (PCL) in education or HSLC with one year teacher preparation course completion is necessary for basic and Master in Education or master degree qualification with one year teacher preparation course is necessary for secondary level teacher's academic qualification.

Certification. It is necessary for professional affinity. Certification is a professional qualification. SSRP has provisioned mandatory teaching licensing prior to entry in the teaching profession. Crockett (2007) says, "Certification is a process of validating individuals' right to call themselves professionals... Professional certification processes will measure or test a set level of professional knowledge and expertise based on a framework of competencies, skills and knowledge. Certification processes usually demand minimum level of experience and education as a baseline for applicants" (p. 90). So, a professional should have academic as well as professional qualification.

Lifelong learning. There is a positive relationship between professional development and lifelong learning. A professional always keeps oneself ready to fit into change. It will be contextual to quote a statement to understand the importance of lifelong learning that: "A bachelor of yesterday stops to read today and becomes illiterate tomorrow." If a professional becomes unable to keep him/her fit into change in his/her area soon he/she will be out dated.

Anderson (2004) has stated teacher as learning leaders. He further says, "By communicating enthusiasm for various subjects and by modeling how to go about solving problems, teachers are, in fact, learning leaders" (p. 150). That is why, he/she should adopt the habit of lifelong learning to keep him/her up-to-date in his/her subject area.

CERID (2009) has stated that from the global perspective, teachers need to have commitment, expertise, and continuous learning to be good professional teachers. They must have strong commitment, trust in the profession, personal readiness and willingness (p. 10). This study has cited five propositions for

professional personal standards of the general education from National Board for Professional Teaching Standards (NBPTS, 1999) (see Appendix C).

Teacher Professional Development.

Professional development covers a broad area. It is the development of a person's professional role. It refers to the professional growth which includes formal and informal experiences. In this line, Reimers-Villegas (2003) states:

Professional development, in a broad sense, refers to the development of a person in his/her professional role. More specifically it is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. It includes formal experience such as attending workshop and professional meetings, mentoring, etc. and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline. (p. 11)

Teacher professional development related literatures have discussed this theme. Teacher education, teacher development and teacher professional development are such terminologies which are sequentially related to each other. In this vein, Morrow (2010) cites Hirsh (2004) as:

Teacher education programs offered by universities, teacher colleges or equivalent institutions may be directed to the initial education and training of student teachers (commonly called pre-service education) or to the continuing professional development of existing teachers (commonly called in-service education or teacher professional development). When we use the term teacher education, it includes both initial education along with the training of existing teachers and teacher professional development.

Dembele, Schubert, and Schwille (2007) have mentioned apprenticeship observation, pre service preparation and induction as teacher education continuum (as cited in IIEP-UNESCO, 2007).

According to Head and Taylor (1997), teacher development has the following four key characteristics:

1. It is about dealing with the needs and wants of the individual teacher in ways that suit the individual. The needs may be many and diverse – from confidence building to language awareness or technical expertise.
2. Much TD is seen as relating to next experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and develop their career as well as themselves.
3. TD is not just to do with language teaching or even teaching: it is also about language development, counseling skills, assertiveness training, confidence building, computing, meditation, cultural broadening- almost anything in fact.
4. TD in most teachers' opinions has to be 'bottom-up', not dished out by managers according to their own view of what development teachers need. This doesn't mean to say that managers have no role in it nor does it mean that manager should stop organizing in-service or other training courses.
(Head & Taylor, 1997, p. 4)

In the same way, educators have tried to characterize professional development. Reimers-Villegas (2003) mentioned that the perspective of professional development, has the following characteristics:

1. It is based on constructivism. Teachers are treated as active learners, who are engaged in the concrete tasks of teaching assessment, observation and reflection.
2. It is perceived as a long-term process as it acknowledges the fact that teachers learn over time.
3. It is perceived as a process that takes place within a particular context.
4. It is intimately linked to school reform.
5. A teacher is conceived as a reflective practitioner.
6. Professional development is conceived as a collaborative process.
7. Professional development may look and be very different in diverse settings (Reimers-Villegas, 2003, pp. 13-14)

North Central Regional Education Library (NCREL, 2003) has also listed the elements of teacher professional development as:

- a) a connection to a student learning, b) hands-in practice, c) a variety of learning experiences, d) curriculum specific application, e) new roles for teachers, f) collegial learning, g) active participation of teachers, h) ongoing processes, i) sufficient time, j) assistant and support, k) administrative support, l) adequate resources, and m) continuous funding and built-in evaluation. (as cited in Fung Ping, Fuqian, & Taplin, 2007, p. 523)

Professional development is a continuous and life long process. It is the development of a person's professional role and capacity. PD runs through both formal and informal experiences. In the same way, TPD enhances teachers' professional role and capacity. It runs through formal and informal experiences as well as pre-service and in-service modes. As reflective practice, TPD activities run through active participation of teachers.

In my simple understanding, teacher professional development enables a teacher to perform teaching profession in accordance with the accepted norms and standards of time and context as well as it gives professional growth and satisfaction to the teachers. The prime responsibility, commitment and ethics of teaching profession are to enhance quality education which should be reflected on students' learning outcome.

Policy Review

In this part, I have discussed under two sub- headings, i.e. global context and national context. Firstly, I have tried to throw light on the general policy, perspectives and practices of teacher development in the global context. In the national context, teacher development policy and programs have been briefly sketched out since the establishment of the first teacher training institute in 2004 B.S. up to the present days.

Global Context

Pre-service and in-service modes of teacher education are widely in practice in the world. College and university and other institutes offer the pre-service teacher education. It is important Both types of teacher education should be carried out seriously to enhance teachers' effectiveness. In this context, Anderson (2004) states:

Pre- service programs, no matter how good they are, can only produce very good novice teachers. Progressing from novice to expert (Benner, 1984) requires a great deal on-the -job learning by means of in-service education and training. The extensive knowledge base pertaining to reflective in-service education and training (Guskey, 1986; Clair and adger, 1999; Garet et al., 2001) should be used to design in-service programs that benefit in all classroom teachers. (pp.115-116)

Coachran-Smith and Lytle (2001) have described three approaches of professional development, that "co-exist in the world of educational policy, research and practice and are invoked by differently positioned people in order to explain and justify quite different ideas and approaches to improving teaching and learning". They are:

1. Knowledge-for- practice: Assumes that university-based researchers generate formal knowledge and theory for teachers to use in order to improve practice.
2. Knowledge-in-practice: Some of the most essential knowledge for teaching is perceived as 'practical' knowledge, or knowledge that is embedded in practice.
3. Knowledge-of- practice: Knowledge is not divided into formal and practical knowledge. Teacher gain knowledge for teaching when they have the opportunity to reflect on their practice and use a process of inquiry in their own environments to learn more about effective teaching.
(as cited in Reimers-Villegas, 2003, p. 17)

Dembele, Schubert, and Schwille (2007) have quoted the statement of Guskey that "Practice changes attitudes rather than vice versa" (p. 104). This theory insists on practice based activities which have been ensured through teacher professional development policies. "Working with teachers directly on instruction and over an extended period of time is probably the most potent form of professional development available to school" (Elemore, 2002, as cited in Dembele et al., p. 104). Dembele, et al., (2007) have further cited the works of Garet, Porter, Birman, and Yoon (2001; 2004) that these studies posited two key dimensions of effective professional

development into core features and structural features. The three core features include:

1. Focus on content: The degree to which the activity focuses on improving and deepening teachers' content knowledge (e.g. mathematics or science) instead of focusing on generic method of teaching.
2. Active learning: Opportunities for teachers to engage in a meaningful analysis of teaching and learning (e.g. to observe and to be observed, practice delivery, lead discussion); and
3. Coherence: continued professional communication among teachers, incorporating experiences consistent with teachers' goal and alignment with system-level curriculum standards and assessment. (p. 108)

Similarly, the three structural features are as follows:

1. Duration: the numbers hours participants spend in the activity and over what span of time the activity takes place (longer duration activities typically provide for the desired content-specific focus, active learning, and more connection to teachers' other experiences);
2. Form: the use of activities structured to support reform (special interventions such as mentoring, networking, study group, resource centre) as opposed to more traditional workshop or conference (even though traditional approaches typically do not provide the time, activities and content necessary to bring about meaningful change they can be meaningful if they have the other characteristics already mentioned);and
3. Participant: group of teachers from the same professional culture (e.g. school or grade level) participating as a group, as opposed to teachers from

other location participating individually (a common worksite provides a closer link with teachers' experiences and facilitates collegial discussion).

(Porter et al., 2004, as cited in Dembele, et al., 2007, p. 109)

Teacher professional development is not a one shot action. It does not complete within a short time frame. It starts with the teacher preparation education phase and ends after teachers' retirement. Reimers-Villegas (2003) has recommended policies in relation to teacher professional development which as:

Teachers' professional development must be thought of as a long-term process, which begins with initial preparation and only ends when the teacher retires from the profession. This new approach to the education and development of teachers requires transformation of processes and policies that support teachers, their education, their work and their growth in the profession. (p. 141)

Poisson (2009) has further stated that general rights of teacher as professionals and employees include, for example:

Fair consideration of any position for which the teacher is qualified, fair treatment as they undertake their teaching tasks, right to refuse to perform any non-professional tasks that are unrelated to the duties of the teachers, freedom to express opinion and suggestions regarding the administration of the school, right to be informed of evaluation procedures affecting himself/herself and to express his/her views, respect for the privacy of their personal lives and protection from physical and verbal violence (p. 24).

Villegas-Reimers (2003) has divided the teacher development models and types into two clusters that are organizational partnership model and small group or individual model.

In organizational partnership model, there are professional development-schools, other university-school partnerships, other inter-institutional collaborations, schools' networks and distance education. In small group or individual models, there are supervision: traditional and clinical, students' performance assessment, workshops, seminars, courses, case-based study, self directed development, co-operative and collegial development, observation of excellent practice, teachers participations in new roles, skills- development model, reflective models, project-based models, portfolios, action research, use of teachers narratives, generational or cascade model and coaching mentoring model.

World Bank Report (2005) has synthesized three distinct modalities and approaches for teacher professional development (TPD) program as:

- i) Standardized TPD- centralized approach best used to disseminate information and skills among large teacher populations.
- ii) Site-based TPD- intensive learning by groups of teachers in a school or region, promoting profound and long-term changes in instructional methods often take place in schools and/or resource centers by covering specific items exclusively related to situational problems that individual teachers encounter as they try to implement new techniques.
- iii) Self-directed TPD-independent learning, sometimes initiated at the learner's direction, using available resources that may include computers and internet by focusing on individualized, self-guided development with little formal structure of support. (as cited in NCED, 2011, p. 12)

CERID (2009) has also outlined and referred to the following professional development models which are internationally practiced: a) staff development, b)

mentoring model, c) clinical supervision model, d) coaching model, and e) eclectic model (CERID, 2009, pp. 12-15).

The above literature showed that pre-service and in-service modes of teacher education are globally practiced. Teacher professional development policy is formulated to systematize pre-service and in-service teacher education. Considering three approaches i.e. knowledge for practice, knowledge in practice and knowledge of practice; three core features i.e. content, active learning and coherence and three structural features i.e. duration, form and content, teacher professional development policy are practiced. Globally, TPD is taken as a long term process and accepted as context specific program.

National Context

UNICEF/ Nepal- FoE (1998) mentioned that the first teacher training institute was established in 2004 B.S. to train basic schools' teachers. After the establishment of College of Education in 1956, it ran four year as well as one year B.Ed. courses to prepare secondary level teachers. The mobile normal schools conducted 10 month primary teacher training. NESP (1971-76) provided new prospect for teacher development. It made training mandatory for teaching and introduced additional salary for the trained teachers to inspire them for training (UNICEF/Nepal-FoE, 1998, p. 7).

The study has remarked some of the major innovative programs in 1970s and 1980s undertaken in the country, which are as follows:

- a) Women teacher training program, b) Remote area teacher training, c) 'A' level program, d) 'B' level program, e) on-the-spot teacher training program f) primary teacher training through distance learning, g) Field-oriented primary

teacher education program, h) Radio education teacher training program (RETTP). (UNICEF/Nepal-FoE, 1998, p. 11)

Basic and Primary Education Master Plan (1997-2002) has analyzed the experience of in-service teacher education categorically. It comments primary teacher training has passed through several phases with distinct characteristic in each phase:

- a. the mobile normal school training phase (1956-1966):
 - training duration 10 months, 8th grade pass certificate was the academic requirement for trainees for admission.
- b. the permanent primary teacher training centers phase (1967-1970)
 - the primary teacher training centers were permanently located to provide training for two groups of trainees. Those having 8th grade pass certificate were provided one-year professional training. Others who did not pass the 8th grade pass certification were offered one year academic upgrading education and the professional training was given in the second year.
- c. institute of education phase (1971-80)
 - in the process of the implementation of NESP (1971-76) teacher training was made mandatory for permanent tenure of teachers. In this period 'A' level training for SLC pass, 'B' level training was given to under SLC candidates, 'B' level woman teacher training programs (WTTP), on-the-spot teacher training program was run by same curriculum of 'A' level. Distance education program (DEP) for in service teachers. In 1978, Radio education teacher training program (RETTP) was developed with the financial and technical assistance from USAID.
- d. Project phase (1980-1997)

Education for Rural Development in Seti zone, primary education project (PEP) in 1984. Its objectives were to improve quality of education. Resource Person (RP) conducted various types of teacher training of mainly 12-day package in Resource Center (RC). 150 hours training to all primary teachers started in 1987 under the Basic Needs Programs (BNP, 1987). Primary education development project (PEDP) started 10 month training package. The package was split into four package of 330 hrs./2.5 month duration. All in-service primary teachers were required to undergo a 150 hrs. Training program, this continued up to 1994. Considering the inadequacy of 150hr. training program PEDP prepared a ten-month training package for primary teachers as recommended by National Education Commission, NEC (1992). Government had adopted the ten-month program as complete training for primary teachers. In service was run under the BPEP, National Center for Educational Development, NCED and distance education centre DEC. (BPEP, Master Plan 1997-2002, pp. 334-386)

As per this policy guideline, NCED established an Extensive Training Network (ETN) to clear the backlog under the TEP (2002-2009) and SESP (2003-2009). As a result, 98.2% of fully trained teachers were working in government approved posts (NCED, 2010, p. 4).

NCED (2010a) has outlined the five trends of teacher training policy in Nepal, which are:

1. Trends during pre-NESP (before 1971),
2. Trends during NESP (decade of 1970s),
3. Trends during the pre-BPEP (decade of 1980s),
4. Trends during BPEP (decade of 1990s) and

5. Trends during EFA and after (decade of 2000s). (NCED, 2010a, p. 38)

Recently, NCED has prepared Teacher Development Policy Guideline 2011 to implement teacher professional development (TPD) program according to the provision of SSRP (2009-2015). According to SSRP, it is the individual responsibility of the candidate to take the pre-service (teacher preparation course) prior to applying for the licensing test/ teacher selection examination and in-service (teacher development and professional support) program is the government responsibility. SSRP has provisioned mandatory one month demand-driven training for all teachers to acquire once in five year duration. Self-learning materials, on-line courses schemes will be made available for additional support of teachers' on-going learning. 'Beginner, experienced, master and expert four level of internal career path and promotion has provisioned for both level (basic and secondary) of school (NCED, 2011, pp. 6-7).

The Teacher Development Policy Guideline (2011) has stated that, "It is ensured by policy that teachers designated for different assignments can access to appropriate specialize training courses rather than just attending the conventional, one-fits-all-package" (p. 21). This policy statement advocates demand driven, context specific need based nature of training modality for teachers' professional development. Policy number four of the guideline states that, "Every teacher working in all government aided school will be provided access to one-month teacher professional development (TPD) course within the next five years' period (by 2015)" (p. 22). Within this policy provision, all teachers including traditional schools (Gumba, Madrassa, Gurukul) of both (basic and secondary) levels, will get access to opportunity for completing one month teacher professional development course within the given time frame. Similarly, policy number five states, "Multiple avenues

of teacher development will be introduced for continuous professional development of the teachers" (p. 22). Under this policy, NCED has envisioned different kinds of modes and approaches of continuous professional development such as ICT, on-line, school based job induction training (SB-JIT) to every novice teacher etc. Similarly, policy number six states "Separate training provision will be made to develop 'inclusive teachers' as special cadres for the requirement of teaching multilingual students, special needs ' students and multi-grade classes" (p. 24). NCED has commenced TPD program since the fiscal year 2066/067 across the country.

Under TPD framework as per SSRP (2009-2015), NCED has been running the following kinds of TPD training at ETC and L/RCs across the country:

1. Basic level teacher training (10 days)
2. Secondary level teacher training (10 days)
3. Head teacher leadership capacity development training (30 days)
4. Traditional school's teacher training (10 days)
5. Multi lingual school's teacher training for basic level (10 days)
6. Multi grade teacher training for basic level (10 days)
7. Special education teachers' training (10 days)
8. ICT training for secondary level teacher (10 days)
9. English medium schools' teacher training for basic level (10 days)
10. Continuous assessment and curriculum implementation training for basic level teacher (7 days)
11. Physical education and creative expression training (10 days)
12. Higher secondary level teacher's training (10 days) as piloting.
13. Capacity development training for teacher leader (7 days)
14. In-service training for resource person (10 days)

15. Training of trainer (12 days). (NCED, 2013)

"Multiple avenues of teacher development will be introduced for continuous professional development of the teacher" (NCED, 2011,p.22). Based on such policy provision under SSRP, NCED has run the above mentioned TPD training program for mainstream as well as inclusive teacher.

Moreover, implementation of teaching licensing is an important step for teaching profession. The Education Act, 1971 (Seventh amendment 2001) has made teaching licensing mandatory for all types of teachers. And, providing teaching license to the teacher is Teacher Service Commission's (TSC) responsibility. This provision has tried to end 'anybody can teach' practice of the past days and accepted teaching as a profession.

During the six decade long history of teacher education in Nepal, it has practiced different kinds of teacher training under different programs and names. As global practice, Nepal has focused its attempt through formal and informal mode of teacher development. It has formulated teacher training policy considering three structural features i.e. duration, form and content. After SSRP (2009-2015), Nepal has formulated the policy provision to run demand driven, context specific, need based training program for teacher professional development as these are the globally practiced approaches.

In this part, I mentioned the policies and programs for teacher development briefly. I have outlined in detail about the teacher development policy and provisions of Nepal in Appendix E.

Theoretical Review

What is the driving force for a person to learn forever? Perhaps, individual's inner motive or drive to achieve the goal set by themselves and willingness to do

better inspires a person to learn forever. Roger (1996) argues, "Motivation for learning comes from within" (p. 99).

Teacher professional development is guided by learning theories. Learning theories are divided into three domains i.e. behaviorist, cognitive and humanist.

Roger (1996) views about humanist learning theories as:

Humanist learning theories stress once more the active nature of the learner.

Indeed, learner's actions largely create the learning situation. They emphasize the urge and drives of the personality, movement towards (for example) increased autonomy and competence, the compulsion towards growth and development, the active search for meaning, the fulfillment of goals which individual set for themselves. (p. 99)

Teacher professional development seems more related with humanist learning theories. In this vein, I have discussed some theories like adult learning theory, goal-setting theory and self-reflection theory along the following paragraphs.

Adult Learning Theory

Roger conceives learning to adults as a natural process. He says, "Learning is creating meanings, finding the keys, making sense of experience- a process which is as natural to all adults as breathing" (Roger, 1996, p. 107). This indicates that teachers' professional development is mainly guided by adult learning theory. An adult learns by self-motivation, self-directedness, self-financing and more through informal modes. Adult learns for present, learns what he/she thinks valuable and learns in order to cope with real life task.

I think adult learning theory is an umbrella theory for teacher's professional development. The nature of adult learning is problem centered, context specific and

job-embedded. Learning for adults becomes a lifelong process. It will be helpful to quote the definition of UNESCO (1976) to clarify adult education that:

...entire body of educational processes, whatever the content, level or method, whatever formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities, as well as apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification, or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balance and independent social, economic and cultural development. (as cited in Rogers,1996)

Merriam (2001) assumes andragogy and self-directed learning as pillars of adult learning theory. He says, "andragogy and self-directed learning continue to be important to our present-day understanding of adult learning." Simpson (1980) also noted two distinguishing traits in adult learners "the autonomy of direction of learning and the use of experience as a resource. Self-directedness is a general focus of adult learners" (as cited in Trotter, 2006). Teachers, as adult learners and guided by problem-centric needs, should keep themselves ready to cope with change. Trotter (2006) further argues that "Allowing the teachers to determine what direction their professional development will take will greatly increase the success of the teachers in their journey to be lifelong learners."

Adult learners hold certain characteristics, which contrast them from younger learners. For this, Clardy (2005) has cited Malcolm Knowles' six distinguishing characteristics of the adult learner which are as follows:

1. A self-concept of autonomy and self-direction,

2. A higher level of life background and experience,
3. The needs to understand the reasons for learning something,
4. A learning motivation based upon personal need.
5. A pragmatic orientation, and
6. An internally driven motivation to learn.

(Knowles, 1998, as cited in Clardy, 2005, pp. 5-6)

Clardy (2005) further clarifies the nature of adult learning that: Adult learning can be highly individualistic and autonomous self-directed learning activities well as organized, group based programs, offered on a formal, for-credit or for-licensure basis, or an informal basis; they can be work related or personally-based; they may be voluntary or mandatory.

What makes an adult to learn forever and what things inspire him/her to do better than before? Motivation theories answer these questions. Roger (1996) says that:

Motivation is usually defined as those factors that energize and direct behavioral patterns organized around a goal...it is seen as being dependent on either intrinsic or extrinsic factors and adult learning episodes are already dependent on intrinsic motivational factors. (p. 87)

I think teacher professional development activities are mainly guided by adult learning theory. But it is incorrect to say that these are guided by only one theory. A professional sets his/her professional goals or targets and strives until achieving it. So, goal-setting also seems to be an important theory to guide the teacher professional development practice which is discussed below.

Goal Setting Theory

'Do your best' is the essence of goal setting. Hoy and Miskel (2001) mention about this theory that, "The basic postulate of the theory is that the intention to achieve a goal is a primary motivating force for behavior. Goals direct physical and mental actions of individuals" (p. 137). Goal setting theory presumes that, "Specific and difficult goals, with feedback lead to higher performance" (Judge, Robbins, & Sanghi, 2009, p. 205).

A teacher's prime professional goals may be optimizing his/her students' learning outcome, making meaningful classroom activities, to be competent, to achieve professional growth and development etc. and, ultimately gain professional satisfaction. To achieve such goals, a teacher strives for his/ her professional development. Discussing over the relation of learning and a goal, Roger (1996) says, "Learning and setting goals for oneself are seen to be natural processes, calling into play the personal learning abilities that the learner have already developed and which they seek to enhance" (p. 99). So, the goals direct a person's activities. It is relevant to quote John Dewey's statement here to shed more light on goal oriented activities that he says "To have an aim is to act with meaning."

Hoy and Miskel (2001) further substitute the school as social-system and say, "Social systems are goal oriented. Indeed they often have multiple goals. In a school, student learning and control are just two of many goals. The central goal of any school system is the preparation of its students for adult roles" (p. 23).

The prime goal of a teacher may be preparing his/her students for better future and satisfying him/her by respected behavior paid by people. For this goal achievement, a teacher tries to do the best than before and s/he engages in professional development activities. But, goal-setting without identifying own

strengths and weaknesses, without analyzing feasible ground, becomes only a sweet dream. As an adult learner, teacher surpasses through the cycle of action, reflection and correction by analyzing own working experiences in professional life. So, professional development activities go ahead by self-reflection in working experience and it is guided by this theory which has been discussed along the following paragraphs.

Self Reflection Theory

This theory describes getting advancement through self reflection of one's own related work experience. It is an experimental learning theory. Roger (1996) proposed the learning cycle of concrete experience, critical reflection on experience, action and further critical reflection on experience.

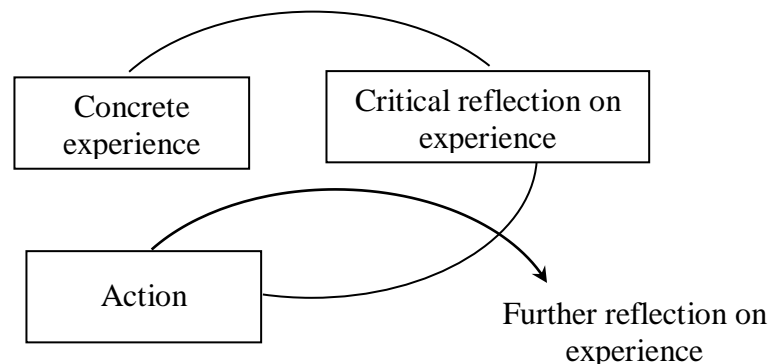


Fig. 1. Learning cycle (Roger, 1996, p. 108)

Roger has drawn the next step of the cycle as learning cycle and the search for new knowledge which shows the learning steps and feeling.

Teacher as a reflective practitioner and an adult learner can use this model in his/her classroom situation to make the teaching learning activities meaningful. Teachers reflect their selves in classroom activities through action research, constructiveness, critical reflection on practice, classroom experience.

Stenberg (2010) argues that "Teacher engage in own professional development for identity. Identity is divided into two parts: personal identity (who I am I?) and

professional identity (who I am I as a teacher?)." As Jaspers (1963) distinguishes three aspects of self-reflection: a) self-observation; b) self-understanding; and (3) self-revelation (as cited in Stenberg, 2010), to answer such questions of identity self observation, self evaluation, self correction and self revelation process becomes useful. Rodger and Scott (2008) state that "In the education literature, it is widely acknowledged that identity is a central element in teacher development" (as cited in Stenberg, 2010). Stenberg proposes didactical relation between teacher, student and content in a triangular shape which is as follows:

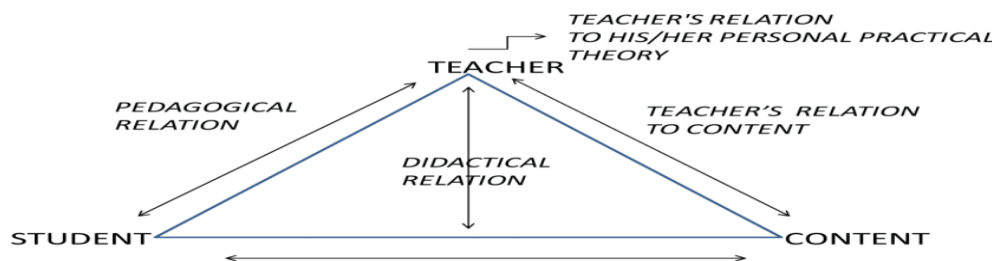


Figure 2. Didactical triangle (Stenberg, 2010, p. 333)

Reimers (2003) outlines the model and presents the cases of teachers' professional development and states about reflective model that, "This model builds on teachers' personal classroom experiences. It requires that the teachers pay attention to daily routine and the events of a regular day, and to reflect on their meaning and effectiveness" (p. 104). Reimer puts forward a question, "What should teacher reflect on?" and cites Potter and Badiali (2001), that they have said three forms of reflection should be encouraged: "a) technical reflection, b) practical reflection and c) critical reflection" (p. 105).

Gnawali (2008) cites Dewey (1938), Schon (1991) and Wallace (1991) as they discussed: how can teacher learn to understand themselves? Who and what can help them in this process? The professional literature answers through 'reflection'. He adds, "Through reflection, teacher can explore their selves and that of the others. When

teachers carry out systematic enquiry into themselves, they will understand themselves, their practices and their learners" (p. 59).

It is obvious that self-reflection theory seems highly appropriate for teacher professional development. In the same way, Korthagen and Vasalos (2005), and Larrivee (2000) say, "In contemporary educational studies, the question of professional development is often connected to reflection" (as cited in Stenberg, 2010).

There are both convergence and divergence between these theories. As self-directedness, self-assessment, self-observation, use of experiences as resources and personal motivation are the common characteristics of these theories that is why, there is convergence among them. On the other hand, there is some divergence among these theories i.e. according to adult learning theory it is directed through andragogy, there remains learners' autonomy to select the activities and influenced by intrinsic motivational factor. An adult is oriented to solve his/her real life problem. Processes of knowing self, correcting self, getting advancement in performance through self-reflection are the essences of self-reflection theory. It is experimental and action research oriented and derived from person's insight or intuition. The goal-setting theory advocates that a person's activities are intended towards achieving the goal. The goal directs personal activities or an actor always performs goal oriented activities.

Theoretical Framework

I reviewed adult learning, goal-setting and self-reflection theory in the theoretical review part. On the basis of it, I drew the following theoretical framework for my study. I have tried to analyze the matter in light of these theories and tried to

find the relationship or linkage of these theories in teachers' professional development practices.

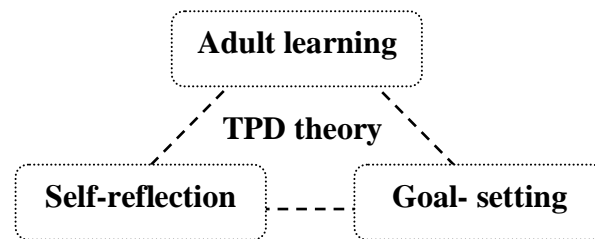


Figure 3. Theoretical framework of the study.

The aforementioned three theories which made a triangular shape in the figure are important for this study and interrelated to each other. Among them, adult learning is an umbrella theory of all. Adult learning, self-reflection and goal-setting are humanistic theories and they insist more on the active nature of learners. As working nature and willingness of adults seem more pragmatic, adults learn by self-motivation, self-directedness, self-financing and more through informal modes to cope with real life situation and it also the motivational factor for an adult. Being an adult, a teacher engages in his/her PD activities by self-motivation and self-regulation to cope with the change of the related field.

As action and reflection are the source of gaining knowledge for learner, and teacher as a reflective practitioner acts (teaches), reflects and assesses the activities and corrects if needed and goes ahead. From this chain of activities and experiences, teacher achieves advancement in professional development.

Teacher sets his/her professional goals analyzing his/her own context and lists out the activities to achieve those goals. As goals direct physical and mental actions of an individual (Hoy & Miskel, 2001), teachers set academic as well as instructional goals and strive for them until getting them which enables them for their professional development.

As shown in figure 3, interrelated theories are more applicable for teacher professional development. On this premises, the study searched the linkage/ relation of these theories for teacher professional development practices. The study analyzed the teachers' PD activities and made theoretical interpretation of the participants' opinions and experiences.

Research Study Review

Galami (2004) has studied on the topic "Teachers' professional development in higher education (a case study of Tribhuvan University)". This study has focused on teacher professional development conditions in a campus under TU. The researcher has rationalized the study for teacher professional development as so important that it is for strengthening the nation builders' capacity. This study was oriented to finding out the state of teacher development programs, its contribution to teacher's professional development, problems and remedies to develop teacher as professionals. The researcher has applied the mixed method approach. The researcher derived the findings that teachers in TU were partially professionally developed, there seemed low priority in teaching, and there was insufficient professional development opportunities, as well as absence of policy. There was no opportunity to the novice teachers for professional development and seemed problematic in fair evaluation. The professional development activities, i.e. research, publishing, participating in seminars, workshops, and meetings is not sufficient. Collaboration and mutual sharing activities did not seem satisfactorily. Moreover, the researcher has emphasized further research work and participation in seminar, training, workshop and discussion programs.

Similarly, Shah (2004) carried out a research on the topic 'A study on teacher motivation in Nepal.' The main objectives of the research were to assess the level of

teachers' motivation and performance towards their job, to examine the relationship between the level of teachers' motivation and performance; and to identify factors affecting teachers' motivation as perceived by teacher. The researcher has applied quantitative method. The survey was held in Banke district. Schools were stratified as urban and rural, primary, lower secondary and secondary. The researcher found that urban, permanent and female teachers had high level of motivation in comparison with the rural, temporary and male teachers, the lowest level of teachers' motivation was seen on the performance appraisal system and the highest level of teachers' motivation was seen on the professional development. Moreover, he found that school's external factors i.e. physical condition, instructional materials, seem influential for teachers' motivation level and internal factors i.e. salary and benefit, feedback and supporting, working condition, play a vital role for teachers' motivation level. His study further revealed that teaching profession is being perceived as low status job and recommended uplifting the teaching profession.

Likewise, Thapa (2007) has researched on the topic 'Transfer of teacher training skills in the classroom situation'. This study has focused on finding out the status of transfer of training skills in classroom and on identifying the supporting and inhibiting factors in skill transformation in the classroom. Observation checklist and interview questions were used as tools to collect the data. Qualitative method was applied. The study site covered Kathmandu, Bhaktapur and Tanahu districts. The findings of the study were presented in three headings, i.e. current status of training transfer in the actual classroom, inhibiting and supporting factors to training transfer in the classroom and individual teacher's characteristics. The researcher derived the finding that transfer of training skill in the classroom was not satisfactory. Similarly, the researcher has not mentioned about teacher professional development activities

but he has discussed professional competency confined to training institute. He has pointed out the lack of professional support to teachers in their workplace.

CERID (2009) conducted a study on the topic 'Exploring the opportunities for professional development of primary school teachers in Nepal'. The main objective of the study was to suggest appropriate ways for continuous professional development (CPD) of primary level teachers as SSRP (2009) has proposed the CPD approach for teacher development mechanism in the country. In this context, the study sought out the answer to the questions: what kind of program and opportunities be spelt out for the professional development of in-service primary level teachers to keep them abreast of new knowledge, skills and attitudes to facilitate student learning process and achievement as per the intents of SSRP? The research study has put forward other subsidiary questions, too. The study had been undertaken employing the qualitative method; and the tools applied were literature/document review, FGD, semi-structured interview, workshops, consultative meetings and opinionnaires for interacting openly and intensively with the concerned stakeholders.

Two districts Tanahun and Dhanusa were selected as sample to represent the Hill and Terai. Two schools from rural area and four schools from urban area were selected as sample schools for the study. Head teachers, teachers, school management committee members and students of the related schools were the respondents of the study. The study concluded that teachers were found facing various challenges and problems in their profession, like inadequate qualification to teach with good command, difficulty to teach in English medium, difficulty to manage the classroom diversity, employing the training inputs in classroom situation and having none to support to solve the instructional problems. SMC members and head teachers showed ignorance towards supporting the teachers for their instruction related problems.

The study has found policy vacuum for teachers' continuous professional development. It revealed that the CPD for teachers propounded by SSRP seemed very timely and relevant to address the teachers' professional development needs.

Shrestha (2011) has studied on 'Primary teachers' perception and practice of continuing professional development.' It has applied mixed method and the research sites were Bhaktapur, Sindhupalchok and Parsa districts. Data were collected applying survey, focus group, class room observation and open-ended interview. The researcher has concluded that CPD is significant and relevant but he could not find the learning culture and requirements needed for CPD.

Rana (2011) has studied on 'Teachers' professional development: A study of secondary schools of Nepal.' The study was held to explore the hindering and promoting factors of teachers' professional development. The researcher adopted qualitative approach and interpretive paradigm in this study. The researcher has selected Siddarthanagar Municipality of Rupandehi district as the research site for his convenience. Interview, observation, focus group discussion and document study were used to collect the data. The study found that the issue of professional development is inclusively realized by teachers themselves and the concerned authority but teachers themselves were not initiating for their professional development. SMC, parents/guardians and students were not active and supportive to encourage such practices. Moreover, there was a lack of regular monitoring, supervision, feedback and support from the concerned authority for teachers' professional development.

DoE/Full Bright (2006) conducted a study on the topic 'A Study on Effectiveness of Primary Teacher Training in Nepal.' The study stated that after establishment of the NCED, it conducted teacher training intensively. Thousands of

teachers were trained every year. But research studies and public voices indicated towards the low quality of training (p. 4). In that context the study was conducted and the overall objective of the study was to assess the effectiveness of primary teacher training program. However, the specific objectives of this study were: to examine training delivery at the training centre, to identify the professional activities carried out by the teachers in the classroom situations, to examine the aspects that affect transfer of training skills in the classroom delivery, to find out training implication in the context of restructuring of school education system to grades 1-8 as primary level and to suggest possible measures to transfer training skills in the classroom.

The study was conducted in 15 public schools from 5 districts. Study area was selected from each geographical zone (one district from Hill, two districts from Mountain and two districts from Terai) and one district from each development region. Morang, Rasuwa, Tanahun, Banke and Dadeldhura. Furthermore it has covered 5 training center too. The study team studied the transfer of training of primary teacher training using standard tools, Role Time Model (RTM) and Transfer of Training Evaluation Model (TOTEM). The study employed mixed method approach and carried out its findings and provided recommendations in four section i.e. training delivery at training center, professional activities carried out by the teachers in the classroom situations, transfer of training skills in the classroom delivery and training implication in the context of restructuring of school education system to grades 1-8 as primary level respectively. The study mentioned that in the primary teacher training context, the major actors for training program were NCED, trainers, teachers, head teacher, SMCs and parents and suggested action steps for each.

Likewise, NCED-CS/SIP (2010) has carried out the study 'NCED Client's Satisfaction Survey Report with Service Improvement Plan.' Since its establishment

in 2050 B.S., NCED's services have been to run teacher and management training. In this context, NCED carried out this study to find out its client's satisfaction and to carry out the Service Improvement Plan (SIP). The rationality of the study was to establish a benchmark for developing Service Improvement Plan (SIP) along with the set standards and targets. This study aimed at obtaining feedbacks of clients about the services of NCED in terms of quality, quantity and timeliness to design new projects and programs. The specific objectives of the study were: to gain feedback on NCED's programs and activities in terms of quality, quantity, timeliness, and relevance, to identify key gaps, concerns and issues on the existing services as perceived by clients at different levels, to recommend Service Improvement Plan (SIP) of NCED on the basis of evidences of clientele concerns, interest and priorities, to upgrade NCED's capacity to undertake client satisfaction survey and service improvement planning required for other service areas of the Ministry of Education.

The study applied mixed method approach. Both primary and secondary data were collected for the study. Most of the qualitative data were collected by primary sources. Study sites were selected through purposeful sampling. Five representative districts were selected from each development region and those districts also represented the ecological zone (Mountain, Hill and Terai) of Nepal. Teacher, student, parents, Head teacher/ SMC member, RP/ School supervisors and DEO/ ETC head and staff were the participants of the study.

The study identified the policy, process, program and performance (four Ps) categories gaps which were useful to provide a baseline for service improvements. The study visualized six orderly action steps to priority areas for service improvement i.e. a) Training package b) Profile of master trainers, c) TOT preparation, d) Training management, e) Training delivery, and f) Training results. It has recommended for four

Ps (policy, process, program and performance) respectively to deliver client oriented services by NCED. The study has forwarded three templates (A, B and C) for service improvement plan where as template A provides SIP, B provides implementation and C provides monitoring and reporting.

Research Gaps

I reviewed the literatures related to my study being focused on the research purpose. I found that there were many studies but they all had different focus. For example, Galami (2004) had focused on higher education teachers' professional development; Shah (2004) and Thapa (2007) had created sub- heading for teacher professional development; CERID (2009) was oriented to finding out the relevancy of policy provision of teachers' professional development under SSRP (2009-2015). Rana (2011) studied in a bit detail about this area aiming at exploring only hindering and supporting factors of teachers' professional development. Shrestha (2011) studied focusing on finding out the primary teachers' perception on CPD through socio-cultural perspective. The study by DoE/Full Bright (2006) was oriented to assess the effectiveness of primary teacher training program. NCED-CS/SIP (2010) study was aimed at gaining feedback of clients' about NCED's program and activities in terms of quality, quantity, timeliness to design new projects and programs. But I could not find any research study held on the title 'Teacher professional development practices in Nepal.'

I found the knowledge gap about teacher professional development practices, aiming to explore and analyze community school secondary level teachers' perception, their practice and its contribution for their skill enhancement as well as professional supports they got and challenge/constraints for their professional

development. Furthermore, one more and common gap I found was that none of the study selected their research site to be a remote area of Nepal like Myagdi.

Conceptual Framework

I have reviewed the related literature and theories in detail and drawn the following conceptual framework. I think the conceptual framework is a confined matter for the study which guides the researcher during his/her study period.

According to Miles and Huberman (1994), a conceptual framework is a written or visual presentation that explains either graphically, or in narrative form, the main things to be studied - the key factors, concepts or variables - and presumed relationship among them (p. 18).

I have worked out the themes and contents related to my research topic. I confined the culture and context of the society, teacher's personal traits, professional activities as well as school environment, policy, professional support and availability of resources as content area of my study. I have mentioned here theoretical framework of the study. Teachers' perceptions carried out after the study was the output of my study. I explored teachers' perceptions through in-depth interview and FGD and maintained theoretical linkages.

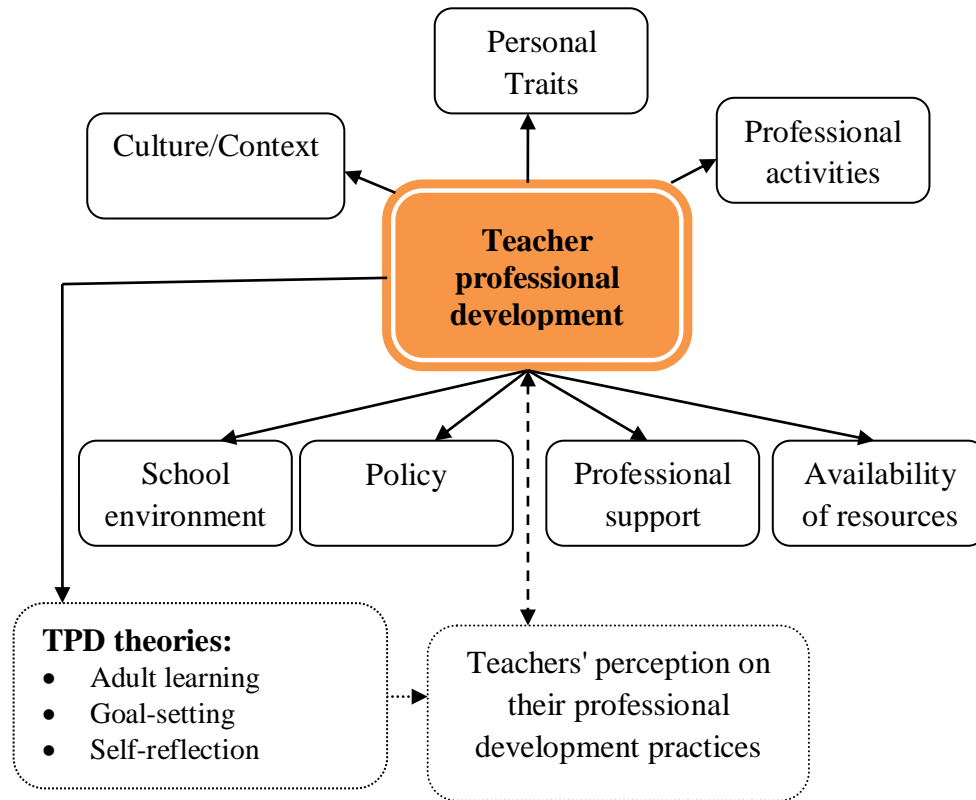


Figure 4. Conceptual framework of the study.

Chapter Summary

The literature review in an academic research shares the results of other studies that were closely related to the study. Thus, relevant literatures were reviewed to present this chapter. I carried out knowledge and concept about profession, professional qualities and teacher professional development on thematic review. I tried to extract the policies from both the global as well as national context and models for TD on policy review. I chose three important theories for TPD practices, then depicted theoretical framework and I reviewed five scholars' works as well as three institutional researches mainly that of CERID (2009), DoE/Full Bright (2006) and NCED-CS/SIP (2010). In this way, I covered the four angles of literature review and found the knowledge gap which strengthened the relevancy of my study. At last, I

presented the conceptual framework of my study by consolidating the review. The following chapter explains the entire research methods and the research processes.

CHAPTER III

METHODOLOGY

Methodology is a detailed road map for the researcher to get the answers to his/her research questions. For me, research methodology is the path through which I moved ahead during my research process. I think methodology is a particular procedures which deal with how a research is conducted. Denzin and Lincoln (2005) say "Methodology focuses on the best means for acquiring knowledge about the world"(p. 183). In this chapter, I have described the research philosophy with my ontological, epistemological and axiological stances in relation to this study. Moreover, I have further elaborated on the research design, research site and participants of the study. Likewise, I have selected the tools and outlined the data collection procedure. I have mentioned the data analysis procedure, quality criteria and ethical values of the research. This chapter has ends with the methodological framework of my study.

Philosophical Position

Philosophical position in a research mainly refers to ontology, epistemology and axiology of the study. I have described them along the following headings.

Ontology

Somekh and Lewin (2005) said that ontology refers to the philosophical questions relating to the nature of being and purpose of existence. Henn et al. (2006) stated that ontology is a set of assumptions about what the world is. Qualitative researchers do not believe in single truth. Truths are partial and incomplete for them. They advocate for multiple realities. I used qualitative method to explore teachers'

perception on their professional development practices. Hence, my ontological question was what were the multiple realities about TPD practices, its challenges/constraints and multiple perceptions of the teacher about professional development.

Epistemology

Epistemology is the theory of knowledge which serves to decide how the social phenomenon will be studied (Creswell, 2003). Therefore inter subjectivity is this study's epistemology. Inter subjectivity refers to shared understanding (Given, 2008, p. 467). There held interaction between researcher and research participants to acquire knowledge and understanding. Given (2008) further states that knowing is not simply the product of individual minds in isolation (p. 467). The following three questions are basic to epistemology. What is knowing? What is the known? What is knowledge? These questions have a wider interest for the field of inquiry but are central to science broadly defined, including qualitative research (Given, 2008, p. 264). Denzin and Lincoln (2005) say, "Knower and respondent cocreate understandings" (p. 24). In this study, it was attempted to reveal multiple realities about TPD practices through inter subjective interaction between me and the research participants.

Axiology

It is (the branch of philosophy dealing with ethics, aesthetics and religion) a part of the basic foundational philosophical dimension of paradigm proposal (Denzin & Lincoln, 2005, p. 200). As axiology is the way of valuing, my axiology was local people create knowledge as per their context and they were valuable for themselves. In other words, teachers themselves are the important actors for their professional

development. They can practice their professional development activities as per their context and need.

Research Design

Qualitative research cannot be designed in a linear order, nor does it have definite formula. Denzin and Lincoln (2005) say that "A research design describes a flexible set of guidelines that connect theoretical paradigm first to strategies of inquiry and second to method for collecting empirical materials" (p. 25).

For my study, I chose interpretive paradigm and used descriptive as well as narrative modes of analysis. Cohen and Manion (1994) mentioned that the central endeavor in the context of interpretive paradigm is to understand the subjective world of human experience. To retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within.

I applied qualitative method for my study. Denzin and Lincoln (2005) mentioned that "Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of meanings people bring to them" (p. 3). Similarly, Flick (2009) says that "Qualitative researcher study participants' knowledge and practices" (p. 16).

I have chosen narrative research approach within qualitative method. "Narrative" might be the term assigned to any text or discourse, or, it might be text used within the context of a mode of inquiry in qualitative research (Chase, 2005, as cited in Cresswell, 2007, p. 54). As the teacher professional development practice is an important issue in Nepal, the intent of this research was to explore and analyze teachers' perceptions by capturing teacher's experience about their profession development practices.

"Qualitative research uses different forms of data than those used in traditional research methods. Qualitative method consists of three kinds of data collection i.e. in-depth open-ended interviews, observation and documents" (Patton, 2002, p. 4). Patton further says that, "The data for qualitative analysis typically come from field work. During field work, the researcher spends the time in setting under study- a program, an organization, a community, or wherever situations of importance to a study can be observed, people interviewed, and document analyzed" (p. 4). To complete my study, I went to the field (schools) and collected the data through interview, FGD and observation.

Research Site and Participants of the Study

Creswell (2011) says, "In purposeful sampling, researchers intentionally select individual and sites to learn or understand central phenomenon" (p. 206). I have selected my research site and participants by purposeful sampling. I selected the community secondary schools as those located in district headquarter area (and selected District Head quarter Secondary School [DHSS]), and those located in the rural area (and selected Villages Secondary School [VSS]). Patton (2002) says, "The logic and power of purposeful sampling lie in selecting information rich cases for in-depth study" (p. 230).

Research Site

The research site of the study was Myagdi district. More of the researches have been carried out from the easily accessible sites like the Kathmandu valley and other town areas. Therefore this kind of research may be new. Two community schools, one from district head quarter area and the next from village area were selected. My intention to choose two schools from different locations was to find out

the variation of teachers' perceptions in terms of professional development practices and opportunity between urban and rural based schools.

Here, it would be meaningful to outline the number of schools and teachers of Myagdi district. Myagdi is a hilly district of the western development region of Nepal. There are 41 Village Development Committees and 273 schools in total. Among the schools, 245 are community and 28 are institutional. There are a total of 56 secondary (1-10 classes 38, and 1-12 classes 18) schools. Among them, 49 are community and 7 are institutional. There are two community and four institutional higher secondary schools in the district headquarters. The total number of teachers in all types of schools is 1986. Among them, 1280 are primary, 377 are lower secondary, 245 are secondary and 84 are higher secondary teachers. There are 194 secondary and 68 higher secondary school teachers (all total 262) in community schools (DOE, 2012).

Entering the Field

As mentioned earlier, I selected two schools for the study. The schools are District Headquarter Secondary School (DHSS) and Village Secondary School (VSS) of Myagdi district. The real names of schools and participants were changed for the sake of maintaining confidentiality and to protect them from any kind of harm which may occur because of participating in the study. DHSS was located in Beni bazaar Myagdi and VSS was located far from the Beni bazaar. Firstly, I went to DHSS and after completing the field work at that school about one week later I went to VSS.

Journey Towards District Headquarter Secondary School (DHSS). It is the first school of Myagdi district, established in 2008 B.S. I was not unfamiliar with that school since I had been there for several times before. However, before going to the school for this study, I had informed the head teacher (Sagarmani) to get his time

for my study. In this period, Rastriya Janamorcha (a political party of Nepal) had announced one day Gandaki and Dhaulagiri zone *bandha* (strike). Schools and market were closed. In spite of the strike, we met outside the school in a tea shop. I described the purpose of my research work and handed over the letter 'to whom it may concern' provided by KU. He thanked me for selecting his school for the study. We arranged time for the next day. I asked him to inform secondary level English, Math and Science teachers for FGD. I maintained informed consent for the study. That day evening, Maoist unqualified fighter announced Nepal *bandha* for uncertain period of time. Oh! Again another group's Nepal *bandha* for uncertain period of time! I questioned myself how long such type of uncertainty remains in my country? But I did not have the answer. I had to listen to and tolerate such type of problem. My field work postponed.

Next morning at 8.00 o'clock, I called up Mr. Sagarmani. We agreed that if the strike callers called back their *bandha* we would start the discussion from the following day. Yesterday's tomorrow transformed into today. Unqualified fighters' strike was disobeyed. But in this frequent agitating situation of my country, all teachers were in agitation against the government to fulfill their 47 points demands. The condition was not favorable that day, either. Despite it, I met Mr. Sagarmani to remind him about my concern. "Today is district head teachers' convention about the 47 points demands. It will be started at 13.00 pm today. I have to attend there and can manage time from 11am to 12.45 pm for your sake," he said. I decided to utilize that time. I planned to run in-depth interview with the head teacher and FGD with the subject teacher.

Journey Towards Village Secondary School (VSS). After finishing the in-depth interview and FGD in DHSS, I left for another school which was located in the

village area. This school was situated far from Beni bazaar. It was my ethical consideration that I should maintain informed consent with my participants. For it, first of all, I had to meet the head teacher of that school. Teachers were in agitation, schools were closed. So, I could not go to the school to meet the teachers. I asked a friend of mine who worked for DEO Myagdi to give me Vijay's (the head teacher of VSS) mobile number. Immediately I contacted him. It was my fortune that he was in Beni bazaar. He asked me to come to Campus *Chowk* (a market place) as his *dera* (residence) was nearby. I met Mr. Vijay at Campus *Chowk*. Mr. Vijay was not a new teacher for me. But we were not in contact for the last three years. He seemed as smart as he was before three years. We entered a tea shop but asked for real juice as it was a hot day.

I explained my purpose. I gave him a letter 'to whom it may concern' provided by KU. He read it, smiled at me and thanked for studying at the MPhil level. "When do you plan to be in my school?" he asked excitedly. "I want to go tomorrow. If not tomorrow, the day after tomorrow will be the last date." I replied. "We can't go to school during this time, at least for one week. Do you know about the teachers' movement? We have closed the school until our forty-seven point demands are addressed by the government. We have boycotted the district level examination of class eight also" he said aggressively and added again "Our central leaders of TUN have been participating in a dialogue with government. Perhaps they will come to a consensus as soon as possible. After the central level consensus, schools will reopen; then we will meet at the school. I can't confirm the exact date as it may take one week also." "O.K. then I'll be at your school according to your information." I replied with disappointment. "Don't worry, I will manage time after school opening. I don't want to miss this chance to participate in discussion for research work with a student of

KU. I will inform you" he said. Then we departed and left for our concerned destinations.

Schools were closed because of teachers' movement. I was waiting impatiently for the school opening date. My concern was whether MoE and teacher leaders reached any consensus or not. News had been broadcast that the discussion was in progress. I did not see the possibility of visiting the school within a week.

I spent about one week. Teachers' movement was about to end with an agreement. I contacted Vijaya and we fixed the date for school. I had just 1 GB memory card in my digital camera. It was insufficient, so I bought 4GB memory card from a color lab. I prepared for in-depth interview and FGD in VSS.

Participants of the Study

The participants of the study were selected by purposeful sampling. I selected two head teachers one from each school. As English, Math and Science are considered hard subjects, I planned to involve those subject teachers (three teachers) from each school but this number increased and there became eight teachers because from DHSS I had to include two extra teachers. As there was only one female teacher in the secondary level for social study teaching I thought it would be meaningful to involve her for inclusive participation and both English teachers were keen on participating in the discussion, so altogether eight teachers participated in the discussion.

Whenever I was in the field at VSS, I launched FGD with the students of class ten also as I thought it would be relevant to discuss with class ten students as they might have experienced more about their teachers' instructional activities and have practical reflection on them. There were five girls and four boys inclusively. Thus,

the number of my research participants limited to nineteen people including two head teachers, eight subject teachers and nine students.

There is the role of School Management Committee (SMC) for teacher professional development. Research question three (what supports are they getting and what challenges/constraints are there for their PD?) demanded the opinion of SMC. So, I included three SMC members (Two chairpersons, one from each school and one member from DHSS) as research participants. Including SMC member the number of research participants reached twenty two.

Tools and Data Collection Procedure

Denzin and Lincoln (2005) mentioned that "qualitative researchers employ several methods for collecting empirical materials...include interviewing; direct observation; the analysis of artifacts, documents, and cultural records; the use of visual materials and the use of personal experience" (p. 25). For my study, I used interviews, FGD, document study and observation as the tools for data collection. I carefully designed the data collection guidelines (see Appendix A) and using them, data were collected. The tools as well as data collection procedure are described in the following paragraphs respectively.

Interviews

An interview is literally an *inter view*, an inter change of views between two persons conversing about a theme of mutual interest (Kvale, 1996, p. 2). Patton (2002) says, "The purpose of interviewing is to allow us to enter into the other person's perspective...we interview to find out what is in and on someone else's mind, to gather their stories" (p. 341). Patton suggested open-ended interview to collect qualitative data and said open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feeling and knowledge" (p. 4). He

further says "The standardized open-ended interview consist of a set of questions carefully worded and arranged with the intention of taking each respondent through the same sequence and asking each respondent the same questions with essentially the same words" (p. 342). Fontana and Frey (2005) mentioned about interview that, "It seems that everyone-not just social researchers-relies on the interview as a source of information, with the assumption that interviewing result is a true and accurate picture of the participants' selves and lives" (pp. 698-699).

In this research, in-depth interviews were also my data collection tools. My research was based on in-depth interviews with the participants because the conversation was held by means of open-ended questions and in face-to-face mode on one-to-one basis with the head teachers and explored their points of view.

In-depth interview in DHSS: As per the schedule set earlier, I met Sagarmani at his chamber at 10.30 am. I had taken a diary, digital camera and a mobile set (for voice recording). He was busy with his administrative work. He asked me to wait for some time. Teaching staff were there in his chamber. "Now I am ready" he said. "Thank you very much sir!" I replied. I asked him to manage another separate room for interview as there was no peaceful environment in his chamber. He asked me to go to a upstairs room. I requested another teacher Shiva to take the video. Me, head teacher and Shiva entered another room about 11.00 am. I tried to be informal and asked him also to take it informally. I asked some starter questions related to his teaching experience years, educational qualifications, teaching subject, etc. Mr. Sagarmani is 36 years experienced English teacher. His academic qualification is B.Ed. / M.A. and is a secondary level first class permanent teacher.

The discussion held in a friendly manner. It took more time than expected. I had thought to discuss for about an hour but it went on for about two hours. My

digital camera's memory was full. I could record no more than half of the video. I had used the mobile as a voice recorder. So, I could record the whole voice. About 12.55 pm, we finished the discussion. We exchanged our thanks. I thanked Mr. Shiva as he helped me to take video of that discussion. When I exited, there was a gathering of some head teachers.

In-depth interview in VSS: As per the pre-scheduled time, we had to depart at 8.30 am. I was waiting for Mr. Vijaya, the head teacher of VSS. About 9.30 we departed towards our destination from Beni bazaar on a motorbike. We reached there at 10.00 am. All teachers were present. They were planning for class eight district level examinations which were postponed because of teacher movement and after 47 point agreement between MoE and TUN, the examinations had resumed that day. I greeted with 'Namaste' to all teachers. We exchanged our greetings. The head teacher engaged in his administrative work for some time. I asked a glass of water to quench my thirst. My coat, cap and face was covered with dust, I shook my cap and coat and wiped my face with a hanky.

When Vijaya got engaged in examination work, I observed the infrastructure of the school. There were three storied cemented buildings. Play ground, drinking water tap and latrine seemed satisfactory. There was a library room also. Similarly, computer, printer, photocopy machine and telephone set were also there in the head teacher's room. Oh! There were instruments for office handling which were in access of urban schools before some years but now these are available in a village school too. I felt satisfied seeing these things there. I asked about the internet access. He replied positively. It was run with CDMA phone. I appreciated the head teacher for equipping the school with this technology. "Still a lot is remaining to manage," he said.

The time was 11.30 am. I reminded him of my task. "O.K., I am ready. Let's go on," he said. I asked whether we can use another room where we can discuss in a peaceful environment. He managed the library room as there were no readers at that time. "I need a camera person for taking the video. Who will help me for this?" I asked. "We have a right man for this" he replied. The man was special education (deaf) teacher of that school and he was deaf himself. Vijaya called him in the library room. He was a handsome man. I asked him to take the video using sign language. Although I could not use standard sign language, it was sufficient as he understood the task. He was skillful in using the camera. I set my mobile for voice recording. All things were ready to hold the discussion.

The discussion began informally. I put some starter questions about that school's activities, number of teachers, students and general information about his teaching career. Vijaya is 23 years experienced, secondary level second class English teacher with B.A/ B.Ed.. His permanent address is Parbat district. He spent 23 years in Myagdi district teaching in different schools and is working in this school for last nine years as the head teacher. We discussed teacher professional development practices, head teacher's role on it and so on. He clearly opined himself. But more often he became descriptive. He tried to give long background for the subject and I tried to keep him in track. We spent about eighty minutes for discussion and explored more part of the TPD.

I had to run an FGD and also do classroom observation there. I asked Vijaya for it. "It is better to run today as all teachers are present," he advised. "It will be better to run next day. Will it be possible for tomorrow? I have to observe the class too," I asked. "I have no problem. Please consult with concerned teachers. You can do according to their time," he said. Then I explained the purpose of my study and

asked Math, Science and English teachers for time. They agreed to provide the time on the following day after their coaching classes. "I'll be here at the coaching class time and observe your classes. Will you permit me do it?" I asked. "Sure," they replied.

Focus Group Discussion (FGD)

It is a group interview and interaction with the people of similar background. Litoselliti (2003) defines focus groups as "small structured groups with selected participants, normally led by a moderator" (p. 1). About group interview, Patton (2002) states, "A small group of interview is an interview with a small group of people on a specific topic. Groups are typically six to ten people with similar backgrounds who participate in the interview for one to two hours" (p. 385). Similarly, Given (2008) states, "Focus groups are more useful when the goal is to hear from a range of participants" (p. 352). Emphasizing group interviews, Flick (2009) says, "The main advantage of group interviews are that they are low cost and rich in data, that they stimulate the respondents and support them in remembering events, and that they can lead beyond the answers of the single interviewee" (p. 196). In my study, I launched four groups of interview involving three to nine people (Three secondary level teachers in VSS, five secondary level teachers in DHSS, nine students in VSS and three SMC member of both school).

FGD in District Headquarter Secondary School. The participants of the FGD in DHSS were secondary level English, Math and Science teachers. I had already informed them about it through the head teacher and taken permission and set time with the related teachers. According to the pre-plan, the time for FGD was scheduled at 13.00 pm on the following day of the completion of in-depth interview. The participants were Shreekrishna (Science teacher), Bikram (Math teacher), Prabhat

and Niranjan (English teachers). Sarita who teaches social study, was the only one female teacher in the secondary level. She seemed interested in getting involved in the discussion, so I decided to involve her too, thinking that it would be inclusive and would represent the perception of female teacher.

Pre-planned schedule took an unexpected mode. Myagdi district head teachers' meeting announced to stop teaching activities until their 47 points demands are fulfilled by the government. This was circulated by Teacher Union of Nepal (TUN). Shreekrishna informed me about it at 3.00 pm and asked whether we could discuss that evening with a reason that from the next day they would not come to school. I felt bitter. I could not compel them to come as per the pre-scheduled time. If I compelled them, it would be against participants' right. Since TUN had announced to close the schools until their 47 points demand were fulfilled, it was highly possible that school closures could prolong for an uncertain period of time. What is the difference to run FGD the next day and today? If the same participants are ready for today why should I wait for another day? I raised the questions to myself. I compromised with the situation and asked Shreekrishna, "At what time will you get ready? Are other fellows also ready?" "Yes sir! We all are ready for 4.30- 5.30 pm for an hour for discussion," he told. I thanked him and got ready to run the FGD that day.

DHSS is located near my residence. I copied the video and voice recording of earlier discussion (in-depth interview) in my laptop. I took a diary, a digital camera and a mobile set for voice-recording. I put aside the data collection guidelines sheet which I prepared and got approval from my supervisor professor Dr. MN Parajuli. I reached that school once again at 3.45 pm. There was a crowd of head teachers. Their meeting was over and they were about to go out. Most of them were known to me and

I exchanged greetings with them. Some were strange for me but I had no time to get introduced with them.

It was 4.15 pm. The head teachers of that convention had completely departed. At that time, Shreekrishna called his fellows for discussion. I ordered the school assistant to bring seven cups of tea. I again requested Shiva to capture the video. We seven people drank tea and entered the computer lab where the lighting was managed in the load shading period too.

It was 4.45 pm. Though I was known to all of them and they were also known to me, we had a short introduction session. Then, I clarified the purpose of the study, and assured them that I will maintain full confidentiality. I told them about the right of the participants that they have full right to participate and not to participate and express and not to express their opinions. I assured that they were free to choose the options.

Shreekrishna was a thirty six years experienced science teacher. He was a secondary level second class permanent teacher. His academic qualification was B.Ed. in Science and Math. Bikram was nine years experienced second class permanent teacher for secondary level. His academic qualification was M.A. / B.Ed. in Mathematics. Sarita was only one female teacher in the secondary level of that school. She was an M.A. in history and social teacher of that school, nine years experienced permanent teacher. Eight years experienced Prabhat was a secondary level *Rahat* (deputed on contract basis by the school providing salary from government fund) teacher. He was a B.A. / M.Ed. in English and teaching English in the secondary level. Nirajan was ten years experienced English teacher for the secondary level having M.Ed. in English. He was a permanent third class teacher.

I was a novice interviewer. It was my first time launching an FGD in a certain area. In spite of it, I was completely prepared, confident to run the FGD and to ask relevant questions. I did as I expected. There I faced a problem in making all the participants equally active. Some chattered more and some seemed shy and introvert. Introvert fellows preferred to listen more than to express their own opinions. At this moment, I poked them to express their opinions i.e. 'and, what is your opinion about it?' I took participants' point of view in the periphery of profession, PD, TPD, their PD practices, school environment, supports for PD and challenges/ constraints of TPD.

This discussion also lasted for a long time. But interestingly none of them asked me to shorten it. The discussion was over at 6.15 pm. I thanked all of my participants for their valuable time. I requested them to co-operate in the same way if I visited once again for this study purpose. Shreekrishna, Bikram and me three guys drank tea once again and departed towards our own destinations. It was 6.45 in the evening.

FGD in Village Secondary School with students. After the classroom observation, I had scheduled to run an FGD with some students of class ten. The time was 9.30 am. I thought of utilizing the time discussing with the students. I had already asked Kamal to call seven/eight students of class ten inclusively. Kamal's class was over. I reminded him whether he informed the students or not. "I have informed five girls and four boys," he replied. He managed the resource center room for discussion. I discussed with the students about 40 minutes. The discussion was oriented towards students' observation of their teachers' teaching learning activities.

Students expressed about the teachers' activities, teaching learning activities and the relationship between school and society. Most of the students seemed

aggressive towards their teachers. They blamed teachers that they were very selfish, they prioritized their side-job. For them, the school was only a rest taking centre and for utilizing their remaining time from the side-job. They even blamed the attitude of teachers that, "The teachers do not teach in the classes, but they call us to attend their tuition and coaching classes. They enter the classes late and exit before the time. They hardly spend 20-30 minutes in the classes." They revealed the administrative and managerial condition of the school. The students did not seem positive towards their teachers. About 10.20, I finished the discussion with students. It was very informative.

It was time for me to have hand and mouth together. I entered a local hotel and took the general food of the most Nepali people that was 'Dal, Bhat, Tarkari and Chatani.'

FGD in Village Secondary School with teachers. At 12.00 noon again we gathered in the school. My participants Dinesh, Kamal and Bhupal seemed tired; nevertheless, they were ready as well as interested in the discussion. At 12.20, we started the FGD. We used the library room where I had run the in-depth interview with head teacher on the previous day. This time also I asked the handsome deaf teacher to take the video of the discussion. I initiated the discussion with the general background of the participants. I had already introduced myself although I was not a new person to them. I explained the aim of this study, the right of the participants and about the confidentiality of the participants. I asked some warm up questions i.e. how was the study going on? What kind of books were they reading then? How many different books did they read in these six months? Kamal replied that he had just finished the book '*diwaswapna*' a translated book of Hindi language and written by Gijubhai (the author).

Dinesh was a local teacher who had earned a B.Ed. degree in science. He taught science in the secondary level and was nineteen years experienced. Kamal was from a neighboring Parbat district. He was eighteen years experienced English teacher having B.Ed. degree in English and was a secondary level third class temporary teacher. The third respondent was Bhupal, a mathematics teacher. He was nine years experienced local teacher and had got B.Com/ B.Ed. degree. He was a secondary level third class permanent teacher. As they told me they all were in the process of completing their master's degree, I realized that they were studious and dedicated to their further study. The discussion lasted about one and half hour. We discussed professional development activities, professional support, school environment and availability of resources, role of culture and context for professional development, teacher training policy and its effectiveness, teachers' professional code of conduct and complementary factors related to TPD. More often I became a listener when my participants were probing over the subject matter. I felt that, that discussion was handled interestingly. My participants seemed very enthusiastic, co-operative and open hearted.

FGD with School Management Committee (SMC) Members. School management committee (SMC) plays a very supportive role for teachers' professional development. I had run an FGD each in DHSS and VSS with teacher and student once at a time in different groups. But in case of SMC, I ran the FGD with both schools' Chairperson and one member from DHSS, all total three persons at a time. The participants agreed to come to DHSS to participate in the discussion. As before, I clearly mentioned about my study and right of the participants.

Laxmi Kumar was a recognized social worker of Beni bazar. He was an ex-teacher of DHSS in the secondary level one decade ago. After his voluntary

retirement from the teaching profession, he entered into social work. Now he is 60 years old and the chairperson of DHSS' SMC for two years. Likewise, Devendra is the chairperson of VSS. He was selected in the SMC chairperson the previous year and is 46 years old. The next SMC member from DHSS was 48 years old Trilochan. He was selected among guardians as an SMC member. We discussed school environment, SMC's role and their supports for TPD and challenges constraints for teacher professional development. The discussion was held about 75 minutes.

Documents Analysis

Document is another tool for qualitative data. I used documents to collect the data for my research. Analyzing the documents as a tool of data collection, Patton (2002) says, "Document analysis includes studying excerpts, quotation, or entire passages from organizational, clinical, or program records; memoranda and correspondence; official publications and reports; personal diaries and open-ended written responses to questionnaires and surveys" (p. 4). I reviewed 15 documents related to teacher education, teacher training and teachers' professional development. These all policy document were studied in NCED library Sanothimi, Bhaktapur.

The earlier document before the first three year interim plan 2064/065-2066/067 B.S. proved to be useful reference but the documents onward it provided the background about the existing policy provision of teacher professional development program in Nepal. As there is a provision of keeping the teachers abreast of new development in their field and more focus has been given to need-based, demand-driven and Leading Resource centre, Resource Centre (L/RC) based training as well as to self-study, the existing policy review helped me to explore teachers' perceptions on such training rule/regulation (policy).

In the latest context of teacher training policy and program, I got curious to research on this title 'teacher professional development practices in Nepal' and aimed at exploring and analyzing the TPD practices. I planned to focus my target on getting teachers' perceptions on TPD practices.

Observation

Observation is yet another kind of tool for qualitative data. I observed the classroom teaching, teachers' professional development activities and supporting environment for it in the related schools and prepared field notes describing whatever I observed. About observation tool, Patton (2002) states:

Interviewing skills are essential for the observer because during fieldwork, you will need and want to talk with people, whether formally or informally participant observers gather a great deal of information through informal, naturally occurring conversations. Understanding that interviewing and observation are mutually reinforcing qualitative techniques is a bridge to understanding the fundamentally people-oriented nature of qualitative inquiry. (p. 27)

I applied direct observation as I maintained informed consent with my research participants.

Classroom observation. I observed two classes in VSS and sometimes I went to the schools and observed whatever they were doing for their PD. As one of my research questions was how teachers' current practice of PD contributing to their professional skill development, I focused my observation activities on it and described it.

As scheduled, I reached VSS at 8.00 am. Probably since the SLC examination was being nearer, there was morning coaching-class for class ten students. There were no other classes as students were given examination preparation leave. Therefore, I had to observe only the coaching classes. I got on a jeep at 7.00 am and got off at

7.40. I reached there at the right time. I drank a cup of black tea near school and reached the school at 8.00 am.

First of all, I had to observe the class. My FGD participants Dinesh (Science), Bhupal (Math) and Kamal (English) were running the coaching classes. I observed two classes and focused my observation on general teaching learning process and sitting arrangement of the classes. I took photos of the classes, filled up the forms which I developed for that purpose. I could not see the written form of lesson plan. I asked Bhupal whether teachers had prepared annual instructional plan, unit plan and daily lesson plan or not, then he replied that they know about instructional planning but there were no written form of such planning. These kinds of planning were already set in their mind. The blackboard was replaced by the whiteboard. I could not see other learning materials except it. The classes were very congested and the sitting arrangement was not appropriate for group work. I concluded two things after observing the classes as following:

- a. The pedagogy and teaching-learning theories were only for the sake of theory.

Teachers were doing whatever they were done upon, i.e. often preferred to use the easiest and teacher centered method (lecture method).

- b. Teachers were able to make their students pass with good marks. But they were not teaching practically associating the knowledge and theory with the local context specific skill and knowledge. They were just transferring the textbook contents to students and seemed reluctant to apply student center method.

Data Analysis and Interpretation

Data were collected through in-depth interview, FGD, observation and document study. As Best and Kahn (2004) mentioned that good qualitative research will often include multiple methods of data collection (p. 203), I used multiple tools.

Analysis transforms the data into findings. Patton (2002) says, The challenge of qualitative analysis lies in making sense of massive amounts of data. This involves reducing the volume of raw information, shifting trivia from significance, identifying significant patterns, and constructing a framework for communicating the essence of what the data reveal. (p. 432)

Generating Idea from the Data

I had six folders of raw-data which were two in-depth interviews and four FGDs including SMC folder. I had to transcribe and analyze the data, seek out or generate ideas and concepts from that raw data. How to transcribe and how to code then, what was the coding process? The questions rose. I transcribed the whole data by listening to audio-tape as well as watching videography. In regards to coding, my supervisor had given some clues in spite of his busy time schedule. I had been able to perceive a blurred idea in a short time with professor. Then I went through some research books; read-out what coding, categorizing and thematizing were. I started to code the data. I turned out the pages of the 'the Sage encyclopedia of qualitative research methods' as I found in that book that, "In qualitative research, discussion of coding most often center on the inductive process of searching for concepts, ideas, themes and categories that help the researcher to organize and interpret data" (p. 85). The inductive process of searching for concepts, ideas, themes and categories! I repeated these word groups once again. Given's words made me clearer.

I started to code the text (talk) in computer. First of all, I read-out the talked text thoroughly, highlighted the key ideas, concepts and then I gave number (i.e. 1, 2, 3,4... so on) respectively. I read-out repeatedly and marked the ideas. In this way, I coded the data. Here it might be worthy to mention the activity which I performed before coding. I grouped the data, e.g. in-depth and FGD. In-depth interview was

already separated as it was performed one-to-one with head teachers. But I had felt problems with FGD. So, I separated the opinion of each participant, e.g. I copied Shreekrishna's opinion on some pages, Bikram's on other page, and then others respectively on different pages. Then I gave symbols e.g. R1(Sagarmani), R2 (Vijaya) for in-depth interviews. In the same way, FR1(Bikram), FR2 (Shreekrishna), FR3 (Pratap), FR4 (Sarita) and FR5 (Nirajan); 2FR1(Dinesh) 2FR2 (Kamal) and 2FR3 (Bhupal) for FGD of two different schools DHSS and VSS respectively. I followed different process for FGD with SMC and student as I did not separated like above as I coded the text at once. This process took about three weeks.

I created the numbers of points (code numbers) as per the participants (F/Rs 1, 2, 3...) from in-depth interviews as well as from FGDs (i.e. R1-74, R2-115; FR1-148, FR2- 59, FR3- 36, FR4-27, FR5-14; 2FR1-99, 2FR2-94 and 2FR3-66). FGD with students created 76 and SMC created 94 points. In this way, I completed the coding process.

After coding the aforementioned way, I printed them out and put into two groups again. Then I started to depict-out the common ideas/concepts from the coded points and put them in different blocks. In this way, coded ideas/concepts produced more blocks, i.e. from R1-12, R2-19; FR1-20, FR2-9, FR3-7, FR4-6 and FR5-6 and from 2FR1-16, 2FR2-18 and 2FR3. I got 10 blocks by students and 10 blocks by SMC's opinion and ideas. In my understanding, here I categorized the data.

More specifically, I coded and categorized the data through inductive process. During the data collection period, I got more things than I expected and the interview/FGD could not be limited within the guidelines which I prepared as per the data collection guidelines (see Appendix A). I got more things in the field, so this data getting and analyzing process was dominated inductively.

I had to thematize the opinion, ideas and concepts into a common theme. For it, I put groups of categorized sheets side by side. Before it, I had given a title to each block. I tried to find out common concepts from each group and then merged them into single group one from in-depth interview and the next from FGD. I worked out 16 themes from in-depth interview and 22 themes from FGD whereas I got 16 themes from FGD-1 and 21 themes from FGD-2. At last, theme numbers from FGD reached 22 because there raised unique themes so they could not be merged. In this way, I carried out different themes. Then it was turn for grouping the themes as per the research questions to analyze, depict the findings and for discussion. It took more time than my expectation. I already mentioned the time period for coding the data. The categorization and thematization process took about two week.

In brief, the raw data (conversations) were transcribed (converted into text), coded, categorized, thematized, analyzed and at last, the findings were drawn and further discussion was made and conclusions were drawn. After collecting the data they were transcribed by listening to the audio tape then these data were coded seeking the ideas, opinion, concepts and knowledge of participants in regards to teacher professional development. I felt coding was the next sensitive step after transcribing the raw data. I categorized the concepts and ideas and derived themes as consolidated forms of the data. I analyzed and interpreted over the identified themes by citing and writing the opinion, experience and perceptions of my participants.

I collected the data mainly from in-depth interviews and FGDs. Pseudonyms were used in reporting the research activities. I tried to link the reflection of document study and observation in the period of in-depth interview and FGD as well as in the analysis and discussion of the study. All the data generated were discussed

corresponding to each research question. I worked out the themes for each research question, analyzed over them respectively and presented them in each chapter.

Quality Criteria

What are the bases to assess the qualitative research? What are the quality criteria of it? It has created a tension for the qualitative researchers. Denzin and Lincoln (2005) raised an issue that "A triple crisis of representation, legitimation and praxis confront qualitative researchers in the human discipline" (p. 19), moreover, they have suggested that "Terms such as credibility, transferability, dependability and confirmability replace the usual positivist criteria of internal and external validity, reliability and objectivity" (p. 24).

In terms of reliability in qualitative research, Flick (2009) says, "The reliability (it has been reformulating as dependability) of whole process will be better, the more detailed the research process is documented as a whole" (p. 387). In the concern of transferability, Given (2008) states transferability implies that the results of the research can be transferred to other contexts and situations beyond the scope of the study context (p. 886). Cresswell (2003) has stated that member checking is used to determine the accuracy of the qualitative study through taking the final report or specific description or theme back to research participants and determining whether these participants feel that they are accurate. Steinke (2004) mentioned communicative validation (member check), triangulation, validation of interview situation and authenticity as the independent criteria of qualitative research. He further suggested that documentation of research process, interpretation in the group (peer de-briefing) and researcher time spent in the field are the quality criteria of qualitative research. In relation to objectivity, it is considered as consistency of

meaning, when two or more independent researchers analyzed the same data or materials (Flick, 2009, p. 391).

Maintaining quality criteria was challenging for me. I read and reread the qualitative research books, class notes and asked my colleagues how to maintain quality criteria in a qualitative study. I had to minimize the issue of triple crises and maintain the quality. But how to do was the question that chased me until I got some strategies for maintaining quality criteria in this study which I used i.e. transparency, member checking, thick description, peer-debriefing and time spent in the field.

Transparency

I have given every detail of the field work and let the place for contrary voices in my report. My participants have expressed their opinions against the government policy provisions and working style in education sector and incentives, opportunities and feedback they got. I honestly respected and placed those opinions with their direct quotes. I have sincerely documented all the field records, transcribed field interviews and major notes.

Member Checking

According to Creswell (2003), it is used to determine the accuracy of the qualitative data taking the final report or specific descriptions or themes back to participant and determining whether these participants feel that they are accurate or not. In this study, I have conducted the member checking to strengthen the credibility of the findings. I met my participants, shown them the transcribed data first and findings of the study later, and asked whether it had captured their opinions exactly whatever they said or not.

Thick Description

Thick description refers to the details. It is a series of questions and answers until the matter gets the satisfactory position. I have raised more probing questions in the same concern and described them with multiple participants' views. In the study, I have deployed emic perspective.

Peer-debriefing

I have used peer debriefing to enhance the accuracy of the account. My colleagues from M Phil program from KU several times asked me about my research. They critically suggested covering multiple dimensions like negative cases and views of the minorities.

Time Spent in the Field

I had defended this study proposal on 26, December, 2011. I spent 14 weeks in the field for the study. I depicted the meaning of the discussion from the deep consideration of the context.

Ethical Considerations

I was aware of the ethical considerations, i.e. respect the rights, protecting the privacy and confidentiality of the participants, from the beginning to the end of the study. Given (2008) has stated about ethical issues that ethics in qualitative research, currently often associated only with the relationship of the researchers to those they study, is an integral aspects of all decision making in research, from problem formulation to presentation of results (p. 276). Cohen et al. (2010) said that ethical issues may stem from the kinds of problems investigated by social scientist and the methods they use to obtain valid and reliable data. This means that each stage in the research sequence raises ethical issues. According to Fontana and Frey (2005), informed consent, right to privacy and protection from harm are the aspects of ethical consideration (p. 715). Bajracharya (2009) said that one of the criteria of research

ethics is that the research should be based on the informed consent that is the subjects under study have agreed to take part in the research on the basis of information given to them by the researchers.

I followed the ethical aspects and was conscious about not to harm the participants. As a researcher, I respect participants' rights and maintained confidentiality. I also took permission from the participants before initiating the interaction.

When I got the letter 'to whom it may concern' from KU on 27 Feb, 2012, I went to the field to collect the data. I gave a copy of that letter to the related schools. I got consent from the participants before entering the interaction. I clearly stated the purpose of my study and informed them that they were free to participate or not to participate in study whenever they like. For me, ethics became the most important part. If we can't maintain ethical norms, it may harm the participants, researchers and the society. I was conscious about not harming the participants, hence I sincerely maintained anonymity.

In brief, I maintained the informed consent, respected the rights of the participants and maintained confidentiality from the beginning to the end of the study.

Methodological Framework

I drew the methodological framework for my study after being clear about the whole research process.

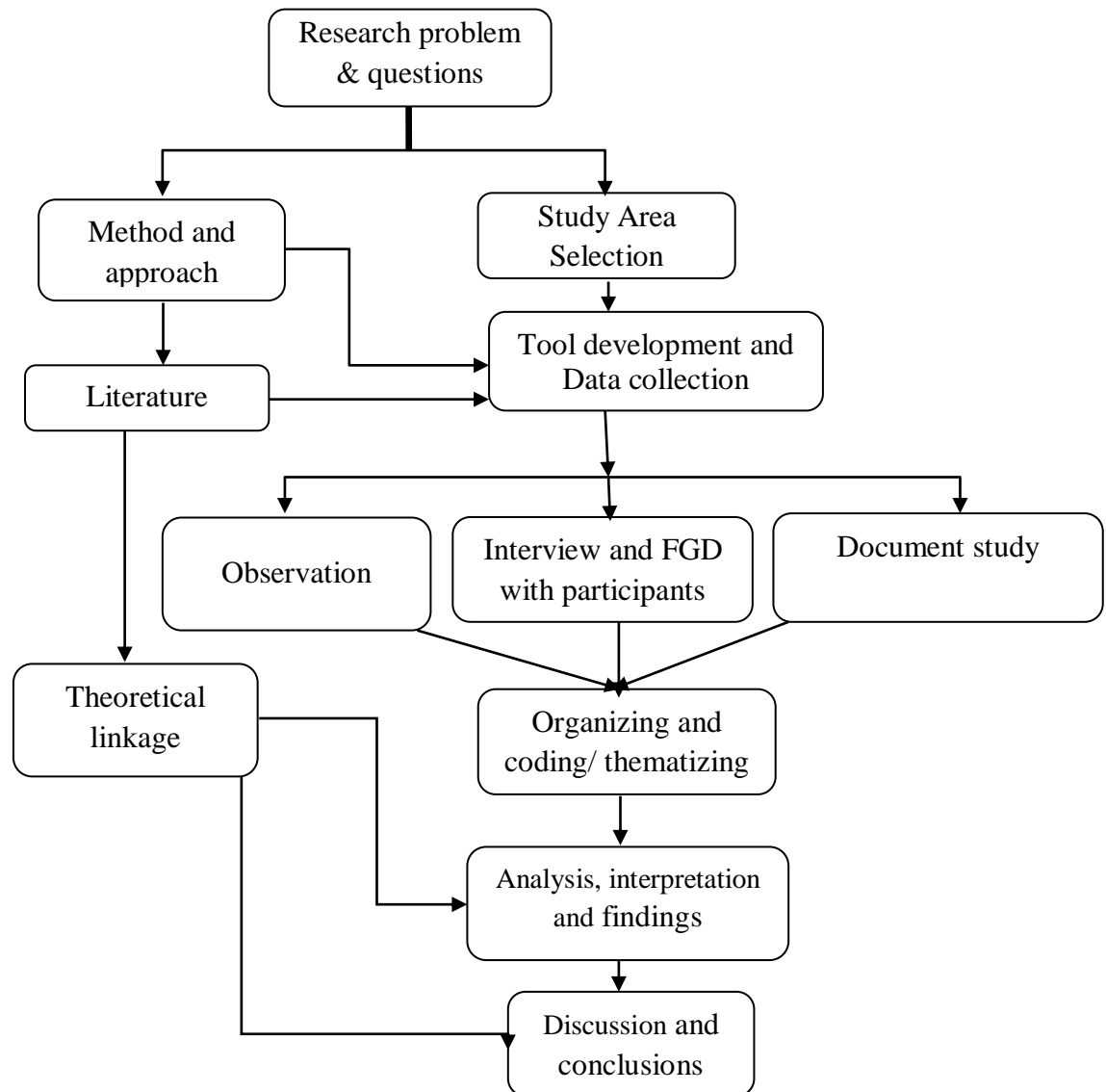


Figure 5. Methodological framework of the study

Chapter Summary

This is the guiding chapter for my whole journey of the study. Here I mentioned my philosophical stance under ontological, epistemological and axiological aspects. Revealing multiple realities in regard to TPD practice, I devised inter subjective interaction to get the realities and I valued that teacher themselves were the most important agent for their professional development. I chose interpretive paradigm, qualitative method and narrative mode of analysis. I identified my research site and participants through purposeful sampling. I mentioned interview, FGD,

document study and observation as tools for data collection, described data collection as well as analysis process and discussed transparency, member checking, thick description and peer debriefing strategy for quality criteria and my consciousness for maintaining ethical considerations. At last, I carried out the methodological framework to locate the nuts and bolts of the study. The next chapter dealt with the teachers' perception on their professional development.

CHAPTER IV

TEACHERS' PERCEPTIONS OF PROFESSIONAL DEVELOPMENT

This chapter has focused basically on the detailed analysis of the perceptions and practices of my research participants about TPD. Here, I have analyzed the text under research question number one. The teachers and head teachers were the main actors for TPD practices inside and outside the school, thus the discussion was related with their perceptions. As the first and immediate beneficiary of TPD practices were the students, the discussion was related with them, too. The conversation was held with the SMC members because they have also supportive role for teacher professional development.

Analyzing the Text

The purpose of my study was to analyze the perception and practices of teachers on TPD. Therefore my endeavors were focused on getting teachers' perceptions on their PD practices, supports for PD and challenges/constraints of it. Similarly, teachers' current practices of PD and its contribution to their professional skill development have been discussed in the next chapter answering the second research question. Moreover, the themes under question number three have been analyzed in chapter VI of this study.

My first research question was 'how do teachers perceive their professional development (PD)?' Under this question, I have identified five main themes and four supplementary themes (these are put in bracket immediately after the main theme), i.e. professional development (profession, influencing and essential factors for professional development), teachers' professional development (teachers' professional

quality, important factors for TPD), teachers' professional code of conduct, role of culture and context for TPD and supporting and inhibiting factors for TPD.

Professional Development (PD)

Profession. Before entering the professional development theme, it is relevant to illustrate profession how respondent perceived it. The participants perceived the profession as a work for maintaining livelihood. First of all, I asked about profession to DHSS's teachers Shreekrishna said, "Normally we understand the profession as a way which helps us to live our daily life." Prabhat added some more on it and stated that it's a work that the workers do as per their hobby, ability and qualification. Sarita agreed with Prabhat. Bikram's understanding of profession was not different. He stated that it's mainly concerned with 'economy'. It's a work that we do to earn for our livelihood.

I asked the same question to the VSS's teacher. Kamal said, "Profession is a work that we do for our livelihood or a work that we become compelled to do for earning for our livelihood." Dinesh also understood the profession as a means for livelihood. He said "I earn for me and my family by teaching. So, I understand teaching as a profession." Bhupal elaborated it in a slightly different way and stated, "If we do some work continuously which may be traditional or new for our livelihood that can be taken as a profession."

After revealing teachers' perception on profession, I got into the professional development theme. Professional development is a continuous process of upgrading and becoming the best kind of a professional. It is the development of a person in his/her professional role. I tried to explore the teachers' perception on professional development first from DHSS and then from VSS teachers. Bikram stated that professional development refers to the development of skills for making the

profession the best in which they are involved and providing more and more services and facilities to the professionals. VSS's teacher said more in this concern. talking about professional development Kamal said that, it is the activity that we perform in order to increase our competence, learn skill related to our profession, make ourselves mature and do well in our sector. Dinesh opined that professional development means to gain skills and competence in order to make own profession good. Bhupal said, "I think professional development is to make profession easy and relevant to time by gaining competence and using modern technology."

Whenever I forwarded my queries about PD to Sagarmani (the head teacher of DHSS), he stated that it is personality development, maintaining livelihood; skill, competency, and ability development. He perceived PD as getting facility and giving continuity to the profession. VSS's head teacher Vijaya's perception was not much different from Sagarmani's perception. In addition to these points, Vijaya stated that being productive and up-to-date to make profession effective and satisfying the customer was PD. He argued:

For example, like a farmer who produces maximum crops keeping the knowledge of farming, a business person who sells more goods by satisfying his/her customer, teacher needs more skills to make his/her teaching profession effective and up-to-date. In my understanding, it is the professional development.

Influencing and essential factors for professional development. I identified profession and influencing and essential factors as supplementary themes under professional development. I analyzed profession in the first paragraph of this section. During the probing period, more issues of PD were raised by the participants. The DHSS teacher stated their perception on influencing factors for PD. These points were

listed out, i.e. thinking of it is not sufficient, government incentives, inspiration, interest to learn something from inner heart, professional commitment, self-evaluation, need realization, self-inspiration, willingness to be up-to-date of the contemporary issues, classroom problems/needs and learning culture. When I asked as a probing question what was the thing which inspired for capacity development?

What factor motivated for it? Then Shreekrishna said:

Truly saying, when I became a primary level school teacher I hadn't thought that I can upgrade my qualification. But when I was nominated by district education office for lower secondary school level C.Ed. (Certificate in Education), then only I thought this much is not sufficient. I'll have to do more. Government inspiration and personal practice both are necessary, a professional should be dedicated by heart, and then only s/he can work well.

Would you like to give more credit to governmental incentives or self study for professional capacity development? To this question, he replied "Both have equal role because if I didn't have desire than I couldn't have been able to utilize the opportunity that I got. If there was no governmental inspiration then my desire to study wouldn't have come there."

During the probing period with VSS's teachers, they provided ideas to identify essential factors of PD. Vijaya, the head teacher of VSS, pointed out the essential factors for PD, i.e. self-study, training, knowledge sharing, counseling, research and implication of training skill in classroom. He said, " A professional teacher should emphasize in self-study for own PD, share the knowledge and experiences, keep demands being clear with teaching learning problems and actively participate in PD."

In this juncture, Kamal remarked critically:

We haven't been able to give much time for school. Our mind is diverted. Salary isn't sufficient. So we have to be involved in other job also. Therefore salary comes first. Facilities should be good. The environment of the institute also affects the professional development. Talking about the school environment there should be co-operation between teachers, students, school and parents. A professional should be determined.

In the same vein, Bhupal added, "Readiness to adopt new technology, training delivery by experts, professional support and self confidence are essential factors for PD."

Teacher Professional Development (TPD)

TPD is a process of preparing qualified teacher through teacher education and teacher training. It starts before entering the teaching profession and continues until retirement. So it is a continuous process. Head and Taylor (1997) say, "Teacher professional development is the byword or buzz-word. It is in every body's mind and mouth. This refers to the process of becoming the best kind of teacher that a teacher personally be."

Whenever I asked about TPD, most of my respondents recalled the existing three phased TPD program run by NCED. Vijaya stated:

Specifically saying it is updating the teachers' competency. It is training delivery, counseling, empowering and building the confidence in teachers as they feel themselves competent. Mainly it is updating them with subject matter. It is like sharpening the saw from time to time and upgrading the qualification.

He added, "If a weapon is not sharpened time to time, it cannot cut anything. In the same way, if teachers do not read they can't teach." He compared TPD with a weapon which needs timely sharpening for better cutting.

Teachers' professional quality. Under this theme, teachers' professional quality and important factors for TPD were identified as supplementary themes. Here, I sketched teachers' perception in this area respectively. Shreekrishna perceived teaching as a challenging job. He said, "Teaching is a challenging job. People involved in this profession have to play a challenging role. So in my opinion, people interested in this profession must have professional skills and ability. Anyone lacking these qualities surely can't be a teacher." He explained more on it in the following words:

A person should hold two kinds of qualities: personal qualities (i.e. character of a person) and professional qualities. Personal qualities of a person consist of dedication and commitment. What I feel is if a person has professional qualities but not personal qualities he/she can't handle his or her profession. If a person has qualification but not dedication then that person won't be able to do that profession and if a person has strong dedication towards his/her work then he/she can develop professional quality, i.e. if an incompetent teacher is committed towards his/her work then he/she can increase professional qualification gradually but if a competent teacher isn't dedicated then he/she can't perform the profession. What we need first is dedication and commitment.

Remaining teachers nodded their heads. Their body language showed that they also agreed with this argument. Whenever I reached with VSS's teacher in this periphery, they stated more points about teachers' professional quality, i.e. neutrality, technical, child friendly, leader, responsible, committed, confident, determined, competent, commanding, updating, positive (attitude), knowhow in teaching

methodology. I put a query on what kind of professional qualities should a teacher have, then Dinesh stated:

A teacher should be responsible towards profession, should have respect and be proud of his/her profession. Positive attitude, quality to adopt change, role model, active, neutral, selfless etc. are the professional qualities of a teacher.

Then Kamal added, "They should have good command of the subject matter, should be able to use technology, thinking for being up-to-date, should have positive attitude and should have quality to make profession respectable." He said ideally and came to the real ground and said, "But every time there is anxiety of hand to mouth."

Bhupal opined himself in this way:

First of all, teachers should be responsible, determined and committed towards profession, should have self-confidence to deliver quality education, and should be curious in practicing the teaching-learning activities in a meaningful way.

Important factors for TPD. Though, I had already discussed the influencing and essential factors for PD, once again I focused my concern on the important factors for TPD thinking that my participants might opine some specific factors for TPD.

Vijaya expressed his experience in this way:

I think head teacher's role is important. School management committee (SMC) and parents association should have positive thinking towards it. They should be co-operative towards teacher and should not neglect the teacher. In the same way, head teacher should think about career development of own teachers. Role of the government is very important. The government should provide sufficient facility to teacher and should make provision for not doing a side-job. Here come economic and social factors too. For example it should

minimize the trend of teachers' involvement in other irrelevant activities than teaching. How will it be possible for the professional development of a teacher if he/she wanders anywhere rather to be in the classroom?

After stating the above facts, he expressed his dissatisfaction towards government's time to time imposition on teacher role to perform non-teaching learning activities, e.g. election, health, population census, etc. (*Rajjyale nirbachanko karyama pani sikkshaklai khataunchha, swasthya sambandhi, janagrnanama pani sikkshaklai khataune garchha.*)

Teachers' Professional Code of Conduct

Professional code of conduct is an important factor for a professional. This regulates the activities of a professional and differentiates him/her from others. In short, it helps to maintain the professional identity.

The participants of the study stated their ideas and experiences about teachers' professional code of conduct. This theme was raised by both kinds of participants of both schools (I mean, in-depth interview and FGD). The head teacher listed out some points that it is the behavior related to the designated post, honesty in profession, determination and commitment in profession. Sagarmani said, "Teacher should only be a teacher. One cannot be a reputed teacher by involving everywhere." Vijaya said, "Teacher should be honest in their profession but the condition is not such. Teachers are in agitation again forgetting their recently declared fifteen point commitment by their own professional organizations. Every teacher should obey the code of conduct" (He had indicated towards 28th November, 2011, the fifteen points commitment declared by teachers' professional organizations and teachers' agitation for their forty seven points demands on the first week of March, 2012.).

When this theme was probed with the FGD participants, they stated more things, i.e. code of conduct is that regulation which helps to keep the profession excellent, strong and reputed. Teacher should be punctual, should have sound knowledge of the subject matter, should be able to use technology in teaching, he/she should remain up to date, should be self-confident, should have positive attitude, should be able to perform child friendly behavior. Dinesh said, "Teacher should be punctual, should be commanding in his subject matter, committed to relate his/her profession with new technology, teacher should always be up-to-date, should be a role model. Teacher should be competent, confident, committed and should have positive attitude towards profession." Bhupal said, "Teacher should be curious in using new technology." Then Kamal added, "Teacher should be child friendly." When I asked, "What kind of code of conduct do you think a professional should have? What kind of code of conduct do you find suitable for a teacher? Then Prabhat stated:

Code of conduct is a thing that is necessary for making a profession excellent.

Code of conduct is made in order to make profession respectable, standard and excellent and to bind a person with his profession. Teachers' code of conduct is also kept in order to make teaching professional standard and these things help in establishing the teaching profession as a respectable profession.

Bikram opined aggressively about the code of conduct. He said, "There should be uniformity between your words and behavior. If we say that this should be done in a way then the thing should first be reflected in our action." Then Shreekrishna told a story about saying and doing. The story was:

One day an old woman came to Mahatma Gandhi's place and requested him to convince her grandson not to take more sweets. Gandhi told her to come after seven days. That woman came after seven days then Gandhi told the boy,

"Son, you shouldn't take more sweets, and then there will be cavity in your teeth." The woman thought he could have said this much before seven days, why did he told me to come after seven days. She asked Gandhi, why he kept her waiting for seven days just to say this much only? Then Gandhi answered, "I also used to have more sweets. It took me seven days to control over that habit and then only I deserved to convince your grandson. There should be uniformity in our words and action."

Then Bikram emphasized uniformity in saying and doing. He added, "It is seen that people tell others that you should do this and shouldn't do this and that but they themselves are repeating the same thing. Teacher should learn to follow the rules." My participants seemed more interested in discussing the professional code of conduct. When Bikram uttered his last sentence 'teacher should learn to follow the rules' then Shreekrishna argued in the following words:

In my opinion, rule and code of conduct are different things. A person can break the rule and be dishonest to his/her profession but if he/she is bounded by code of conduct it is impossible, i.e. to go to the classroom is a rule but only going inside the class and spending time is not teaching. You should make students understand the subject by every means possible and it is the code of conduct. You should teach in class, it's a rule and only rule isn't sufficient you need code of conduct. Rule is something imposed by other people and if we follow the rules by accepting them sincerely then it is the code of conduct.

At this moment, I was excited to ask another probing question what they thought, how the code of conduct of teachers' was being followed in behavior. Again Shreekrishna overtook the other fellows and said, " Code of conduct hasn't been

followed. It doesn't mean that everyone isn't following. Some of them are following and some are not. There are some teachers who are bound to code of conduct and some don't even follow a little." Sarita came very shortly by saying, "It will be better if the code of conduct is followed."

Role of Culture and Local Context for TPD

Cultural factor plays a vital role in performing something. Something can be valued and discarded by cultural perspective. So, intervention should be fit into existing culture and context. Government of Nepal, Ministry of Education has carried out a teacher professional development program under SSRP (2009-2015) to keep abreast of new knowledge on teacher. SSRP has provisioned demand based short term refreshing training for working teacher and this modality has been launched across the country since the fiscal year 2066/2067. What do teachers say about it? I have sketched out their opinions under this theme.

They think culture plays a direct role for TPD. When I asked them to mention their perceptions about the role of culture on TPD, then Kamal said, "There is no positive attitude towards teaching profession. Local people think that we are involved in this profession because we did not get other. They called us master (*yo ta master ho bhanchhan*). Means, they do not respect us. Our culture gives more priority to the job in foreign countries. Economical aspect also affects." Bhupal expressed his observation in this way, "There is a culture of going to foreign countries for work. So our society doesn't care much about the study. They ask what they get by studying. There is a culture of drinking cold water, making strong body, and running, jumping and going to military force in foreign country and earning money. It has affected all." (*Bidesh jane chalan chha. Hamro samajle padhnetira dhyan dindaina. Padhera ke hunchha ra chiso pani khane, baliyo tighra banaune, daudane, uufrane, bharti*

(lahoore) hune ani kamaune bhanne sanskar chha. Tesko asar sabai tira pareko chha.)

Dinesh said, "Culture and context play direct roles. Our society is rural as well as conservative. So, it hasn't been able to meet the pace of change. There is no culture of sharing and peer work. Teachers are involved in side-job." I asked with my participants of DHSS in what way culture/context plays a role for TPD then Shreekrishna argued, "Due to diversity, the same thing can be obstructive somewhere and supportive somewhere. What is the view of society towards education? It may support or obstruct." He reminded a case of Myagdi in relation to society's view that:

When he was in Amar Secondary School Chimkhola (Chimkhola is name of a VDC of Myagdi), he used to get extra allowance from the school source. The local community used to give the financial support for community development to school and used to provide labor in turn for village development works. It was supportive and in some communities, the community expects financial supports from school, like one of their teachers (Khadka) was asked about the financial support from school for youth club and when he didn't then he was beaten very badly. They even tried to kill him. Our culture is the same.

I thought to discuss the culture differently focusing on the question in their school: how was the sharing culture in between teachers in this school? Experience sharing was practiced or not? Then Prabhat said, "One's good practice is being shared but it is not up to the level where it should be. It may be due to the lack of culture." Immediately, I tried to capture the reason for not sharing the experience, then Bikram said, "That kind of culture hasn't been developed yet. Sharing about the out of educational activities (other activities than education), the culture of discussion about

educational matters hasn't developed." He added "Sharing culture between the teachers related to the same subject from the primary to the secondary level hasn't been established yet." Again I tried to know more about sharing culture and linked the context of sharing. Then Bikram argued, "Some may know one thing and some may know other things. Here is a culture of hiding one's weakness thinking what the next person will think if he/she knows about one's weakness. Even there is the culture of not sharing good things." Shreekrishna shared the following example to make the sharing culture clear:

For example, if I don't know to use any technique and if I know by asking with four people then I can present it among 100 students but if I feel shy in front of four people then I will have to remain quiet in front of 100 students. If teacher doesn't realize the need himself/herself, then there isn't any importance of externally imposed things.

I oriented to probe on subject committee's meeting and mutual sharing for teaching-learning activities then Shreekrishna said, "There are subject committees but their meeting is never held. I don't remember any meeting held so far." Sarita also didn't seem hopeful towards subject committee and added, "Subject committee is of only name. It hasn't done any work." Then Bikram stated, "Even staff meeting isn't held regularly, and then subject committee's meeting and discussion are still far away. Staff meeting is also held only when there is some problem; experience- sharing is also not done effectively, let alone discussion about subject matters..." (*Niyemit staff baithak pani bhairakheko chhaina bhane, jun bisayegat rupama chhalphal garne kura chha, tyo ta vayekai chhaina. Samssya paryo bhane matra staff baithak baschha bhane bisayegat rupma anubhava adan-pradanko kura tadha chha. Jun bisaye ho tehi bisayema chhalphal garne kura ta...*)

When Bikram unveiled the reality they laughed. From that laughing, I assumed that sharing or discussion of subject matters hasn't been held even to the least extent. Their facial expression showed that the sharing culture in school only existed in general knowledge.

Supporting and Inhibiting Factors for TPD

The supporting and inhibiting factors may be called two sides of a coin. If there remain supporting factors for something then there remain the other side inhibiting factors too. Identifying those factors, we should keep up supporting factors and try to minimize the inhibiting factors.

I asked teachers to state their experience on supporting factors for their professional development. Hence they provided a list of that, i.e. education policy, professional support, participation of stakeholders, salaries and benefit, social support, monitoring and performance based evaluation, access in technology, school and home environment, school community relation and collaboration. Kamal stated about this point that long-term training, refreshment training by expert trainer, incentives, school environment, access in modern technology, good relation between school and community, school management committee and head teacher's support and team-work play supporting role. Then Dinesh said, "In my experience, different kinds of training, facilities given to teacher, school building, playground, people participation and social help, fair monitoring and evaluation and help from school management committee plays supporting role for professional development." I asked Bhupal whether he could provide some more points on it then he came disappointedly and focused on education policy. He stated, "Education policy is most important. We need a policy that would make teaching profession attractive, honorable and increase teachers' confidence. School environment and professional support play the main roles."

Now it's time for turning another side of the subject matter. I put a short query what were the hindrances for teacher professional development, then they provided the list, i.e. teacher recruiting and selecting process, reward and punishment, civil employee attitude (*jagire manobriti*), side-job, politicization, illiterate society, lack of co-operative thinking, neglected teacher, unsupportive SMC, lack of professional support. In this concern, Bhupal said:

Political parties are acting as villains, illiterate society is not conscious, not having helpful behavior towards teacher, poverty has compelled teachers to engage in side-job and teachers are not respected. They are all hindering factors.

He revealed another bitter side of the society that rich people admit their children to boarding schools but come to governmental school to take social and political role. This has also created a problem. There is no responsibility (*Hunekhaneharule aafna balbachcha niji schoolma pathaunchhan tara samajik ra rajnaitik bhoomika khojna sarkari viddhyalayama aaunchan tesle samssya pareko chha. Uttardayitwo hundo rahenachha.*).

Chapter Summary

I carried out the perception of head/teachers under research question one. Here I described the findings in five main themes and four supplementary themes. Teachers' perceptions were captured by in-depth interview and FGD. There was active participation in discussion. Participants opined themselves openly and I have captured for and against voices equally as I had to maintain quality criteria, i.e. transparency. Teacher perceptions showed that they have their own understanding as per their work experiences and that opinions were nearly similar with professional development activities which were described in thematic review. Contribution of their current

practice for their professional development and professional skills development by it have been described under question number two in the following chapter.

CHAPTER V

TEACHERS' PRACTICES FOR PROFESSIONAL DEVELOPMENT

This chapter dealt with question number two which was how their current practice on PD was contributing to the development of their professional skills? The opinions of head/teachers and students were captured to find out the answers under this question.

I have identified four main and seven supplementary themes (presented immediately after main themes in brackets and analyzed after main theme respectively), i.e. PD activities (need identification and activities selection for PD, teachers' self-initiation for PD), teacher training rule/regulation (policy) (effectiveness of teacher training, pre-requisites for PD effectiveness), traits of teacher (characteristics of a professional teacher) and contribution of PD activities (reflection of training skill in classroom and output of PD activities, teachers' satisfaction through PD activities). Under these themes teacher practices for PD were described respectively in the following paragraphs.

Activities for PD

I think vision makes plan, plan transforms into program and it converts into activities. When definite activities are performed, then results will come out. For teachers' professional development program, formal and informal activities are performed by teachers. In the probing period, when I put my query as what they had done to increase their professional skill then my participants expressed the activities performed by them by two modes which were summarized here, i.e. in formal mode: participating in training, workshop and seminar. Experience sharing, preparing

teaching improvement plan (TIP), and in informal mode: self-guided discussion with co-worker, participation in professional groups discussion, self-study, action research, project work were performed; attempt to finding solution to problem, use of technology, i.e. radio, television, computer, email/internet. Dinesh reflected himself in the following words:

I have been self-studying. We have library and we also have some books. I have been discussing the problems occurring in the class, carrying them in the trainings and finding out ways to solve those problems. There are computers in our school. I am practicing computer skills and I have started to use internet too. There are some things in our school that I need for increasing my professional competences, I use them.

Bhupal also stated, "I've been using teaching materials as much as I get." He revealed the reality of not involving for professional development activities in these words "But whatever I say, I have not got much time to do those things." (*tara ke garne bhanne, garnai bhyayeko chhaina*). When I came to ask about teacher PD activities in DHSS, then Shreekrishna stated in the following words:

We participated in qualification upgrading program. It may not be real to all, because many friends are with higher level educational qualifications. In my case, qualification upgrading of primary and secondary level has been done. Secondly, I involved in different formal workshop, seminar and trainings. Next thing is for enhancement of professional competence is self- guided participation in conference and discussion informally. Because we don't know what kind of problems we will have to face in classroom, we can't assume. There is not the limitation of the problems in the classroom. Hence in order to face those problems we should be prepared informally also. Only formal

programs are not sufficient so we should be active informally to develop professional competency.

What kind of activities come under informal mode? I asked as complementary question to him then he added, "We can share our experience with colleagues. Problem raising and searching the way of solution can be done informally. From radio, T.V. and newspapers we can know about new things and during discussions we can know different knowledgeable things." Prabhat wanted to add some more and said, "We can do self-study and action researches. Answer papers checking, meeting with friends and multi subject training have also helped a lot in development of professional skills." While I asked about the use of internet as a means for PD, then he states, "I haven't used internet."

Two supplementary themes were identified under this theme i.e. need identification and activities selection for PD and teachers' self initiation for PD.

Need identification and activities selection for PD. I had asked in what way they identified their needs and selected the activities, and then they elaborated on their experiences. Here I have outlined some common ideas from the participants, i.e. self-realization, self-evaluation, assessing the weaknesses, status analysis, students achievement analysis and expectation of the society. Shreekrishna said, "I think it is guided by self-evaluation because whatever other people say it doesn't matter. We can't lie to ourselves. If we aren't satisfied with our activities, then we should go ahead by correcting them. Need identification is then influenced by self-realization." Bikram agreed with Shreekrishna on self-realization and added, "I also feel the same, it's self-realization. As an adult learner, we should do self-reflection and identify need on the basis of it and doing activities to meet those needs. We need self-reflection to know our status. First thing is self-reflection." When I asked how a teacher can

realize his/her weakness and need, then Bhupal put very briefly as he liked to talk in formula. He said, "By self-evaluation." Then Kamal explained in the following words as he was more descriptive:

Time has changed and there have been rapid development in new technology. A teacher should adjust himself/herself with the change. Students have been able to use computer and mobile. They know more about technology than us. If we teachers are not be able to use the technology then students will not believe that they can get something from us. They may not give any response to us.

Then it was Dinesh's turn. He came with more reasoning. He argued about teachers' need identification for PD activities in the following words:

If s/he knows his/her need, then s/he will try to meet that need. S/he will attempt to search and there will come the finding or s/he will get their status. S/he tries to make own profession easy and effective. If I want to make my teaching profession effective, then I should relate my teaching activities, and orient students towards the expectation and need of the society. If these things happen, there will be professional development.

He added, "By assessing students' learning achievement, the need of teacher can be identified." In this context, Kamal suspected earlier fellows' statement about self-evaluation and self-realization. He argued, "There would be a miracle if the habit of self-realization, self-study and self correction is formed. I don't think we kept ourselves up-to-date and self-evaluated." Again he stated a metaphor, "What I have understood is when the edge of a sickle becomes blunt, we have to make it sharp. It can be used until it becomes blunt and then it should be sharpened. But we should

sharpen it." (*Maile bujheko ta jaba anasile katna chhadchha taba uodaune ho katinjel katchha, katna chhade pachhi udaune ho. Udauna chanhi paryo nai.*)

Teachers' self initiation for PD. My participants were involved in discussion and there they shared their ideas. They discussed their experiences about the need identification and activities selection. They seemed theoretically sound. But whenever I entered into their self-initiation for PD (application), they made me disappointed. I asked what initiation they were taking for their professional development, then they exposed bitter reality. They could not provide me with a positive list rather they shared negative reflection. They seemed defensive and argued about the causes for not being self-initiated.

Sagarmani said, "There is no any difference between good performer and others. If better career development of good performer was seen, then there would come self-initiation to be up-to-date. But who knows who is doing well and who is not." Pratap put a cross question with me, "What do we get by spending our leisure time in professional development activities?" He added:

If the incentives that we get by teaching were sufficient for our living then we could use our leisure time in it but it's not like that. We have to do other works out of school time.

My participants were Math, Science and English teachers of the secondary level. These subject teachers often engage in coaching and tuition classes. So, I asked them "Your subject is Math, Science, and English, and in these subjects tuition class is also taken, and for that purpose too, don't you have to keep yourself up-to-date?" Then Shreekrishna explained the reason for not having self-initiated PD activities in the following words:

Yes, we have to. If teacher does work related to teaching profession even out of school time, then it is good. But there are some teachers who perform unrelated work than teaching profession like business, farming etc. In this case, if he/she earns more than by teaching or if teacher has to do other work than teaching in his/her leisure time then he/she can't give time for professional development activities informally [by self-initiation]. So, whatever capacity he/she has developed from formal activities; that's all for them.

I had run a discussion with VSS's class ten students about their teachers' activities as the students' were immediate beneficiaries and evaluators of teachers' teaching-learning activities. I asked what their teachers did in school in leisure time then they blamed teachers that teachers were careless towards teaching profession. Ananda, a student, said, "Our teachers seem as if they have finished their household work and they are attending the school to take rest in leisure time." (*Sarharu gharko kam sakera khali samayema matra vidhyalaya aaye jasto garnuhunchha.*)

Salina said, "Our teachers emphasize household work than teaching, they come late and go before the time, they give priority to their self-interest, if they have work in house they go towards home by giving up their regular teaching." (*Sarharule padhaune kamlai bhanda gharayesi kamlai badhi jod dinuhunchha, dhilo aaunuhunchha chando januhunchha, aafno swarthalai hernuhunchha, gharko kam chha bhane padhai hapera pani gharko kamma januhunchha.*)

Gayetri also blamed teachers in the same way. She said, "They appear in time for tuition class but do not appear in time for class teaching. They prioritize household work then school's teaching." (*Tuition padhauna samayema aaune, kakshayama*

padhauna samayema naaane garnuhunchha. Schoolko padhailai bhanda gharko kamlai badhi jod dinuhunchha.)

Then Suraj spoke, "We see our teachers pay more attention towards other tasks than related to education." (*Sarharule fursadko samayema sikshyasanga sambandhit kurahharu bhanda anne kurama badhi dhyan diyeko painchha.)*

I observed the teachers' self-study activities in both DHSS and VSS schools as well as other schools. I observed the selected school for four times then whatever I found was that teachers were involved in out of teaching learning activities like chatting with colleague, playing indoor and outdoor games in their leisure time in schools. More often I had asked teachers what they were reading currently, in what way they utilized their leisure time in and out of school. Then I got the answer that they used to engage in other activities rather than related to their PD activities. They commonly said that they did not have time for self-study.

Teacher Training Rule/Regulation (Policy)

Policy guides and regulates the program activities. Here I depicted teachers' perception about teacher training rule/regulation (policy). The head teachers and subject teachers of both sites shared their reflection on teacher training policies. They reflected on the existing teacher training policy, i.e. Teacher Professional Development (TPD) program. They stated it was based on classroom teaching-learning problem, so it was practical. Training design was right, theoretically good but more time had been consumed for theoretical discussion in the training hub, it was demand based, action research and project work oriented but problem was in implementation. They proposed remedies for making it effective that trainers should be competent, they should be experienced with teaching learning problems and be practical rather than theoretical; however, implementation part should be effective.

There should not remain the condition for thinking other things [side-job] except teaching, should be difference between good doer and other, and should remain the environment to be dedicated towards profession, should be objectivity based reward and punishment and should inspire self-study and research work.

In the discussion period, I had asked how they experienced about the existing rule and regulation for teachers' professional development. Then Sagarmani made a very short comment, "It is theoretically good but weak in implementation." Then he elaborated it in the following words:

I do not feel existing rule and regulations are incomplete and they have created any problem for teachers' career development but implementation part is weak. It is not sufficient to be theoretically good. There should be effective implementation. In concern of existing TPD program, first training cum workshop, second self-study and third instructional counseling are the best. For example, training/workshop in training hub after teachers' demand collection, self-study in the same area and counseling provision are good but implementation part is poor. So, it is theoretically good, practically weak.

I reminded him of the earlier top-down cascade approach and existing bottom-up demand driven approach then asked how the current approach is practiced.

Sagarmani came critically and said, "Older modality was not poor it was also good.

Latest modality is also not incorrect but implementation part is the most important."

He pointed towards the instability of training policy and said, "We have the trend of changing the system [policy] without implementing it effectively." He criticized the TPD program implementation style that teachers go to workshop, take tea and return. They do not do self-study exercise, and the counseling is also just for the sake of process completion. If the activities are run by this way, nothing will happen.

(Workshop ma jaane chiya khane aaune, swadhyayen pani nagarne, counseling pani garis bhanda garen bhanne ho bhane ta kehi pani hundaina.)

When I came with Vijaya on teacher training policy, he came more descriptively. He reminded of the first teacher training institute college of education, teachers' academic and professional qualification provision of National Education System Plan (NESP), 1971, curriculum dissemination training after implementation of new curriculum as per the National Education Commission (NEC) 1992 and the competency based training under Secondary Education Support Program (SESP), Teacher Education Project (TEP) and distance mode training. Then he entered into the existing training policy TPD. He said, "Now TPD program has been commenced and how it is effective is remaining to assess. It helps in two things, i.e. one is it updates them and promotes their confidence, the next is students get chance to learn from the trained teachers."

The subject teachers of both schools opined on teacher training policy. Bikram could not opine himself positively. He said, "Policy is responsible for bringing the educational sector in this condition. This condition means bad condition of educational sector. I am not satisfied with the educational condition." Then I put a cross question, "Can it be concluded that bad condition of educational sector was only due to the weaknesses of policies?" He replied, "Actually, policy is the most affecting one. Everything [educational program] runs by policy and if the policy is unscientific then it will surely affect the whole educational sector." "Can you say something about TPD program?" I asked more specifically to them. Then Shreekrishna said, "School administration hasn't sent. So, I haven't got a chance to participate in this training." Nirajan said, "I haven't been able to complete the project work given by TPD"

training." He added more again that, "Theoretically it's good." Then Bikram suggested, "Implementation part should be good."

My FGD participants of VSS also spoke briefly on TPD policy. Kamal stated, "Normally, nowadays TPD, the demand based training is being conducted." Remaining two teachers also nodded their head and not added any more.

Theoretically existing teacher training policy is good. It's classroom problem centric demand base training. The concept of TPD program is sound. Teacher's demand collection, package designing, conducting five days work shop; three days self-study exercise and two days instructional counseling is a beautiful combination of existing TPD module. So, theoretical and conceptual aspect of existing training policy is good but it is weak in implementation. Because of instability in training policy, it has trend of changing without full phase implementation. It is the bad aspect of teacher training policy. Policy formulation without strengthening implementation mechanism is also bad aspect of policy.

Under this teacher training policy, I identified two supplementary themes which were effectiveness of teacher training and pre-requisites for PD effectiveness.

Effectiveness of teacher training. Common ideas were depicted about effectiveness of teacher training as per participants' opinion on the existing provision, i.e. useful to upgrade qualification, encouraging and motivating, demand based TPD was practical. On the other side, they said it was time wasting, assigning the attendance, interested in training allowance, unable to take return from training, just process oriented and training is being for the sake of training.

Sagarmani put his observation about effectiveness of teacher training that "I have found very few utilization of training skill in classroom learned by training. In my opinion, the main cause for it is the lack of monitoring and supervision. There is

no one to pay thanks to good performing and to punish cheater/lazy teacher." Vijaya said, "It is necessary and important. Demand collection, designing the model on the basis of teachers' need and running the training is good. But teachers are not capable to solve their problems by discussing themselves. So, training should be provided by expert trainer."

How much effective do you find this training? I asked and then Dinesh replied, "The process of designing the training package on the basis of teachers' classroom teaching problem and conducting the training program on the basis of this package is practical." Bhupal added, "Demand based TPD training is practical. But the training is not provided by experts so, it's like to work without interest. Five days workshop is conducted in any way but other two parts aren't cared much." Kamal opined, "I think time is a little short. It has positive aspects but would be good if practical activities would have been incorporated on the project work and action research. I feel it's little more theoretical." Shreekrishna explained in more detail in the following words:

I haven't got as much as I should have. I don't know whether activities done for professional competency development are related with educational aspect or economical aspect. So, I haven't got as much as I should (his indication was towards process oriented, training allowance oriented training). It's like leaving ocean in search of a drop (Muri chhadera manako khoji garne). A teacher leaves 15 classes for three days training but how much return he gains from training? The school doesn't care about it. This is because they do not understand the importance of training. Always let's not blame the administration. Some teachers participating in training just go there for time pass, they go and do attendance and are only interested in allowance. This

kind of teacher doesn't care in learning from training and can't get any return from it.

Bikram said, "Though we don't get return from training as expected, we get to know something by experience sharing between the participants. We know more from participants than from trainer."

In this periphery, I had asked the students, "Have you ever seen teaching materials used by teachers in your classroom?" Then Abhimannu revealed, "There are more science materials in our school but that are never used. We have not seen materials used by teachers. The teachers write the answers on the board, i.e. what is the method of formulating carbon dioxide. We rote-learn them and forget. We cannot understand the thing without practical activities. We have no opportunity to learn by doing." (*hamro vidhayalayama scienceka thuprai samagri chhan hai tara tesko kahilleyi prayog hundaina. Samagri prayog bhayeko hamle dekhna payeka chhainau. Sirharule carbon dioxide banaune tarika ke? Pura lekhi dinuhunchha. Hami ghokchhau ani birsanchhaun. Practical nabhaye pacchi kura bujhnai sakindaina. Kam garera sikna payeko chhaina.*)

Pre-requisite for PD effectiveness. I had put my query to explore what should be there for PD effectiveness then Sagarmani said, "Theoretical aspects should be given by central level and local needs should be included in the district level. So, the training should run in mixed-modality." I had asked in what way training skill would transform into classroom, and then he suggested, "Environment creation. There should be reward and punishment, sound monitoring and supervision system. It should be clear about what he/she will get if he/she performed a designed task, what will be lost if that task is not performed." Pratap focused on teachers' willingness and readiness as pre requisite for PD effectiveness. He argued, "While even participating

in formal training if a person hasn't a desire to learn by heart and doesn't feel need of it then it becomes meaningless/useless."

In the same area, Vijaya said, "It should refresh teachers time to time to keep them up-to-date." He used a metaphor that if we do not operate the computer at least once in a week that cannot work, it becomes hanged and does not run. In the same way, if the teachers do not become up-to-date, they will be worthy to compare with that hanged computer. So, we should update our computer once in a week in the same way teacher should be updated at least once in a year. (*Computerlai hapta haptama update nagarne ho bhane hang bhayera yeta pani nachalne uta pani nachalne, bhayeka file pani uddne bhaye jastai, sikshak pani up date bhayena bhane ta tehi computer sanga tulana garne din aauna sakchha. Tesaile computerlai hapta haptama up to date garnu parchha bhane sikshaklai barsako ekchoti ta up-to-date garnu paryo ni.*)

The participants focused on implementation aspects, expert trainer, teaching learning activities-focused problem, local need oriented activities, and teachers' demand and need addressed module and activities for pre-requisite of PD effectiveness.

Personal Traits of a Teacher

What types of personal traits should a teacher hold or bear is not a unique theme. Teachers' personal traits influence their professional practices and professional skill development. Teachers' personal and professional qualities are listed out in various instructional literatures. But being an inductive researcher, whatever teachers themselves say about personal traits of the teacher and what kind of behavior of teacher is preferred by students was my concern. So, I tried to dig out the teacher and

students' perception on it. I had expressed my curiosity about teacher's personal trait with the head teachers of both schools and students. First of all Sagarmani said:

There are different kinds of teachers with us i.e. first type do job rightly, second type do not perform the assigned job but take salary and the last type search earning opportunity outside. Here is a difficulty to identify the teacher's trait.

Vijaya opined straightly. He said, "Traits i.e. honesty, competency in subject matter, conversation with other, having good character, positive thinking are essential for a teacher." He added, "I think if a teacher is not personally qualified then school management committee, head teacher, training provider institute all organs will be failed. Teacher should be honest themselves and should be curious, determined and studious. Teachers' behavior should be good. These are important elements." (*Sikshak byaktigat rupama yogya chhaina bhane ta vidhyalaya byabasthapan samiti, pradhan adhdhyapak, talim pradayek sansthabata jatisukai garepani sabai anga fail hunchhan bhanne lagchha. sikshak aafaima imandar hunuparyo. jignansu ra laganshil hunuparyo. aacharana ra byabahaar ramro hunuparyo. yi kuraharu ta mahhatwapurna hun ni.*)

I asked the students to express their idea about teachers' personal traits, then they opined themselves clearly. They said that they like punctual and practical teachers. They like caring teachers if they provide time to teach the students even in leisure time. Teachers' discipline, determination and friendly behavior are preferable to them. Suraj said, "I like teacher on the basis of speeches, teaching style, discipline, determination, providing time to solve our problem and explaining each word associating with example." (*padhaune sarko boli, shaili, anushasan, lagansilatale*

garda sir man parchha. jati patak sodhe pani bhani dine, Shabda Shabdako udaharan dine gareko man parchha.)

Then Salina reflected, "Those teachers are professionally good who attend school on time, who teach regularly and are interested in knowing whether the students understood or not."(*samayema aaune, niyemit rupama padhaune, vidhyarthile niyemit rupama bujhe nabujheko chaso rakhne sarharu pesagat rupma ramro ho.*)

Ananda expected from his teacher that if the teacher were not furious and ready to solve their problem anywhere at any time whenever they asked questions that would be good. (*narisaune janha jati bela sodhe pani bataidine bhaye ramro hune thiyo.*)

I have categorized the knowledge, idea and opinion of teachers under the main theme personal trait of teacher and supplementary theme characteristics of a professional teacher.

Characteristics of a professional teacher. In the period of discussion I had tried to list out the basic characteristic of a professional teacher. In this juncture Prabhat mentioned three points: a) content knowledge, b) teaching method and c) materials (preparation and use of teaching materials). Bikram focused on commitment. He said, "You should be committed by heart towards the teaching profession. Shouldn't have a feeling that I didn't get job elsewhere so I came here; you should feel that I left everything else for this profession." Shreekrishna also focused on commitment. He argued in the following words:

If you ask me then I'll give first priority to commitment because knowledge about subject matter and skill can be increased if you are committed. You even solve the problems that come up in the subject matter. First thing is

commitment. Things learned by a committed teacher can be practiced in classroom.

I tried to fulfill my query about the characteristics of a professional teacher. I put my curiosity with VSS's subject teacher in what ways does a teacher differ from non-teacher; then Bhupal opined very briefly that teacher should be competent in subject matter and should have leadership quality. Dinesh said, "Teacher should be independent, technical and should have sound knowledge of subject matter and teaching methods."

Contribution of PD Activities

How teachers' professional development activities contribute to their professional skill development was the main concern of the discussion. Teachers have been participating in different kinds of formal as well as informal activities for their professional development. How are they taking it? Do they think these kinds of activities as worthy or not? It was my curiosity.

Whenever I accompanied with teacher for discussion then they expressed their experience. In key points, they said that they were being able to apply teaching learning activities as per the objectives of the lesson, it helped them to make child friendly environment in the classroom, it raised their performance and confidence level, helped and inspired them to be up-to-date, the learning achievement of students have enhanced, helped them to think oneself as a facilitator in the classroom, they had got the opportunity to be a teacher trainer but they said yet they have not got as much as they could get.

I put my intention to get their perception on contribution of PD activities. Then Shreekrishna reacted coldly. He said, "We haven't got as much as we should have. I don't know if activities done for professional competency development are

related with educational aspect or economical aspect. So, we haven't got as much as we should." Nirajan indicated that as he did not feel any worthy of teacher trainer in training centre. He said, "Sharing between participants in training workshop is useful and it would be more useful if trainer were able to give some more then. We feel that trainers should be more expert." In the turn of VSS, I had asked them about the PD activities in which they were participating. Kamal positively reflects himself in the following words:

I have felt more change in teaching activities after training because before training, teaching was thought to just read from the pages of books and ask questions to students but after training I have been able to understand the objectives of the lesson, to use the appropriate teaching method, to make joyful learning environment in the classroom and to attract the students' attention. I have felt positive change. I feel, my performance level has also risen up. I used to think that we cannot teach without text book but now I am being familiar with curriculum, teaching learning activities. Competency has risen, and it has inspired me to do well. Confidence level has risen and I am motivated. Students' achievement level is also high.

Dinesh opined in favor of PD activities. He said, "Pre-service teacher education laid foundation for my teaching career. Program from past to SSRP are helpful for increasing the skill. After TPD training I became able to teach astronomy using students. It has inspired us." (*TPD talim liye pachhi vidhyarthilai nai prayog garera khagol vigyan padhauna saken. Hausala ra prerana thapeko chha.*)

Bhupal came again briefly, "We learn new things in training and workshop. These are helpful to some extent." I asked again where should the output of TPD activities be seen, then he replied clearly that, "It should reflect on quality and

students' achievement. Teaching learning activities should be relevant. Everything should be reflected in the classroom." He used a metaphor of mirror and image. He said, "Classroom is a mirror and achievement is the image of the attempt." (*Kakshya kotha eina ho upalabdhi vaneko prayasko pratibimba.*)

I have identified two supplementary themes under this main theme which were reflection of training skill in the classroom and teachers' satisfaction through PD activities which were portrayed respectively by participants' practice and perception.

Reflection of training skill in the classroom. The participants of both schools discussed the transformation/reflection of training skills in the classroom. The probing area was about the use of teaching materials, teaching learning plan, student centered teaching method, child friendly teaching learning and classroom diversity management. Vijaya said that he has got a change in the classroom. He reflected in the following words:

There is a change in the classroom management. Students' group division is started to happen for teaching learning activities. I have felt change in students' assessment. Change has been seen in teachers' regularity and teachers have changed.

Shreekrishna exposed the truth of general practice. He said, "Talking about the uses of teaching materials twenty five percent of them are also not used. Talking frankly, we haven't used subject related teaching materials as much as we should have." Then Bikram added, "We haven't been able to use new teaching materials. Those materials hung on the classroom wall are all old. Attraction for learning would develop in students if the materials were new. Teaching method is also old (lecture method)". In this line, Nirajan added, "Sometime discussion and question answer methods are also used." (*Chhalphal ra prasnottar vidhi pani halka prayog hunchha.*)

Pratap revealed the bitter reality of teaching. He said, "We haven't totally been able to use the student centered method like project, experiment and demonstration method."

(Pariyojana, prayogatmak, pradarshan vidhi jasta vidhyartha kendrit vidhi ta thammai prayoug garna sakiyeko chhaina.)

It made me more surprised as well as curious. There were cent-percent trained teachers in that school. School's physical infrastructure was also good in comparison to other village located schools. It was assumed that there were qualified teachers. But why did they say so? I asked another linking question that theoretically we know what we have to do but what was the reason for not converting it into practice then Shreekrishna said that to some extent it was the cause of physical condition of the school. They had not appropriate classroom size and student number to address classroom diversity and more things were not performed though those were doable. Talking frankly there was not adequate professional honesty with them. Sarita broke her silence though she preferred to listen to others. She said, "Leave about addressing the classroom diversity. Even in question answer method we are not being able to give the chance to those students who do not speak." *(Kakshayakothako vividhatalai sambodhan garne kura chhadaun, prasnottar vidhiko prayog garda samet koshi vidhyartha dherai sodhi rahanchhan, nasodhnelai palo dina samet sakindaina.)*

I had tried to explore SMC's perspective about the use of training skill in classroom. Laxmikumar the chairperson of DHSS said that the TPD training is good if it is implemented effectively. But they could not provide positive response about transformation of training skills in the classroom. They reflected that the training skill hasn't reached the classroom, there is wastage of national budget for teacher training, and teachers have not any instructional plan, i.e. what and how to teach. It is not

necessary to select those teachers for training who do not apply the training skills in the classroom.

Teachers' satisfaction through PD activities. I think all people are hedonist. All expect satisfaction from their activities. In the same way, are formal and informal activities performing by teacher for their professional development helping them to get satisfaction? My discussion with the head teacher and subject teachers was oriented towards it. They said PD activities helped them to promote professional competences, for promotion and upper level qualification. They felt satisfied when they used new things in the classroom and when they saw happy students and whenever they got good responses from their students.

In this background I asked probing question how much they were satisfied with the activities that they have done for their professional development. Then Bikram came ideally. He stated:

If you become satisfied then the doors of progress will be closed for you. Being satisfied means not wanting more than that. So, in the case of learning, one should always be unsatisfied or want more. If you get satisfied then you may think like it's all I wanted and now I have to do anything. Activities conducted for teachers' professional development have played positive role and increased the professional competency.

Shreekrishna expressed in this way, "It's not that effective while increasing competences but while practicing the things learned from training in class we get satisfaction." Then Nirajan added, "If students give good response then I feel satisfied." (*Vidhyarthile ramro response gare bhane tetibela aafulai santusti hunccha.*) I linked the supplementary question whether they had ever got chance to feel that, then he replied "Yes." Pratap reflected himself that it doesn't happen always, but sometime we get response. Again Shreekrishna added, "if we get a chance to learn

new things and practice that in the classroom; and students become happy then we feel satisfied."

I asked Sagarmani, without associating my query with PD activities, whether he was satisfied with this profession, if yes which thing gave him more satisfaction. He said, "I am satisfied with this profession. When I see students whom I taught in different sectors of the society then I feel satisfied. I feel incomparable pleasure from the respect given by them."*(Ma yo pesama lagera santusta nai raheko chhu. Aafule padhayeka vidhyarthiharu samajako vibhinna kshetrama lageko dekhda khushi lagchha. Uniharule dine aadar satkarbat atulaniye aananda prapta hunchha.)*

During in-depth and FGD, the participants expressed that the reflection of training skill in the classroom was not held in such a way which could happen. Teachers feel satisfaction from training activities whenever they can use new techniques in the classroom and get their student happy.

Gap Between Perception and Practice on PD

Teachers perceive PD as the development of professional skills for making the profession best. Teachers perceive PD as activities to increase skill and competence to make profession good. It is making oneself competent, making profession easy by using modern technology. PD means personality development, getting facility and giving continuity to the profession. It is being productive, up-to-date, and effective and satisfying the clients. Teachers perceives that their self-realization, inspiration, incentives, willingness to be up-to-date are the influencing factors for PD and self-study, training, knowledge sharing, counseling, research and implication of training skill in classroom are the essential factors for PD. Similarly, teachers perceive TPD as being up-to-date in teaching profession and subject matter. They perceived that teacher oneself is important actor for PD. Teacher perceived that culture, education policy, support in classroom activities, incentive, school environment play supportive role for PD .

Formal and informal forms of activities are executed for PD practices.

Participation in in-service training/workshop and seminar, preparing TIP are formal activities for PD and self-directed activities to solve the problem, experience sharing, self-study, use of audio/visual materials and ICT are practiced as informal activities for PD.

Theoretically teachers know what they have to do for their PD. But in practice, they have not performed it as per their perception. Teachers prefer to blame other factors the cause for not practicing PD activities than self-evaluation. There is a gap between perception and practice on PD. Teachers emphasized their household work and prefer to involve in other activities rather than in PD activities in their leisure time. They commonly say that they do not have time for PD activities. They hardly engage in PD activities by their self-initiation.

Chapter Summary

In this chapter, I mentioned the teachers' practice of PD, contribution of their practices to their professional skill development. In this chapter, I illustrated four main and seven supplementary themes under question number two. Teachers' opinions were portrayed as per the themes identified corresponding to research question. I outlined the gap between perception and practice on PD. I became sometimes a narrator and told in direct quotation whatever my participants expressed on the theme and sometimes I tried to be an analyst and analyzed their statement bracketing myself on the theme. The next chapter has dealt with the challenges and constraints of TPD under question number three.

CHAPTER VI

CHALLENGES AND CONSTRAINTS OF TEACHER PROFESSIONAL DEVELOPMENT

In chapter V, I depicted teachers' practices for PD and its contribution to professional skills development within four main and seven supplementary themes. In this chapter, I interpreted the teachers' and SMC's perceptions in relation to professional supports and challenges/constraints of TPD. More particularly, this chapter dealt with the third research question.

The third research question was 'what supports are they getting and what challenges/ constraints are there for their professional development? I discussed with the research participants on the challenges and constraints of TPD. After analyzing the textual data, I identified seven themes as challenges and constraints of TPD which were professional support, teachers' commitment, motivation, political involvement, school environment, unavailability of resources and being updated which are discussed in the following paragraphs.

Professional Support

Professional support plays a vital role in TPD. TPD Program Implementation Handbook (2010) has provisioned the Teacher Support Mechanism (TSM). But, Professional support is one of the challenges for PD. In spite of the existing policy and program, are teachers getting professional support from concerned persons and institutions? I tried to reveal the teachers' experience of their professional support and asked what kind of support they had got for their professional development. This probing question was asked to both DHSS and VSSs' head teacher and teachers.

Whenever I put my query with DHSS's teacher Prabhat, he opined: "It's not significant. If ETC calls for training then we get the opportunity to participate in five/ten days training. But this hampers the classes. So, school doesn't like to let us go." Other teacher also opined similarly. They seemed dissatisfied with the School Management Committee (SMC). They blamed the SMC that it doesn't allow teachers to participate in training. Shreekrishna stated, "To tell you my own example from the previous year, I couldn't participate in the TPD training. It means SMC doesn't want to let us go as much as possible." Sarita commented disappointedly on resource person and school supervisor's role for their professional development. When I tried to get their observation about the role of resource person and school supervisor for professional support, she remarked, "Nothing. Neither they come to our classrooms nor do we call them for classroom observation and provide feedback to us. If we call also I don't believe that they can help us." (*Kehi chhaina. Na uniharu hamro kakshya kothama aaunchhan na ta hamiharule nai la aaidinos, sikaidinos vaneka chhaun. Sodhi hale pani sahayog huncha vanne biswas chhaina.*)

Teacher could not show their trust towards teacher trainers. In the periphery of discussion on professional support, Bikram expressed his dissatisfaction that trainers are not qualified and expert. He stated, "We can learn something by colleagues than by the trainers. They are not qualified and expert."

In this context, I put my concerns with VSS's teacher. I asked them what supports they had got for their professional development till now, then Dinesh said, "I am not satisfied with the training and opportunities that I got. It is not useful as expected. It is a rare chance to get help from the resource person and school supervisor for professional support." In this line, Kamal reflected on professional support he got. He said, "We have been sharing experiences in the trainings referred

by District Education Office and Educational Training Center. But we are not getting continuous support. School supervisors and resource persons have never entered our classroom to support us." Bhupal pointed towards his own school's role for professional support. "School has referred for training time to time but it hasn't conducted trainings by its own initiation. My class has not been observed except the time of licensing. I have not also asked them."

I asked about professional support with head teacher in the time of in-depth interview. I put this query in different ways on what supports were provided by school supervisor, resource persons and district education officer as their one of the assigned roles was to support for professional development of the teachers. In this concern, Vijaya reflected in the following words:

Theoretically school supervisor, resource person, district education officer and trainer of training center have to provide professional support but in practice it's not happening. In my twenty three years long teaching career, my class was observed once a time for the purpose of teaching licensing. Except it, demonstration or model class and classroom observation have never been held. They do not enter the classroom even if they came to school. I have not found any supervisor and resource person entering the classroom till date. No one has supported for classroom teaching learning activities.

"What roles are you performing as head teacher to support your teachers for their professional development?" I asked Vijaya again, "I could not have played the role as much as I could. I could not have observed the class, counseling and providing feedback as much as I could but I have tried to create supportive environment for it," he told. I put the same concern with Sagarmani. He put a cross question to me. He asked "How is the head teacher's role nowadays? To what extent, will the suggestions

be implemented in this condition and if not what can I do? Here is overwhelming impunity. I could not perform any more in spite of my keen interest."

School is an institution and SMC is for school management. Education Act (1971), 7th amendment (2001) clause 12 has provisioned about SMC. It has a mandatory provision to select the teachers for training and create the school environment for better teaching-learning activities. SMC members perceived that TPD should be as per the demand of time and there remained prime role of teachers for their PD. They remarked there was an important role of the head teacher for TPD.

Teachers had expressed their dissatisfaction with the SMC and blamed that it did not allow them to participate in trainings. In the FGD with SMC members, I had asked whether it was true or not. Then the Chairperson of DHSS Laxmikumar said, "I have not experienced such. My intention is it would be better not to call more teachers in the training at a time by emptying the classes. Even sometimes, teachers do not inform SMC about their trainings. But they had not left any training whenever opportunities come." Then Trilochan said aggressively who had stopped them to participate wherever they wanted to go. They had gone everywhere by jumping from where they got money. Though they had left knowledge related task without money, they had not left any task getting good money. (*Uniharulai jana manalageko thaunma pugna kasle rokeko chha ra. Paiso paune thaunma ham falera pugchhan. Binasitti gyan paine kuralai chhadepani dhan paine kuralai chhaddainan.*)

Teachers' Commitment

Commitment is one of the most important qualities of a professional. Committed professionals can perform their professions as expected. In the discussion over challenge and constraints for professional development, teachers raised the concern about commitment.

Participants pointed towards the lack of commitment as a challenging factor for TPD. Bikram focused on the challenging position of teachers' commitment towards their profession. He stated "Only a little number of people are involved in this profession being committed by heart. Any kind of person is also involved in teaching. So skills learned in training haven't reached the classroom." Shreekrishna interpreted commitment as the first quality of a professional. He argued, "The first thing is commitment. If teacher has commitment, he/she can use the things in the classroom that he/she has learned, if not nothing will happen. So, professional commitment and honesty are the main things and these are challenges for TPD." Vijaya pointed out the teachers' commitment as a prime challenge for TPD. He mentioned, "There is a dire lack of honesty and commitment of teacher. Teachers are involved in non-teaching activities." His indication was towards the side-jobs of the teachers. He argued that if teachers were committed towards their profession they would not be involved in other non-teaching activities.

My participants commonly mentioned the commitment as a prime challenge for TPD. I asked them to what the teachers' commitment should be directed. Then Bhupal clearly stated, "Teachers should be committed to enhance maximum learning achievement of the student." In the same way, Dinesh added, "Teachers should be committed towards learning achievement of student, ensuring and guiding towards bright future of students."

Participants described side-job as a stain of professional commitment. They pointed out side-job for the evidence of deteriorating condition of teachers' professional commitment. Any teacher can adopt any side-job. So, participants illustrated side-job as a challenge for PD. Bikram again added, "Being involved in side-jobs is also a challenge." Vijaya mentioned his observation that bazaar residing

teachers were engaged in their shops and village residing teachers were engaged in farming. There was no time for self-study. There was a trend to attend school in leisure time after household work. It was like participating in a marriage ceremony in Chaitra by doing nothing in appropriate time. (*Aghi pachhi anta chaitra ma janta*)

SMC members also pointed to teachers' commitment as a challenge for their PD. They have noticed that teachers have been involved in other commercial activities rather than in teaching learning activities. Trilochan blamed that teachers want only rights but they forget their duties (*Sikshak haru adhikar matra khojchhan kartabyeko kura bhulchhan*). The chairperson of VSS, Devendra said, "I value that a teacher should complete own responsibility by involving in teaching profession. One person should not be involved in many roles. I think teachers are involved more in other tasks rather than their own profession." (*Sikshan pesa lisakepachhi sikshakle afno jimmewari pura garnai parchha vanne mero manneta ho. Eutai manchhe janhi tanhi hunuhnudaina. Sikhakharu afno pesa parti bhanda annetrai badhi chintan garejasto lagchha.*). Laxmikumar said that teaching has not been professionalized rather it has been commercialized. In relation to commitment and completing the assigned duty, he used a metaphor that completing the responsibility and duty is like climbing up the mountain and this type of journey becomes difficult. (*aafno jimmewari ra kartabye pura garne kura uukalo chadhne kura jastai ho. Yo bato hidna kathinai hunchha.*) These opinions helped me to conclude that teachers' professional commitment was a challenge/constraint for their PD.

Motivation

Motivation is one of the components of Human Resource Management (HRM). Robbins, Judges, and Sanghi (2009) defined it as, " the result of the interaction between an individual and a situation "(p. 193). Motivation is the set of

forces that lead people to behave in particular ways (Moorhead & Griffin, 2001, p. 118). I cited the general definition of motivation here as it reminded what motivation is in general.

Whenever I asked about challenges and constraints of TPD, then they raised the concern of teacher satisfaction, incentives, attraction and respect in teaching profession, reward and punishment and social perspectives towards teachers. It is a set of forces related to motivation. So, I undertook these concerns under the theme motivation. The teachers of DHSS raised their concern for motivational factors. Prabhat stated, "There is the challenge of professional security. For example relief quota and *nijisrot* teachers have feared when they will be expelled from the job. Career development and incentives also come as challenges." Nirajan focused on incentives. "There can't be professional development just by giving pressure without incentives. Only preaching and advising can't do anymore. They know everything but why they don't do? To be satisfied by remaining in a profession also comes as a challenge," he said.

Shreekrishna blamed the government for not providing adequate facilities, not creating an environment of being committed; and tried to link its effects on side-job, he stated:

Government is miser in providing facilities to teachers. Teachers also have a mentality like when the bell will ring at 4 o'clock and we will go home. We haven't been able to think that after school we will prepare for tomorrow's class, we will search necessary things on the internet; we will go to library and study. There is a thinking that when it will be 4 o'clock and I'll go elsewhere. There is not anything about reward and punishment, so teachers are doing anything they like.

He suggested that the first thing was teaching profession should be made attractive and respectable. The government should be liberal while giving facilities to teachers. Reward and punishment should be strictly followed. Monitoring and evaluation should be effective. There should be an environment of being committed towards the profession.

Kamal turned to the side of social perspective towards teachers. He expressed, "There is not positive attitude towards teaching profession. People think that we are involved in this profession because we didn't have other job. They address us masters in the sense of neglect" (*yo ta master ho bhanchhan.*) Dinesh agreed with Kamal and focused on social perspective towards teachers. In this issue, Vijaya said, "There are no monitoring and supervision as well as reward and punishment." Sagarmani pointed out the lack of performance based evaluation in teaching profession and its effect on motivation. "What is the difference between a good performer and a lazy teacher? What does one get performing good and lose performing wrong? It should be clear to motivate the teachers."

SMC members also agreed on motivational factor as a challenge/constraint for PD. The Chairperson Laxmikumar said that there was no attraction in the teaching profession. He said, "I think the lack of stimulating factors for work is the main problem. There should be attraction for performing good work." Trilochan added that there was problem of not implementing the provision of reward and punishment. There was not any difference between duty holder and avoider. (*Kartabye bhulneharulai ke garne? Kartabye palanama lagansil bhayekalai ke garne farak huna sakena.*)

Political Involvement

Research participants opined politicization as a challenge/constraint for TPD. In my observation, I often found that teachers are divided under the political parties' flags and they are involved in party politics rather than in solving common professional problems. Teachers did not believe that they can get opportunity as per the existing rule and regulation without any blessing of the party leaders. So, they look like more political party's cadres than professional teachers since teacher professional organizations are being like sister organizations of political parties. Teachers are competing to get political identity rather than professional one. In this context, my participants pointed political involvement as a challenge for PD. Sagarmani said, "I think, over political involvement of teachers is the cause for less professional accountability and for not having PD." He further added:

Politicization has disturbed every sector of this country. Here is politicization in teacher appointment. Teaching licensing is compulsory prior to appoint a teacher but where a political party is all in all, there needs no teacher license rather there needs their party membership.

He urged "Do not make politics in educational sector. Let this sector remain independent."

Bhupal expressed his bitter feeling about politicization and mentioned, "Here is a difficulty to sustain without staying under any political party's banner." (*Aeuta na aeuta rajnitik partyma nalage samma tiknai nasakine bho*). He perceived political parties and over politicization as the main challenges and constraints for PD. He directly blamed, "Political parties are the villains." Kamal pointed out the politically directed teacher appointment process as the main constraint for PD. He opined, "Political appointment, based on nepotism and favoritism, is the challenge. Because

of this, competent human resources are not entering the teaching profession." Dinesh Sharma also observed politicization as a main challenge for TPD.

Shreekrishna expressed his extreme dissatisfaction towards nepotism, favoritism, servitude and flattering attitudes promoted by politics of Nepal and he experienced these attitudes as the major challenges for PD. He said:

The person does not get opportunity who does not like to be servitude.

Nepotism and favoritism have been promoted. Qualified candidates can't get opportunity in the teaching profession and qualified and competent individuals are often being demoralized.

SMC members also expressed their dissatisfaction with teachers' political activities. They said that there was no condition to control the teacher; they used their political organizations if some action is taken against their interest. Nepal's politics is being one of the challenges for controlling the teacher. There is a trend of providing different kinds of facilities on the basis of political access, and there is over politicization in educational sector. SMC chairperson Devendra said, "Political pressure would be created if SMC raised the issue as teachers were careless towards their profession, students, school and towards SMC. It's a wrong trend." He added, "what type of students will be prepared if there is political appointment in the place from where nation builder, designer [student] is produced. There is over politicization in schools, it is a serious matter." Whenever I cited a teacher's opinion that he had mentioned there was difficulty in sustaining without involving in any political party, then Laxmikumar said, "I think such types of opinions might come more from cheater teacher." (*Yesta bichar thagikhane harubat badhi aayeko ho ki bhanne malai lagchha.*) He added that everyone has their own ideology. Teachers are also involved

in their organizations. But it doesn't mean that they have not responsibility for teaching.

SMC members were dissatisfied with their controlling role in school as they wanted controlling power. In this context, Trilochan said, "Now the SMC is handicapped. It can't do anything. Because of Nepal's political situation, there is no possibility for controlling the teachers. Nepal's political situation is being a barrier for it."

School Environment

School environment includes physical as well as cultural aspects of the school. When we associate it with physical infrastructure, it becomes physical environment and it becomes cultural environment if we link it with socio-cultural aspects. My participants discussed school environment as a challenge. Here I have depicted the picture of school environment whatever I found both in my observation and in the participants' experience.

Shreekrishna illustrated the picture of school physical environment focusing on the classroom condition. He stated about the congested room and number of students and difficulties to manage the classroom because of it. He sketched the picture in these words:

Talking about the school environment, the first thing is that classrooms are insufficient in comparison to the number of students. Distance in between the writing board and the first bench is also not maintained. There is no chance for group discussion. Students are kept very tightly and thus the environment of the school is very congested. If a student from a corner has to go out, then all the students in the seat have to come out.

In the context of physical environment, they raised the condition of school library. Bikram reflected, "We read in library also but the seat arrangement of the library is not so good. There are more books for children (students) than for teachers. We sometimes use library." Prabhat accepted that they haven't been able to use library effectively. He pointed out towards the self learning habit of teachers. What was the cause behind not using the library I asked again; then he said that it was due to personal reasons. I put my concern to know about team work; then Bikram replied passively. He said, "Who wants to do if there is not any difference in between doers and others." Shreekrishna cleared more about teamwork. He stated, "There is subject wise committee but no any meeting is held by this; it is clear that there is no teamwork."

I came to VSS teachers to discuss school environment. Then Kamal expressed his expectation towards school environment in the following words:

There should be sufficient physical facilities. We should get chance to access new technology. There should be good fencing around the school compound. Management of pure drinking water, discipline and control, educational environment, availability of resources, sharing culture, collaborating culture should prevail in the school. There should be cooperation in between parents, teachers, students and School Management Committee.

Bhupal stated about the situation of the school environment. He said, " School Management committee is not supportive. School administration is not active. Society has negative views towards school. There is no good relation between society and school. Only poor and illiterate parents are in the government school."

When I came to the head teachers, then they stated satisfactory physical status of school but they could not express the inspiring cultural environment of the school.

Sagarmani accepted the lack of sharing culture in his school. He expressed himself that, "Collaboration and teamwork are not exercised. It is not sufficient. So it should be promoted. Sharing of knowledge and skill rarely happens. It should be increased." In this issue Vijaya expressed, "We are not strong in physical environment of the school but whatever we have we don't use it. We have the problem of sharing and studying."

I observed the school physical environment, discussed over sharing culture and team spirit and entered a classroom in the period of my field work where I found:

Physical infrastructure of the school was in satisfactory level in comparison with remote area school and in the past. There was library, staffroom, drinking water; separate toilet for teacher staff and students. Blackboard and chalk had been replaced by white board and board marker. Although there was no access of computer to all teachers, there were computer, photocopy, phone and fax machine in the school. Even they had started email/internet. So I could say schools were in the direction of modernization. But sitting arrangement and classroom management was traditional. When I entered into working culture then I could not be satisfied. Still teachers are hanging on traditional attitude of not sharing and hiding the weaknesses. School had knowledge of forming subject wise committee and team work but in practice it had not functioned yet.

Education Act and Regulations have provisioned about the duty of SMC for creating a good physical and educational environment. But one of the participants of this study blamed that SMC was not supportive. Whenever I ran the FGD with SMC then I discussed schools' physical as well as cultural environment for teachers' professional development. They opined that the schools' physical environment was

more prepared in comparison with the past and said that the schools' physical environment was in satisfactory level. Laxmikumar said, "I have realized that if teachers are interested in their professional development, more opportunities are available from schools and other governmental institutions in comparison to the past." Devendra added that from the side of physical environment of school, it was sufficient. Trilochan also agreed with others and added, "There is a suitable environment in school for teacher's professional development." (*Sikshak ko pesagat bikasko lagi jun kisimko bidhyalako bhautik vatabaran hunuparne ho tyo kisimko vatabaran payeko chha.*)

I asked about SMC's role for teachers' PD. Trilochan said, "SMC's role is to manage the materials as per school's resources and create the environment. How to utilize this environment is teachers' part." Devendra had revealed the cultural environment of school. He perceived geographical location, religion and customs, caste group and access as challenges/constraints for teachers' PD. He said it in the following words:

*For example, if we compare, there is difference between Benibazar (District head quarter of Myagdi) and Singa (a VDC of Myagdi). There is a tradition of **rodi** (a cultural program of Gurung community of Nepal, especially dancing, singing and joking at night) in the village. SMC do not feel any odd and easily excuse though a teacher spend there a week. But there is no such a tradition in the urbane area. I think there may be difference in access on the basis of caste too.*

Laxmikumar said that there was no doubt about the role of SMC for a schools' betterment. But in practice, there was problem in mobilizing the whole parts collaboratively. It meant collaboration between SMC, teacher, students and parents.

He said that such coordinating role for mobilizing the whole parts of school body should be played by SMC. (*Pakkai pani vidhyalayalai ramro garaunnaka lagi vidhyalaya byebasthapan samitiko vumika hunchha tara byabharik hisabma, karyanwayenko pakshyama samannwayatmaka dhangale sabai angalai sangsangai laijanuparne ho tenha samsya chha.*)

Unavailability of Resources

Unavailability/scarcity of resources in school is another challenge/constraint for TPD. Yes, there are more resources in comparison with the past. But it is not adequate to enhance professional development as needed. Teachers repeatedly said that they did not have resources. Technology has changed the lifestyle of people. Now most of young people have mobile phones in their hand. Globalization has made the world a small village. Technology has changed the working style and way of thinking of people. In this context, a professional should have access to technology. Otherwise he/she cannot adjust with the changing society. I think one laptop per teacher (OLPT) is being the demand of time and it itself is a challenge too. Use of multimedia for classroom teaching is being a need for today's Nepalese schools.

My participant remarked that they had lack of resources for their PD. Kamal said, "School has tried to provide resources as much as possible. But these materials are not adequate. We have library but it is just symbolic. There are few books for primary level students. Email/internet is not in the access of all teachers." Bhupal added, "There are few teaching and subject materials. We don't have personal rooms and computer in school." Dinesh said, "Materials are not sufficient but are up to the level of satisfaction. There are some books in the library but subject wise books are not there as much as needed. I have a personal study room, a computer and reference books. But I am far from the access to email/ internet."

Vijaya diverted the discussion towards the budget sanctioned by government in school for educational materials. He described that District Education Office sanctioned money as block grant for school on the basis of Per Capita Funding (PCF). It has authority to spend money as per the decision of SMC. SMC emphasizes appointing contract teachers than buying educational materials. Trilochan said, "Teachers always complain that they have more periods. They do not want to teach more than four periods a day, therefore teachers themselves emphasized appointing contract teachers rather than utilizing the resources for TPD."

Shreekrishna expressed his dissatisfaction towards school administration as it did not listen to teachers. He said, "School administration collects some nominal educational materials, i.e. chart, globe and map. But it does not pay its attention towards the materials which are necessary for PD. It does not accept the request of individual teachers to buy subject specific teaching materials." Sarita argued that availability of resources, i.e. email/ internet was one thing and skill development to use it was also a challenge. I can't use email/ internet if it is available to me. School administration has not empowered teachers to use the technology.

SMC claimed that though the resources were not sufficient, they were satisfactory in their schools. Laxmikumar said that the availability of resources in school was satisfactory and there was a good school environment for teachers' PD if they were interested.

It is clear that there is a lack of resources in school and SMC as well as teachers emphasized appointing contract teachers. SMC expressed their dissatisfaction that there was no active role of SMC in the so-called community schools. They asked what powerless SMC can do in a school.

Being Updated

Keeping oneself updated is a characteristic of a professional which helps him/her to fit into change, it is challenging, however. The dramatic increase and use of technology has added a challenge to the teachers. People commonly say that there is explosion of knowledge in education. If so, a professional should have to be up-to-date to adjust with the changing context. To remain up-to-date, a professional teacher should enable oneself to use technology (ICT) and develop the habit of self-study. Vijaya used a metaphor (updating a computer from time to time) for refreshing and updating. But he accepted, "We have no time for self study and making ourselves updated." Shreekrishna recited a saying focusing on life-long learning and need for updating oneself that 'yesterday's graduate stops learning today and becomes illiterate tomorrow.' He added, "If we don't update ourselves on the day-to-day basis, then we may be illiterate and we may be out-dated in future."

I found that teachers were aware of the need to keep themselves up-to-date and they perceived it as challenging. This matter was raised in the discussion with VSS teacher.

Bhupal used the metaphor of natural selection theory. He perceived as compulsion to gain knowledge and skill about technology and to be up-to-date. He said, "It is challenging for us to be able to adjust with technology and to be updated. It is implementing the Darwin's theory of existence of the fittest." Dinesh said, "Adopting technology, updating oneself and transferring changing world's knowledge in classroom are challenging." In the same way, Kamal stated, "It is challenging to keep us up-to-date in this rapidly changing world."

Sagarmani perceived the lack of self-study as a challenge for TPD. He added, "The lack of self-study in teachers is the challenge for teachers professional development."

I asked Sarita to express her experience on challenges/constraints for TPD as a female teacher, then she reflected herself in the following words:

There are many. I have to be involved in household works. I haven't been able to use the technology. Mainly I have to give more time for household works. There are difficulties in utilizing the opportunity of training. While assigning the responsibilities, there's a thought what a female can do. So, I don't get much more responsibilities. (*Thuprai chhan. Gharako kamma badhi khatnu parchha. Pravidhiko prayog garna pani sakiyeko chhaina. Khas gari gharako kamma badhi samaya dinuparchha. Talim line abasarko upayog garna garho chha. Jimmewari dine kurama pani yo mahilale ke garna sakchha ra bhaneko paunchhu.*)

SMC remarked that teachers were unable to cope with the change in technology. They said that teacher should keep them up-to-date as per the changing time but they do not pay attention to their capacity development. Teachers should go ahead by changing themselves. They are not interested in adopting new skills. They only ask for their rights but forget their duties. In regard to using ICT and updating themselves, Trilochan said, "Nowadays it's being that an unskilled teacher has been teaching skilled students. Teachers are unable to be updated. One of the main causes for not having PD is their unwillingness to keep themselves updated." (*Ahile ke bhairahoko chha bhane janeka vidhyarthiharulai najaneka sikshakharule sikairahoka chhan ra sikshakharule aafulai samaye sapkshya parivartan garna saknu hunna. Sikshakle afno pesagat vikas garna nasaknuko euta mukkhe karan tyo ho.*) Whenever

I asked whether there was internet in his school, then he replied yes. He said, "We have internet facility in school but the teachers cannot use it. They do not demand internet, either. They always ask for extra allowance and facilities. I have found that there is no willingness in teachers for their professional development."

SMC perceived motivational factors, co-ordination and collaboration between stakeholders, school leadership and accountability, community's right in community schools, fair reward and punishment, over politicization, parents participation in community school, crowd of unqualified and incompetent teacher, teacher self-respect and confident, only right oriented movement neglecting duty and responsibility, geographical location, religion and custom, caste group and access as challenges/constraints for teachers' PD.

Whenever I observed the two sites schools comparatively, I could not get significant difference in terms of challenges and constraints for teacher professional development activities. In regard to physical infrastructure and access in media, DHSS seemed slightly advanced than VSS. I could not observe any noteworthy difference in terms of school community relation and sharing and learning culture.

Chapter Summary

I worked out seven themes under question number three in this chapter which was related to the challenges/constraints of teacher professional development. Outlined themes were professional support, teachers' commitment, motivation, political involvement, school environment, unavailability of resources and being updated. These themes were identified from a thorough analysis of participants' knowledge, ideas and opinions as well as researcher's observation of the schools. I described the participants' perceptions and their felt challenges/constraints in the process of their professional development practices. By citing the participants'

opinions, I followed the process of writing this text of the study. The following chapter has forwarded the findings, discussion, conclusion and implications of this study.

CHAPTER VII

FINDINGS, DISCUSSION, CONCLUSION AND IMPLICATIONS

Introduction

The study was focused on exploring and analyzing the teachers' professional development practices in Nepal. Therefore, its attempts were focused on finding out teachers' perception, practices and challenges/constraints as experienced by them for their professional development. SMC's perception was also explored as it is an important part for TPD. The research sites of this study were the two community secondary schools from Myagdi district. More particularly, the schools were District Headquarter Secondary School (DHSS) and Village Secondary School (VSS). The head teacher, subject teacher, students and SMC members from the secondary level were the participants of the study.

As Denzin and Lincoln (2005) state, "Interpretive bricoleur produces a bricolage – that is, a pieced-together set of representations that is fitted to the specifics of a complex situation" (p. 4), I collected different perceptions, opinions, ideas and knowledge of my participants and arranged them in different themes (in earlier chapter IV, V and VI, I thought it was like bricoleur and bricolage). I thought the research title 'Teacher Professional Development Practices in Nepal' was the linking thread of this study. The participants' perceptions, ideas, knowledge were like a bunch of different kinds of followers which were collected devising different tools. I attempted to arrange them in that linking thread as in a garland.

I followed interpretive paradigm, and narrative as well as descriptive model for analyzing and compiling the research. I became descriptive whenever I reviewed

the documents. Moreover, I tried to be a narrator whenever I portrayed participants' views in their direct quote and interpreted their opinions under identified themes. Chapter IV, V and VI of this study provided the details about teachers' perceptions and practices of their professional development as well as challenges /constraints they felt in their professional career. After presenting the findings corresponding to each research question of this study in this chapter, I have provided the discussion and conclusion which form the core of the research. This chapter, the last part of the study, is a consolidated form of the whole journey. Here, for discussion, I have moved back and forth through the previous chapters. Finally, I have drawn the implications of the research.

Findings of the Research

The previous three chapters of the research, chapter IV, chapter V, chapter VI and of this study presented the detailed analysis of the TPD program and practices in Nepal. They have answered my three research questions with the support of field data and related literature. These chapters dealt with perceptions and practices as well as challenges/constraints of TPD. The themes identified in chapters four, five and six were the findings of my research.

After coding and categorizing the data collected from the field, themes were identified and the data analyzed. In chapter IV, research question number one has been answered. Similarly, chapter V has answered the research question number two and chapter VI answered the research question number three. Themes which were also the findings of the research were carried out and analyzed corresponding to each research question. In the same way, the findings of the study also depicted as per research questions respectively. Here I have depicted a short synopsis of the findings:

Teachers perceived the profession as a work for maintaining livelihood and performed according to the qualification and ability. They perceived the PD as the activities to increase competence, enhance skills and make profession good; getting facilities and giving continuity to the profession and being up-to-date. They perceived government incentives, inspiration and personal will to learn something from inner heart, professional commitment, self-evaluation, need realization and willingness to be up-to-date in contemporary development as influencing factors for PD. It is found that PD is influenced more by intrinsic factors. They perceived self-study, training, knowledge sharing, counseling, research activities, readiness to adopt new technology, school environment, salary and benefit, cooperativeness and sharing culture and professional support as essential factors for PD.

They interpreted TPD as it keeps the teachers updated with their competency, and subject matter. Moreover, it helps them in their qualification upgrading as well as career development. The study found that teachers perceived dedication and commitment as personal qualities of a professional teacher and neutrality, technical, child-friendly behavior, responsible, committed, confident, determined, competent, being updated and positive thinking as professional qualities. They perceived head teachers' role, SMC and parents' positive behavior and co-operation, incentives provided by the government and control over non-teaching learning activities as per the existing rule and regulation as important factors for TPD.

Teachers perceived professional code of conduct as behavior related to designated post, honesty, determination and commitment in profession. They perceived it as the thing which binds a person in the profession and recognizes the profession. I found my participants' realization that teacher professional code of conduct is not followed properly.

I found that teacher perceived culture and local context as playing a vital role for their PD. They felt that society does not recognize the teaching profession, does not treat the teacher respectfully and gives high priority to the job in foreign countries. They felt that there is lack of sharing culture.

Teachers perceived education policy, professional support, participation of stakeholders, salaries and benefits, social support, monitoring and performance based evaluation, access to technology, school and home environment, school community relation and collaboration as supporting factors for TPD. On the other hand, they perceived existing teacher recruitment and selection, reward and punishment practice, civil employee attitude (*jagire manobriti*), side-job, politicization, illiterate society, lack of co-operative thinking, neglected teacher and lack of professional support as inhibiting factors for TPD.

The study found that teachers have been practicing formal and informal activities for their professional development. In the formal mode, they were participating in training, workshop and seminar, experience sharing, preparing teaching improvement plan (TIP). They were practicing the activities like self-guided discussion with co-workers, self-study, action research, project work, use of technology, i.e. radio, television, computer, email/internet in the informal mode.

The study found that teachers identify their need and select PD activities through self-realization, self-evaluation, self-reflection, assessing the weaknesses, existing status analysis, student achievement analysis and expectation of the society. The study also found that teachers were known with the aforementioned ways for need identification and activities selection but in reality they had not practiced it. They were more reactive rather proactive. They blamed the existing performance evaluation system as a cause for not taking self-initiation in PD activities. The study

further found that students were not satisfied with their teachers as teachers used to give more priority to their household work and side-job rather than teaching/learning activities.

From the school observation, I found that teachers prefer to involve in out of teaching learning activities like chatting with colleague, playing indoor and outdoor games in their leisure time in school. They engaged in other activities rather than PD related activities. They commonly stated they have no time for self-study.

The study found that teachers perceive the policy as the most important factor for professional development but they were dissatisfied with the trend of changing the policy without implementing it effectively. They were known with the existing three parted TPD program and passed positive comments on it, experienced it was based on classroom teaching-learning problem so it was practical. Teachers perceived it critically and remarked on it that teacher training policy was theoretically good but weak in implementation. Teachers also remarked for and against the effectiveness of teacher training. On one hand, they said that it was useful to upgrade qualification, and encouraging, motivating and demand-based TPD was practical. On the other hand, they remarked that it was time wasting, assigning the attendance, interested in training allowance, unable to take return from training, just process oriented and training was being for the sake of training. They opined on the implementation aspects of policy, expert trainer, teaching learning activities-focused problem, context- specific need oriented activities, teachers' need and demand addressing module and activities are the pre-requisites of PD effectiveness. They did not see the expert trainer in the training institutes.

The study found that teachers perceived honesty, competency in subject matter, conversation with other, virtuous, positive thinking were essential quality of

teachers. Students preferred punctual and practical teachers. They like caring teacher if he/she provides time to teach them even in the leisure time. Teachers' discipline, determination and friendly behavior were preferable to them. Teachers agreed that a professional teacher should be committed, dedicated, competent, and up-to-date and should have sound knowledge of content area, teaching method and teaching materials (preparation and use of teaching materials).

The study revealed that teacher evaluated the contribution of PD activities they performed positively. They were being able to apply teaching learning activities as per the objectives of the lesson. It helped them to make child friendly environment, think oneself as a facilitator in the classroom, helped them to be up-to-date and inspired. The learning achievement of students had enhanced, raised their performance and confidence level and got the opportunity to be a teacher trainer. But they said, yet they have not got as much as they could get. The study revealed teachers' realization that they were not able to use the training skills in the classroom because of various causes. PD activities had helped teachers to promote professional competences, for promotion and to get upper level qualification. They felt satisfied when they used new things in the classroom, and got happy students, and got good response from their students.

The study also found that teacher professional development activities are guided by adult learning as well as self- reflection and goal setting theory as they expressed. Furthermore, their PD activities were selected on the basis of self-realization, self-evaluation, self-reflection, assessing the weaknesses, existing status analysis, student achievement analysis and expectation of the society.

The study found that teachers were experiencing the lack of professional support. They perceived professional support as the challenge for their PD. They have

not experienced any professional support from any side and not accepted school supervisor and resource persons as their professional supporters. The head teacher realized that they were being unable to play a supportive role as they could. SMC perceived that TPD should be as per the demand of time and teacher themselves are the main actors for their PD. The study, however, did not find mutual co-operation between teachers and SMC.

The study found commitment as the first quality of a teacher. They mentioned that teachers' commitment should be oriented towards maximizing the learning achievement level of their students and prepare students for better future. But they experienced lack of professional commitment in the teaching profession. As a result, teachers were engaged in side-jobs. That is why, participants perceived it as a challenge or constraint for their professional development. SMC also blamed that teacher often engage in side-job, right oriented activities and forget responsibilities and duties but becoming committed and dutiful was like a journey, i.e. climbing up to a mountain.

The study also found that motivation and teachers' professional development are closely interrelated. Teachers raised the concern of motivation, i.e. teacher satisfaction, incentives, job security, attraction and respect in teaching profession, reward and punishment (performance appraisal), teachers' involvement in side-job, social perspectives towards teacher as challenges /constraint of TPD. SMC also accepted that there was no attraction in the teaching profession. SMC perceived lack of incentives to hold the teaching profession rightly was the main problem. They could not find any difference between duty holder and avoider. It was revealed that teacher professional development won't be just by giving pressure without incentives.

The study found that over politicization in education sector was yet another

challenge/constraint for professional development. The teachers remarked they were compelled to be under a political party's flag. Because of politicization, teacher recruitment and selection trend was going on the basis of nepotism; favoritism and by servitude activities which were promoted by politicization and it was the challenges/constraints for PD. On the other hand, SMC members were found dissatisfied with the teachers' political activities and accepted that they had no controlling power against such activities. They felt SMC as handicapped.

The study found that teachers experienced schools' physical and cultural environment as a challenge/constraint of PD. Although physical environment was at the satisfactory level in comparison to the past as there were drinking water, separate toilet for boys/girls and library, still the classroom management was not found good. There were lack of team work, sharing culture and collaboration between coworkers. In school, there was a culture of hiding the weaknesses. Teachers were feeling lack of good relation between school and community. SMC accepted their role for schools' betterment but realized they were unable to mobilize all stakeholders collaboratively. The participants also perceived it as a challenge/ constraint for PD.

The study found that scarcity of resources was another challenge/constraint for PD. Although the time has demanded one laptop per teacher (OLPT), use of multimedia in the classroom, our schools are still using limited resources as before. Drastic change in technology and explosion of knowledge in education sector demand adequate resources for PD. Neither the government has realized and released sufficient budget to manage resources nor do teachers have the attitude and budget to buy the supporting materials for their professional development. It was revealed that teacher seemed inactive to collect self-learning materials as they could. On the other

hand, limited resources were used to appoint contract teachers rather than to collect materials for PD.

The study found that teachers were aware of the need to keep themselves up-to-date and they perceived it as challenging. Adopting technology, updating themselves and transferring changing world's knowledge in the classroom are challenging. People have started giving a metaphor, i.e. 'digitally dinosaur' to a person who is unable to use ICT in their related areas. SMC's perspective did not match with the teachers' perspective as SMC blamed that teachers were unable to cope with new technology and they were not interested either.

Comparing between DHSS and VSS in relation to physical infrastructure and opportunity for self study, I found some differences as there were quick access to newspaper, television, internet and public library in DHSS where as VSS lacked such access. I could not find any noteworthy difference regarding professional development activities performed by the teachers in their self-initiation.

Discussion

'Research study is a rigorous process.' I noted this statement from my professor's class presentation. What is a rigorous process? I did not realize at that time. Still I am not claiming I understood it correctly. But, when I came to the research process for this study, it unexpectedly took a long time then I tried to realize what may be the rigorous process. I think preparing proposal, defending it in front of scholars, tools formation, site setting and collecting the data; transcribing, coding, categorizing, meaning making and thematizing, analyzing and interpreting these all within a certain paradigm; excerpting the findings, discussing the themes again linking them with literature, theory, findings and maintaining critical reflexivity; documenting the whole process within a standardized format, submitting, defending

and getting approval from the research committee all may be called a rigorous process.

In the earlier section of this chapter, I outlined the research question wise findings of the study. I drew the summary (findings) of the study from analyzing the text then discussed it in accordance with the research question wise themes. In the following part, I have worked on the discussion linking it with literatures of teacher professional development, theories and also with my personal reflections. I tried to maintain three layers of interpretation, i.e. participants' interpretation, researcher's (my) interpretation on participants' interpretation and theoretical interpretation of researcher's interpretation. I moved back and forth a number of times for it. In the following paragraphs I have presented the discussion of this study.

Profession and Professional Development

Profession is a job that requires specific professional and academic qualification and is regulated by certain standards and code of conduct to hold it rightly. It is revealed by the study that teachers perceived the profession as a work for maintaining livelihood performed according to qualification and ability.

Certain qualities and competences of a professional are specified. Whitty (2002) cited the work of Millerson (1964) about professional characteristic as the use of skills based on theoretical knowledge, education and training in those skills certified by examination, a code of professional conduct, oriented towards the 'public good' and a powerful professional organization (p. 64). In the words of Crockett (2007), professional membership carries with it a responsibility to maintain professional standards through acting ethically, adhering to the profession's code of practice, and keeping up-to-date through ongoing development. These definitions identify what a profession is. Teachers need academic as well as professional

qualifications, should have certain competencies (knowledge, skill and attitude) related with teaching, they should abide by the professional code of conduct, should have commitment to prepare their students to be good citizens, should pay attention towards customer (stakeholder) satisfaction, they have a professional union and should be ready to be up-to-date to cope with real life situation. On the basis of these characteristics, there is no confusion to consider teaching as a profession like medicine, engineering, legal, etc. and teacher as a professional like that (doctor, engineer, lawyer etc.).

Professional development is a continuous process of upgrading and becoming the best kind of a professional. In professional development (PD), a teacher is conceived as a reflective practitioner and PD in turn is conceived as a collaborative process. PD happens through formal and informal modes. According to Reimers-Villegas (2003), it refers to the development of a person in his/her professional role. More specifically it is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Reimers-Villegas adds, it includes formal experience such as attending workshop and professional meetings, mentoring, etc. and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline (p. 11).

Incentives, self-inspiration, need realization and willingness to learn, professional commitment to be up-to-date in professional competencies were the basic influencing factors. The findings of the study showed that PD activities are influenced more by intrinsic factors. Here, Roger (1996) rightly says, "Motivation for learning comes from within" (p. 99). There should be some essential factors to perform a certain work. What are those factors which are essential for PD? The findings of the

study showed that self-study, participation in training, workshop and seminar, experience, sharing with colleague, feedback and support, research work, school environment, school community relation, salary and benefit, readiness to adopt new technology, training by expert trainers, professional support and self confidence are the essential factors for PD. Expert trainer can deliver effective training to trainees but the findings showed that the existing trainers in teacher training institutes are not competent.

Teacher Professional Development

Teaching is the teacher's profession. Professional development is needed to hold the profession rightly. Teacher professional development is the foundation for the quality education. Professional development programs run gradually inside and outside the school. Wagley (2010) says, "To have teacher's professional development means to make his/her profession strong, respectable and disciplined and to make teachers' personal, social, educational, economical and other development possible on the basis of it" (p. 19).

The findings of the study revealed that teachers perceived TPD as the activities which increase competences and to make profession good, as the means for getting facilities and being up-to-date. For them, TPD is to make the profession easy and relevant by gaining competence and using modern technology. Similarly, the participants considered TPD as keeping oneself up-to-date with the subject matter, qualification upgrading and career development. It's like sharpening the saw. This example eases to understand TPD as being up-to-date and competent.

Professional quality, standards and characteristic differentiate the professional from other person. Being a professional, the teacher should bear professional standard/ characteristics. Professional competency, dedicated for clients' satisfaction,

certain ethical norms, commitment, definite qualification and certification, engaged in life-long learning are the common characteristics of a professional. CERID (2009) stated global perspective that teachers need to have commitment, expertise, and continuous learning to be a good professional teacher. S/he must have strong commitment; trust in the profession, personal readiness and willingness (p. 10).

According to findings of this study, dedication and commitment are the personal qualities and neutrality, technical, child friendly behavior, responsible, committed, confident, determined, competent, updated and positive thinking as professional qualities of the teacher. From the literature of PD and participants' opinion, professional standards/characteristics/qualities of teachers were drawn but in our context, no serious attention has been paid for professional (teacher) qualities, i.e. customer satisfaction, competency, ethical norms and lifelong learning.

Teachers' Professional Code of Conduct

A code of conduct is the sum of ethical and professional standards. For Heymans, Arend, and Gastmans (2007), "Codes of ethics play a certain role in the relationship between groups of professional and society" (as cited in Bhattarai, 2010, p. 33). It focuses on regulating the behavior of individuals and has a contribution to manage the individuals in the society. In the same way, professional code of conduct abides a professional with definite norms and standards. Teacher code is the most important aspect of teaching profession. Poisson (2009) has mentioned the code of teachers towards their profession that:

Shall act in a manner that upholds the honor and dignity of the profession, shall constantly and consistently strive to achieve and maintain the highest degree of professional competence, shall ensure that his/her professional knowledge is regularly updated and improved and shall assist in the

professional growth of colleagues through the sharing of ideas and information. (p. 23)

The Government of Nepal has also provisioned teacher code of conduct in education act seventh amendment (2001) article 16E and education regulation sixth amendment (2002) rule 133(1) (see Appendix B).

The finding of the study showed that teachers perceived code of conduct as behavior related to designated post, honesty in profession, determination and commitment in profession. They perceived it as the thing which binds a person in the profession. Teachers' code of conduct is also kept in order to make teaching professional standards and these things help in establishing the teaching profession as a respected profession. However, it is also revealed that professional code of conduct is not followed properly in practice and limited in the document; it is being like empty slogan. Because of it teachers' professional identity has become weaker than their political identity.

Role of Culture and Local Context for TPD

Cultural factor plays a vital role for valuing/denying something. The intervention should be suitable with the culture and context of the contemporary society. "Culture consists of shared assumptions, value or norms" (Ashforht, 1985, as cited in Hoy & Miskel, 2001, p. 190). Teaching and learning are cooperative process (Hoy & Miskel, 2001, p. 185). In terms of teacher training, the context has changed. Past days' teacher training centre (ETC) based training and long-term in-service training have changed into school/cluster based and short term refreshing training. Similarly, centrally controlled supply-based training program has changed into cluster-based, demand-driven training. But, has the culture changed as per the context? Since the nature of TPD demands team work, experience sharing and

collaborative activities, do our schools and teacher have practiced this culture? I think it is being a critical issue.

The findings showed that culture and local context play a vital role for teachers' professional development. The participants experienced that the society does not recognize the teaching profession as a reputed one, does not treat teachers respectfully and gives high priority to the job in foreign countries. They felt that there is a lack of sharing culture and has the culture of hiding the weaknesses. The study report carried out by CERID (2009) has proved this issue as it mentioned that at the school level a culture of sharing between peer teachers, teachers and head teachers for solving technical classroom level problems is rarely practiced (p. 3). The findings of this study revealed that the culture of working together, sharing experiences and applying cooperative processes for teaching and learning hasn't been practiced yet.

Supporting and Inhibiting Factors for TPD

It is necessary to identify the supporting and inhibiting factors of TPD. It is obvious that where there is supporting factors there may be inhibiting factors too. For the purpose of promoting supporting as well as minimizing inhibiting factors side by side, identification of these things is essential.

The findings showed education policy, professional support, participation of stakeholders, salaries and benefit, social support, monitoring and performance based evaluation, access in technology, school and home environment, school community good relation and collaboration as supporting factors for PD. On the other hand, existing teacher recruitment and selection trend, reward and punishment, civil employee attitude, side-job, politicization, illiterate society, lack of co-operative thinking, neglected teacher, weakness hiding attitude and lack of professional support were inhibiting factor for PD.

Teacher Professional Development Theories and Activities

For teachers' professional development, formal and informal activities are performed by teachers. In the formal mode, a teacher participates in training, workshop and seminar, experience sharing, preparing TIP and in the informal mode, a teacher performs self-regulated activities. In this mode, first of all teachers identify their real needs and perform different tasks to fulfill them. Teachers identify their needs by self-realization, self-reflection, and self-assessment; set the academic as well as instructional (class/ subject wise achievement level of student) goals and attempt to get them. The findings of the study showed that teacher professional development activities are guided by adult learning, self-reflection and goal setting theory. The following paragraphs present the detailed discussion of the linkage between teacher professional development theories and teacher professional development activities.

Adult learning theory and PD activities. The study showed that in addition to formal activities, i.e. involving in training, workshop and seminar, teachers have been doing self-study for their PD. They were upgrading their academic qualification by their self-initiation too. They use library and nowadays some teachers have started using email/internet. These activities are related with adult learning.

Self initiated activities play a vital role for PD. About self-initiated PD activities, Shakya (2011) has discussed self-regulated professional development approach and has emphasized self-study for PD. He has suggested that library, internet, magazine and newspaper, dictionary, textbook/ teacher guide and other basic materials are the essential things for self-study. As self-regulated and self-directed learning is the pillar of adult learning theory (Knowles, 1998; Clardy, 2005), teacher professional development activities are mainly guided by this theory.

Adult learning theory emphasizes learners supremacy as it values individual interest and pace of learning. Here it will be relevant to cite the statement that "Professional development is for the teacher, of the teacher and by the teacher" (Pierce & Hansker, 1996, as cited in Villegas-Reimers, 2003, p. 98). This statement assures teachers' supremacy for their professional development. That's why teachers' professional development activities are guided by adult learning theory.

The finding also showed that teachers were more reactive rather than proactive for their PD activities. To prove this finding, it is meaningful to recite a teacher's metaphorical opinion when he says, "What I have understood is when the edge of a sickle becomes blunt we have to make it sharp. It uses until it becomes blunt and should be sharpened when it stops cutting. But we should sharpen it." This statement denotes the nature of adult learning that focuses on real world practice. Solution searching after facing the problem is also a characteristic of an adult learner. Therefore, teachers' professional development activities are related with adult learning theory.

Self-reflection theory and PD activities. The findings showed that teachers identify their need for PD by self-realization, self-evaluation, assessing the weaknesses, status analysis, students' achievement analysis and expectation of society.

According to Villegas-Reimers (2003), teacher is a reflective practitioner. He/she pays attention to the daily routine and the events of the regular day and to reflect on their meaning and effectiveness (p. 104). Stenberg (2010) outlines three aspects of self-reflection, i.e. self-observation, self-understanding and self-revelation. Similarly, Roger (1996) presented learning cycle of concrete experience, critical reflection on experience, action and further critical reflection on experience. Teacher

as an adult learner surpasses through Reimer, Stenberg and Roger's postulation that's why teacher professional development activities are guided by self-reflection theory.

Goal setting theory and PD activities. Once again, Dewey's statement is recited here "To have an aim is to act with meaning" which clarifies the importance of goal setting in a simple sentence with few words. In the words of Villegas-Reimers (2003), teachers identify one goal which they consider to be important to them either individually or in small group (p. 97). Teachers should be committed to attain the best learning achievement in students as well as higher level academic degree. So, teachers' goal is to get higher level academic degree of self and ensuring higher level of learning achievement in students.

Teachers set the achievement level or subject wise learning outcomes of their students and perform the work to get that expected goal. These sequences of setting the goals and activities done to achieve the definite goals further illustrate that teacher professional development is linked with goal setting theory, too. For example, the existing teacher professional development (TPD) program implementation handbook (2010) has provisioned for teaching improvement plan (TIP). In TIP, a teacher identifies class wise and subject wise average achievement of his/her students at the baseline level and sets the expected target or goal for a definite period of time. He/she lists out the works to be done to get those objectives or goals and at last assesses the progress (see Appendix D). This circle of activities matches with the goal setting theory. In discussion with the participants, they had remarked students' achievement as the tools for need identification for their PD. Teachers opined that they prepare TIP for formal mode of professional development and this TIP is related with goal-setting theory.

From the discussion of the aforementioned theory, TPD practices make the following pattern:

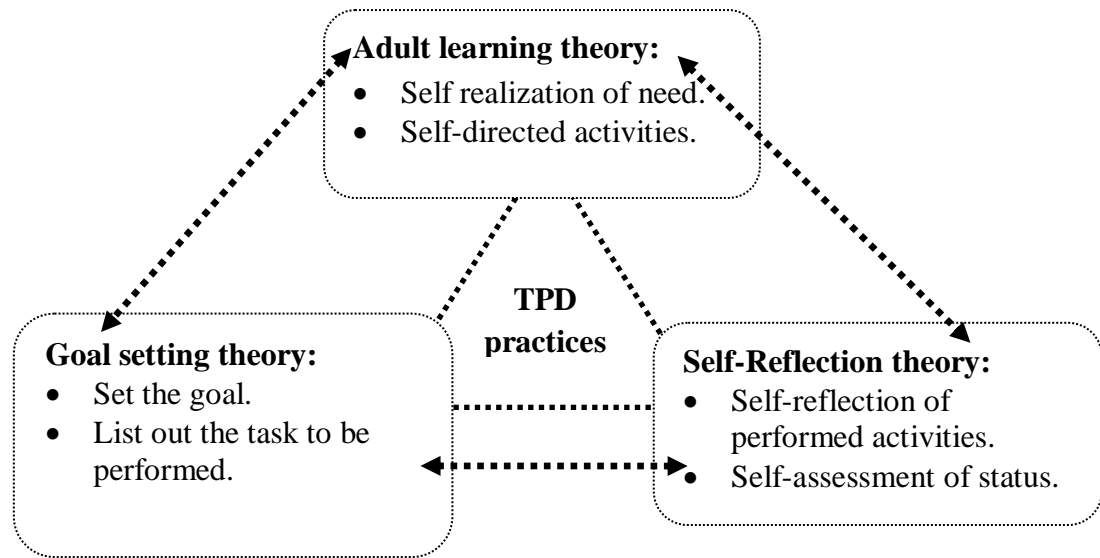


Figure 6. Theoretical linkage of TPD practices.

As an adult learner, a teacher identifies his/her need by self-realization and performs self-directed activities, reflects the performed activities and evaluates the status and sets the goal and then lists out the activities to be performed again.

Teacher Training Rule/Regulation (Policy)

Teacher training rule/regulation and policies have outlined different models for TPD. Pre-service and in-service modes of teacher education are the worldwide practices. Dembele, et al. (2007) have discussed two key dimensions of effective professional development into core features: a) focus on content, b) active learning and c) coherence; and in structural features: a) duration, b) form, and c) participant. Likewise, Villegas- Reimers (2003) has recommended that teachers' professional development must be thought of as a long-term process, which begins with initial preparation and only ends when the teacher retires from the profession. This new approach to the education and development of teachers requires transformation of processes and policies that support teachers, their education, their work and their

growth in the profession (p. 141). World Bank Report (2005) has synthesized three distinct modalities and approaches for teacher professional development (TPD) program which are: i) Standardized TPD, ii) Site-based TPD, and iii) Self-directed TPD.

NEPC (1956) was the first milestone for the teacher education in Nepal. Then All Round National Education Committee, (ARNEC,1961), The National Education System Plan, (NESP, 1971-1976), the report of the Royal Higher Education Commission, (RHEC, 1983), the report of the National Education Commission, (NEC 1992), the report of the High Level National Education Commission, (HLNEC, 1998) and the Higher Level Working Committee's Report on Education, (HLWCRE,2001) were formulated and these commissions suggested different modalities for teacher education and development as per the changing context.

Nepal has crossed different phases and trends for teacher development. Basic and primary education master plan, (BPEP, 1997-2002) had categorized the phases of in-service teacher training: a) the mobile normal school training phase (1956-1966), b) the permanent primary teacher training centers phase (1967-1970), c) institute of education phase (1971-80) and, d) Project phase (1980-1997). In the same way, NCED (2010a) had outlined the trends for teacher training policy which were: a) trends during pre-NESP (before 1971), b) trends during NESP (decade of 1970s), c) trends during the pre-BPEP (decade of 1980s), d) trends during BPEP (decade of 1990s) and, e) trends during EFA and after (decade of 2000s) (NCED, 2010a, p. 38).

Education Act (1971), 7th amendment (2001) and Education Regulation (2002), 6th amendment (2011), Training Policy (2005), Teacher Development policy guideline (2011) and Teachers' Professional Development (TPD) Program

Implementation Handbook (2010) have provisioned different teacher professional development modalities.

Different commission reports and periodic plans have suggested different teacher training policies. But the problem is the instability in them. Penuel et al. (2007) raised the issue of implementation fidelity which seriously lacks in our country. It is experienced that the policy formulation process is not participatory and not relevant in different geological and cultural situation and is the reflection of one-fits for all mentality as well as it is not guided by long term visioning but running with patchy remedies. Furthermore, our rules and regulations are theoretically sound but weak in implementation. Bajrachaya (2010) states that training policy which is executed by donor agencies' interest is the root of problem and perversion because teachers can get training certificates and allowance if they attend any training irrespective of whether they learn something or not.

The finding of the study also revealed that teachers perceived the policy as the most influencing factor for TPD. They seemed dissatisfied with the instability of the policy and the trend of changing it without implementing effectively. Teachers perceive that teacher training program has not run as expected and it is time wasting, process oriented as well as training allowance oriented. They are not satisfied with the trainer's competencies too. In regard to trainers, Shrestha (2008) has rightly said that shortage of professional staff in the government training institutions has badly affected the quality of training (p. 41).

The two key dimensions for TPD (core and structural features) posited by Porter et al. (2004) seem viable in our existing TPD policy provision. Focusing on the content and duration, it can be said about the existing TPD program that the content would be better if it maintained balance between generic and site-based teacher needs

as well as extended five days time duration for training/ workshop at least for seven days.

There should be good policy as well as sound implementation mechanism to achieve the goals expected in the plan. We have good policy document but we have not developed good attitude to implement it. So, attitude as per the policy is necessary.

There should be harmonization in financial, contextual and legal aspect of teacher education plan and program. And, there should be integrated and holistic approach for it which seems seriously lacking in our country. It is considered that teacher education is only Education Ministry's work. But in reality, teacher professional development is one of the most important and common tasks of whole national bodies because the impact of good/bad teacher spills over the nation.

I think political instability is a virulent source of all kinds of instability. As a result, there is instability in teacher education policy and program too. On the one hand, there is instability in education policy and program and, on the other hand, we do not have a sound system for proper implementation of policy and program. Moreover, we do not have a long term vision. We are working in an ad hoc way.

It seems donor guided policy and program is another cause for instability in teacher education plan and program. Because of it, our educationists/policy makers might have forgotten the national interest and contextual need of teacher professional development. That is why Nepal has faced instability in teacher professional development plan and program.

The latest policy for teacher professional development has suggested demand based, need based and site based program. And, it has claimed that it is for high yield in low cost. As per the policy guidelines of SSRP (2009-2015), the TPD program has

run across the country since 2009/10 and will be terminated after two years. It is challenging to achieve targeted goal as it has stated that within five years period of time, all teachers (ECD to higher secondary level) will get 30 days refresher training.

Traits of the Teacher

Teacher should bear certain qualities to adopt teaching profession. He/she should have positive attitude, should be committed, competent, studious, determined, honest, child-friendly and neutral. Tandan (2010) says, "Delivery of education will be beneficiary to all if it is given not only by word but by behavior too" (*Siksha barnibata matra hoina aacharnabat samet dina sake sarvakallyankari hunchha.*).

Teachers should be role model for the society. In regard to teacher's role, Oolbekink-Marchand (2008) used a metaphor that a teacher is like a gardener who gives every plant in his/her garden what it needs.

The findings of this study showed that personal traits of a teacher i.e. honesty, competency in subject matter, conversation with other, virtuous, positive thinking, etc. are essential qualities of a professional teacher. Student prefer punctual, practical and open hearted teacher. A professional teacher should have sound knowledge of the content area, teaching method and teaching materials. He/she should be sound in before, during and after process of teaching learning activities. I think the most important thing is changing the attitude to be a professional teacher.

Hence, proposition number 1: teachers commitment for student learning and proposition number 3: managing and monitoring their students learning, proposed by National Board for Professional Teaching Standards (NBPTS, 1999) matched with the teachers traits which mentioned teachers' commitment to students' learning (see Appendix C)

Contribution of PD Activities

Teachers are participating in formal and informal activities for their professional development. How are such activities helping them to enhance their professional competences? The influence of teacher professional development activities should be reflected on students' learning achievement. In these concerns, Penuel et al. (2007) cited the work of Fishman et al. (2003) that the ultimate measure of success for any educational reform or professional development program is whether it leads to improvements in students' learning.

The finding of the study showed that it has helped teachers to prepare the lesson as per the objective of the curriculum, it helped them to create a child friendly environment in the classroom, raised performance and confidence level. It has helped to keep them refreshed. The most important thing is it has helped them to think oneself as a facilitator in the classroom. Teachers are clear that the contribution of PD activities should be reflected in the classroom. A participant presented mirror and image metaphor for classroom activities and student achievement. He says, "Classroom is a mirror and student achievement is the image of intervention."

The study findings revealed that contribution of PD activities was positive. Teachers got chance to be teacher trainers. Theoretically, teachers knew the things but in practice the training skills were not used in the classroom. The study findings also showed it was because of school is physical condition to some extent and more because of teachers' carelessness to their profession. SMC perceived teacher training as misuse of national treasury as they could not see the use of training skills being transferred to the classroom.

Teachers' satisfaction was an important factor. But whether PD activities performed by teacher raised the satisfaction of teacher or not is another question. The

findings of the study showed that PD activities helped teachers to give professional satisfaction to some extent. It helped them to increase their professional competency, helped them in their career development, they have got promotion and upper level qualification. Teachers feel satisfied when they use new things in the classroom and get positive response from their students.

From the discussion, it is summarized that PD activities have contributed to raise teacher skills and satisfaction. Teacher started realizing the concept of becoming a 'guide on the side' (Pandey, 2012) rather than conducting teacher centered classroom activities.

Challenge/ Constraints of TPD

The study identified seven burning challenges/constraints of TPD practices in Nepal. Without addressing these issues, teacher professional development practices cannot run effectively. So, it is compulsory to apply the remedies to remove these barriers. Here, I have discussed these challenges/constraints.

Professional Support

Timely and regular professional support by experts helps in teachers' professional development. Getting professional support is being a challenge. TPD Program Implementation Handbook (2010) has provisioned the Teacher Support Mechanism (TSM). Resource centers are supposed to play a leading role for TSM. But, the designated persons for professional support for teacher are blamed from every corner as they have not supported the teachers for their PD.

Resource Person (RP) and School Supervisor are appointed to support the teacher but they rarely enter the classroom. Bista and Mathema (2006) pointed out that, "The supervision of schools by the district education offices all over Nepal has been found defunct" (p. 327). Dhakal (2011) says, "School supervisors do not reach

school, during the 27 years of my teaching career, none of the supervisors has observed my class" (p. 26). There are resource centers to organize training workshops and seminars in order to enhance the working efficiency of the teachers and headmaster but it is not functional (DoE, 2011, pp. 6-9). Revealing the findings about teachers' professional support, CERID (2009) mentioned that, "None of the teachers had received any technical support or any form of professional development courses for the whole duration of their work ranging from 5 years to 15 years at school" (p. 33).

It is revealed by this study that despite policy as well as institutional provisions teachers were not getting professional support from any side whenever they need. They suspect school supervisor and resource persons' professional supporting role for their professional development. The head teachers realized that they are being unable to play a supportive role as much as they could. SMC members do not pay attention to teachers' professional support. Teachers' professional unions seem busy only for teachers' right based demand. And, teachers themselves do not ask the authorized person and institutions for their professional support.

Here, it is relevant to link the finding of the study of NCED (2006) as the study mentioned that professional development of the teachers as agenda for nobody. The report elaborates this statement in the following words:

Teacher union were found mainly emphasizing on agenda related to career development plus job security; parents were more concerned with quality and at the same time cheap education; students remained confined to prepare for examination; manifesto of political parties had very little mentioning about teacher development; and ministerial authority were always interested in certifying teachers with some duration of training. This scenario revealed that

nobody was standing with agenda for professional development of teachers in real sense. (NCED, p. 11)

Considering the key dimension for professional development Porter et al. (2004) posited active learning and coherent as core features. By linking this provision in our context, it seems that we do not have opportunities for teachers to engage in a meaningful analysis of teaching and learning and lack continued professional communication among teachers.

My own reflection on professional support. *I worked for a secondary level teacher since 1992-1993 about one and a half year. At that time neither head master nor any school supervisor observed my classes. I could not get any type of feedback whether I was correct or was to improve my teaching style. Nevertheless, I never asked them to observe my classes and provide feedback. In 1996, I took appointment as a school supervisor and got a job to support teacher. I used to conduct meetings, extracurricular activities and sometimes I used to observe teachers' classroom also. Whenever I observed the classes, the teacher used to feel uneasy. None of the teachers asked me how s/he could deliver better teaching learning activities for next classes rather they preferred enjoying out of teaching learning activities.*

From the aforementioned discussion and reflection, it is clear that teachers have not got professional support and they are not inspired and have not taken self initiation to take possible support for their professional development from the concerned persons and institutions.

Teachers' Commitment

A professional should be committed to his/her profession. It is one of the qualities of a professional. The findings of the study revealed that teachers perceived commitment to be the most important quality of a professional; they should be

committed to enhancing maximum learning achievement in students, ensuring and guiding the students towards bright future but at the same time they mentioned lack of teachers' commitment towards their profession as a challenge/constraint for TPD.

The participants mentioned that only a little number of teachers are involved in this profession being committed by heart. More often incompetent persons are also involved in teaching. The participants commonly pointed the side-job as a stain; it has shadowed the professional identity of the teachers. I have found that the teachers do not feel proud of being teachers rather they feel self-respected to introduce themselves as engaged in other occupation or in being any political parties' cadre. The cause for such identity crisis of teachers is due to lack of commitment towards the teaching profession. SMC remarked that teachers are not committed towards their profession. Some teachers have commercialized this profession. A committed professional always pays sincere attention to his/her customers' satisfaction but this attribute is a very novice concept in the teaching profession, especially among community school teachers of Nepal. It is difficult to be committed and therefore it is relevant here to cite the SMC chairperson's opinion, "To be committed, responsible and dutiful is like climbing up the mountain. It is always difficult."

Motivation

Motivated professional holds the profession enthusiastically as well as persistently and this in turn enables him/her to achieve the organizational common goal. There is a direct relationship between teachers' professional development and their motivation to it. Henning (2000) rightly says that when teachers are motivated in the professional development activities by the needs they perceive, they relate new knowledge to their experience in context, which motivates them to use new skills in the class room (p.171). Shah (2004) has studied on teacher motivation in Nepal and

summed up that there is a positive relationship between motivation and teachers' professional development. If the government initiates the motivating factors, the teacher will be encouraged for their professional development. NCED (2006) has raised the socio-economic issue and stated on teacher motivation that personal life and family background in terms of both social prestige and economic status were not encouraging for the teachers to become self motivated, self controlled and self disciplined (p. 21).

The finding of study also revealed that motivational factors such as teacher satisfaction, incentives, attraction, job security and respect in teaching profession, reward and punishment and social perspectives towards teacher are some of the challenges for TPD. It is revealed that teachers are experiencing lack of motivational factors in their profession and it is also revealed that there won't be professional development just by giving pressure without incentives.

So, the first need is to raising teachers' motivation by applying good incentives, result based reward and punishment and drawing clear differentiation between good performers and lazy ones.

Political Involvement

It is blamed that teachers' professional identity is shadowed by their political identity. They are divided under political parties' flags rather under a professional union. Politicization has hindered to execute the existing rule, regulations and processes. There is politicization in teacher appointment, promotion and access. The bitter statement mentioned by the participants was that there was difficulty in sustaining without involving under any political party's banner. This showed how politicization has frightened the neutral teachers. Kapri (2010) mentioned that the teaching forces are highly politicized, teachers are seen as political cadres of different

political parties, and consequently they lack accountability towards teaching profession (p. 137).

The study finding also pointed out that teacher and SMC both perceived over politicization in education sector was the challenges for professional development. Teacher remarked that they were compelled to be under a political party's flag. They revealed that because of politicization, teacher recruitment and selection trend was going on the basis of nepotism; favoritism and servitude activities which were the challenges/ constraints for PD.

They stated where the political party was in all in all position and to recruit a teacher in school, there needed no teaching license and teaching skills, rather they needed political parties membership. According to the participants, that candidate would not get opportunity who was unwilling or unable to be servitude even though s/he was qualified and competent in subject matter. It was demoralizing the competent ones and inspiring the servitudes.

SMC also remarked that the political involvement of teachers was being one of the challenges for controlling the careless teachers. They use their political organizations if some action is taken against their irresponsible activities. SMC opined that the cheater teacher always utilizes the political organizations. SMC felt itself like handicapped as they have no controlling power to careless teachers.

I think, the other side effects i.e. engaging in side-job, feeling of humiliation in teaching, identity crises, avoiding the professional code of conduct and society's negative views towards teacher all are the byproducts of teachers' political involvement. So, it's time to raise the voice against party based politicization and for professional development of teachers. It's time to do political activities by teacher for

the sake of their professional development, professional identity and professional growth.

School Environment

In regard to physical infrastructure of the school, Gupta and Agrawal (2007) wrote that adequate, attractive, well-equipped and properly maintained school physical infrastructure serves as a great motivating force in the teaching learning process. It is very important that the school infrastructure becomes the learning laboratories, directly as well as indirectly (p. 24). Every school's physical as well as cultural environment plays a crucial role for TPD. I have carried out the finding of the study from analyzing participants' voices and my own observation.

The findings of the study revealed that participants experienced schools' physical and cultural environment as challenge/ constraints of PD. Although it was not adequate, physical environment of school was satisfactory in comparison to the past. But, the classroom management was not found good. From socio-cultural perspective, there remained lack of team work, sharing culture and collaboration between coworker rather there remained culture of hiding the weaknesses. Because of such culture and attitude, there is no cultural environment to promote the knowledge of practice as Coachran-Smith and Lytle (2001) have described as three approaches of professional development i.e. knowledge for/in/of practice which are the important and consolidated forms of TPD practice.

The participants said that the society had negative views towards school. There was no cooperation between society and school. Only poor and illiterate parents were in the government school. SMC accepted its role creating environment for schools' betterment. But it was felt that there were problems to mobilize all stakeholders collaboratively.

It is obvious that teachers' professional development without improving schools' physical infrastructural as well as cultural environment, will not take place as expected.

Unavailability of Resources

About twenty years ago, Thapa (1993) had concluded that the lack of teaching-learning materials, inadequate physical facilities and scarcity of trained teachers were some of the problems faced by Nepalese public schools; as a result of inadequate resources, these in turn contributed to the inefficiency of the system (p. 384). In regards to providing resources, DoE/Full Bright (2006) stated that resource crunch has always been a problem in education (p.1). These findings are equally relevant in the present days.

Limited resources and nominal material existed in school. This is another challenge for TPD. In this drastically changing society, these nominal resources cannot help for teacher professional development. According to the pace of time, now every teacher should be digitally literate and have the access to ICT. One laptop per teacher (OLPT) is being necessary. And, providing such type of materials to all teachers is a challenge. Now, black/white boards are gradually being replaced by multimedia since electronic teaching-learning materials are available and acquiring momentum in the present days. This is also a challenge for the public schools.

Availability of resources is another important factor for TPD. But, in schools there was even lack of minimum auxiliary materials. The government and school administration are not serious about providing the materials for teacher professional development. That's why, teachers felt unavailability of resources as challenge and constraints for their professional development. Here, it is easy to blame others; so teachers expressed their dissatisfaction towards school administration and

government. But in their turn, they were not found interested in collecting self-learning materials (SLM) for their PD as far as they could. SMC members were not found satisfied with the role they played for school management and controlling the teachers in the so-called community schools.

Being Up-to-Date

Professionally alert teachers always strive for deep knowledge, sharp judgment, new finding and theories (NBPTS, 1999, as cited in CERID, 2009, p. 11). 'Yesterday's graduate stops learning today and becomes illiterate tomorrow.' This statement was cited by a participant of my study in the probing period which simply emphasizes self-study and keeping oneself updated. Another respondent had given a computer-refreshing metaphor comparing teachers' professional development activities.

Pandey (2012) has discussed digital native (digital friendly) student, digital immigrant (started to use digital devices) and digital dinosaur (totally illiterate about digital devices) teacher's attitude (p. 5). Digitization has brought a serious gap in teaching and learning activities. In earlier times, the school was only one center for learning. Teacher and some text books were the sources of knowledge and teaching learning activities were limited within the four walls of a schools but now the situation is not such. On the one hand, students are being digital friendly, they use multiple sources of knowledge and prefer to play and learn with digital devices, and on the other hand, most of the teachers and schools have not started using digital devices (Multimedia etc.) for teaching learning activities. SMC members pointed out that in the present days the unskilled teachers have been teaching skilled students. Teachers are unable to be up-to-date. One of the main causes for not having PD is

teachers' unwillingness for updating themselves with the latest developments. It has raised a challenge for teachers' professional development.

The study revealed that teachers were aware of the need to keep themselves up-to-date and they perceived it as challenging. Being up-to-date for keeping oneself abreast of new change in the related field is challenging. One should be up-to-date to fit into change. But rapidly changing world has been inventing new and new technologies day by day and to get access to them, teachers should have access to and knowledge of ICT. Moreover, they should develop the habit of lifelong learning. But it does not matter what types or modes of learning network they execute. Now, people have started attaching a metaphor i.e. 'digitally dinosaur' to a person who is unable to use ICT to their daily life. Digitally dinosaur! A frightening example in the present context for those who are still illiterate in ICT.

Teacher should be up- to-date in his/her field. In this context, NBPTS' (1999) proposition number two has emphasized keeping professional teacher abreast of the latest development of curriculum, and literature of the subjects they teach (see Appendix C)

Conclusion

Teacher themselves are the prime actors for their professional development. TPD is the foundation for quality education which should be reflected in students' learning achievement. It is a continuous process which begins with the teacher preparation period and ends with retirement.

TPD demands a culture of sharing but teachers' attitude for it has not developed yet. Teachers' updating with subject matter associating it with ICT is challenging. Digitalization in teaching learning field has added challenge for TPD.

Fairly recruiting and selecting competent teachers and continuously engaging them in formal as well as informal PD activities and appraising teachers' performance fairly ensure effective TPD.

TPD programs are run through integrated approach. But there is a lack of proper collaboration and co-operation between prospective teacher preparing institutions, in-service teacher training provider institutions and between stakeholders at the local level. There is no professional support and co-operation between teachers and concerned persons and institutions for it. Moreover, there is a lack of motivational factor and resources for PD.

Professional code of conduct is rarely followed by teachers as a direct consequence of politicization, side-job, teachers' right-oriented movement forgetting duty and responsibility; lack of commitment and dedication in teaching profession are the other causes for not having teacher professional development as expected.

Self-realization of need, self-evaluation of status, self-reflection of performed activities, setting the goal and performing activities in self-directed manner are related with adult learning, self-reflection and goal setting theory, hence, TPD practices are more often related with these theories.

Education policy is an important aspect of TPD but the weak capacity of training delivery institutions is a barrier for TPD. Teacher did not see the expert trainer in the training center. However, the existing site-based and demand driven three-parted TPD programs are theoretically sound.

Implications

TPD is an integrated program. There should be co-ordination between policy levels to grass root level and collaboration between stakeholders. In such a case, I

have presented the following implications for policy makers, teacher professional unions, training institutes (hubs), teachers and educators.

Implications for Policy Makers

It will be better to keep it up the site-based and self-directed TPD than standardized TPD and to apply bottom up approach in regards to teacher professional development policy formulation process.

There is a need to formulate the policy for maintaining close co-ordination between prospective teacher preparing institutions as well as in-service teacher training provider institutions and emphasize prospective teacher preparation program than in-service teacher training,

It is necessary to formulate strong policy to recruit competent and qualified candidate in teaching profession and to appoint the qualified teacher as head teacher and orient for his/her role for teachers' professional development.

It is necessary to make teachers' professional union responsible for maintaining teachers professional ethics, code of conduct and continuous professional development

It is important to formulate the policy to functionalize the Teacher Support Mechanism (TSM) and provide consistent professional support for teachers' ongoing professional development. From a holistic perspective, there is a need of making SMC/ PTA accountable for teachers' professional development.

It is equally important to make policy to appoint expert trainers in the training centers, capacitate the training institutes (hubs) for teacher professional support, to transform this into learning centers and to enhance incentive programs for role model professional development activities performed by teachers.

It will be better to define the minimum requirements of resources in school for teachers' professional development and provide them through partnership modality.

Implication for Training Institutes (Hub)

It is the demand of time to transform training institute (hub) as learning center. In order to keep teacher abreast of new knowledge and hands-in practice, it is necessary to promote a range of professional development activities in practical way and to provide regular professional support. Training institutes should play supportive role for promoting reading, learning, reflecting and sharing culture.

Implications for Teacher Professional Unions

It is being an awful threatening as it is seemed identity crises in teaching profession. So, it is immediate responsibility of professional unions to dignify teaching profession, emphasizing professional identity and maintaining public conviction of community school. Who cares about TPD if professional unions do not pay sincere attention to it? That is why; more focus should be given to run consistent professional development activities.

Implications for Teachers

It is a great challenge for each teacher to be ready to cope with the change of teaching field and to maintain professional identity. It is absolutely true that teacher professional development program is for the teacher, by the teacher and of the teacher. Thus, it mainly depends on individual teachers' learning will and self-directed learning activities. A teacher plays a crucial role for his/her PD since he/she can formulate the learning community as per the subject area, make professional dialogue, reflect on the teaching learning experiences, share them and promote lifelong learning.

Implications for Educators

Educators as software engineers of a computer program conceptualize/ visualize the teacher training program as per the time and context. It does not matter how attractive the outer part of the hardware is, it installs as per the software. In the same way, teacher training policy, provision and programs are the software of TPD. That is why, it is necessary to make serious contemplation on the local context and on designing the TPD program. For it, it is mandatory to promote research based local knowledge and skill in regards to teacher development and teacher education as well as to focus on context specific teacher training contents rather than following the models from the developed and advanced countries without analyzing the context.

Further Studies

This study was performed within many limitations and constraints since the entire study was limited within one district, the transferability of the study may also be limited. Therefore, more comprehensive study should be undertaken individually and institutionally.

It is obvious that there might be several factors and contextual perceptions in regard to teachers' professional development practices in Nepal such as teacher professional development through their reflective practices, head teachers' role for teachers' professional development, teacher professional development activities and student achievement level, teacher professional development opportunity in community schools of Nepal, professional support and teacher professional development in Nepal, supporting and inhibiting factors in teacher professional development in Nepal, school community relation and teacher professional development, teacher's socio-economic status and professional development, the role of instructional leadership of District Education Office (DEO) for teacher professional

development etc. which could not be incorporated in this study. Therefore, it will be more useful if additional studies are carried out incorporating these areas.

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APPENDIXES

Appendix A: Data Collection Guideline

Research questions	Themes	Information	sources	Method	Tools	participants
1. How do teachers perceive their professional development (PD)?	-Profession -PD	Teachers' understanding on profession and PD. -Qualification enhancement -Up-to-date on profession -Self guided learning -Life- long learning -Expertise on profession -Use of technology(ICT)	Teacher, HT	In- depth Interview, FGD	Open ended question	Teacher HT
	-TPD	-Pre-service/in-service teacher education -Minimum academic /professional qualification and standard -Up-to-date on teaching	Teacher, HT and documents	In-depth Interview – FGD Document study	Open ended question	Teacher HT

Research questions	Themes	Information	sources	Method	Tools	participants
		method, curriculum, -Performance enhancement -Improvement through self-reflection -Use of ICT on teaching -career development				
	Professional code of conduct	-Teachers' knowledge on professional code of conduct	Teacher, HT	In-depth Interview / FGD	Open ended question	Teacher/HT
		-provision in existing rule and regulation	Teacher, HT Document	Document Study / in-depth Interview FGD	open ended question	Teachers HT
	Culture/ context	Support/inhibition of culture and context -Social respect	Teacher, HT	In-depth interview, FGD	Open-ended question	Teachers HT

Research questions	Themes	Information	sources	Method	Tools	participants
	Satisfaction	-Participation on seminar/workshop/ training -Promotion -Respect	Teacher, HT	In-depth Interview/ FGD	Open ended question	Teacher HT
2. How are their current practices on PD contributing to the development of their professional skills?	Formal/informal	-Participation on Training, workshop, seminar, Field trip, -Opportunity for higher study -Use of email/internet, Radio, T.V. -Studying news paper journal, magazine, -interaction and sharing with friends -self-evaluation, self-correction -Up-to-dating	Teacher, HT	In-depth interview FGD	Open ended question	Teachers HT
	Policy	-Effectiveness of policy provision				

Research questions	Themes	Information	sources	Method	Tools	participants
	Personal traits	Personal traits and professional development Accountability and responsibility on profession	Teacher, HT	In-depth interview FGD	Open ended Question observation	HT, Teachers /students
	Classroom teaching	Use of teaching materials, child centered teaching method, classroom management	Teacher, HT Observation	In-depth interview FGD	Open-ended interview Observation	HT, Teachers /students
	Teacher satisfaction	Felt satisfaction and motivation by PD	Teacher, HT Observation	In-depth interview FGD	Open-ended interview Observation	HT, Teachers

Research questions	Themes	Information	sources	Method	Tools	participants
	School environment	Physical environment (separate desk, Furniture,) Working environment (collaboration, team work, interaction encouragement)	Teacher, HT	- in- depth Interview -FGD Observation	open ended question Observation sheet	Teachers
3. What supports are they getting and what challenges /constraints there are for their PD?	Getting support	-Training, workshop, seminar. Occasional/unplanned classroom observation and Feedback/ counseling/ suggestions	Teacher, HT SMC	In-depth interview FGD	open ended question	Teachers, HT
	Challenges/Constraints	-Regular/ planned classroom observation and immediate feedback/counseling -Transparent monitoring , evaluation and reward -commitment -demand- driven/ need base training, workshop and seminar -politicization -culture	Teacher, HT SMC			

Research questions	Themes	Information	sources	Method	Tools	participants
		<ul style="list-style-type: none"> -In-service study leave -Enabling to use ICT -Environment for research and publication (sharing) 				
	Availability of resources	<ul style="list-style-type: none"> - Computer, email, internet and library (one teacher one computer) -In Self learning materials -Allowance 	Teacher, HT SMC	In-depth interview and /FGD observation	open ended question observation sheet	Teacher HT

Appendix B: Teachers' Code of Conduct as Outlined in Education Regulation**(2002) Sixth Amendment (2011) Rule 133(1)**

- (a) To carry out prescribed tasks at the place where he/she is assigned,
- (b) To be present in school regularly in the prescribed time and sign on attendance register mentioning time of coming in and going out, and shall not be absent in school without getting prior permission for leave,
- (c) Not to influence or attempt to influence anybody politically with the intention of fulfilling vested interest in connection to his/her service,
- (d) Not to publish any article in his/her real or nick name or give any information, statement or speech to communication media like press or radio or television or any other media jeopardizing the harmonious relation between Nepal Government and the people and the relation of Nepal with any foreign country,
- (e) To regard teaching and study as his/her main aim with the objective of making students good citizen,
- (f) To encourage obedience, discipline, good faith, co-operation, morality, sympathy, patience and good conduct,
- (g) Not to spread feelings of hatred against any language, religion or amongst teachers or students,
- (h) Teacher working in a community school shall not work outside the school where he/she has been appointed without taking permission from Management Committee and District Education Officer,
- (i) To work for bringing emotional unity in the country having raised national spirit through the medium of school or educational institution,
- (j) Not to hold demonstration, Gherao, strike, lock-up, so as to undermining the sovereignty and integrity of the Nepal or disturbing public peace and security,

foreign relation, public decency or resulting in contempt of court, or causing obstruction to any government authority or officer in performing his/her duties as provided by law,

- (k) Not to punish student physically or mentally.

**Appendix C: Five Propositions for Professional Personal Standards of the
General Education by National Board for Professional Teaching Standards
(NBPTS, 1999)**

Proposition 1, mentioned that teachers are committed to the learning of students. Skilled teachers (a) can give individual attention to each and every student; (b) can read the interest, abilities, and prior knowledge of the student; (c) can listen to the students, observe performance, and behavior of the students. The teacher's overall mission is to develop the students' self concept, character, aspirations, and civic virtue.

Proposition 2, as defined by NBPTS emphasized teachers' expertise on subject matter, factual information, and applicability subject on various situations. Professional teacher, therefore, keep abreast of the latest development of curriculum, and literature of the subjects they teach.

Under proposition 3, certified teachers are responsible for managing and monitoring their students' learning. Professional teacher should be able to use time, multiple methods and multiple media effectively and efficiently to meet their teaching goals. In the mean while, trained professional teachers consider students' individual learning style, learning pace, and mental abilities. Learning can be painful. Learning can be a fun. What make a difference is the knowledge, art, and teaching ability of the teacher.

Proposition 4 mentioned that accomplished teachers think systematically and learn from experience. Professional teachers are models of educated people and have virtues like curiosity, honesty, tolerance, fairness, creativity, risk-taking, managing conflicts, and problem solving. They are engaged in life-long learning which they

want to inculcate in their students as well. Professionally alert teachers always strive for deep knowledge, sharp judgment, new finding and theories.

Proposition 5 considered teachers as member of learning communities. Professional teachers like to work collaboratively with other professionals on instructional policy, curriculum development and staff development. They appropriately utilize the school and community resources for the benefit of future generation. Such teachers find ways to work collaboratively and creatively with parents and local communities. These five propositions are main ingredients to become a good professional teacher. (NBPTS, 1999, as cited in CERID, 2009, pp. 10-11)]

Appendix D: Teaching Improvement Plan (TIP)

Teacher's name: Planning period:

School's name:.....

S. No.	Indicators	Baseline	Expected target or goal	Work to be done to get objectives or goal	Progress	
					Achievement	Experience of work
1)	Average achievement or score of students (Main three teaching subjects)					
a)	Class...../subject.....					
b)	Class...../subject.....					
c)	Class...../subject.....					
2)	Present status of using teaching materials on the basis of self-evaluation(Measured by low to high 1,2,3,4)					
3)	Number of daily lesson taught based on preparing teaching learning activity					
4)	Present status of the support of head teacher for effective					

S. No.	Indicators	Baseline	Expected target or goal	Work to be done to get objectives or goal	Progress	
					Achievement	Experience of work
	teaching (measure low to high 1,2,3,4)					
5)	Time (how often) monitoring and counseling and also support of the RP/ trainer to teacher or school (Half yearly).					

(Source: TPD Program Implementation Handbook)

.....

Date

.....

School's Stamp

.....

Teacher's signature

.....

Head-teacher's signature

Appendix E: Policy for Teachers' Professional Development

Policy which shapes and regulates the activities is the important aspect of Teacher Professional Development (TPD). This appendix shows various reports, policies, act, rule and guidelines formulated for adopting and developing teacher education and teacher training in Nepal.

Teacher Education and Teacher Training in Policy Documents

Three Year Interim Plan 2064/065-2066/067 B.S.

To promote teacher's working efficiency, it will be given continuity to competency based in-service teacher training program. By developing training curriculum in local level, it will be run demand based and refresher training and to support to transform the training skills in working place it will be developed and strengthened a program mechanism after training.

Three Year Interim Plan 2067/068-2069/070 B.S.

Teachers' professional development by activating resource centers in districts and service delivery of holistic educational system will be strengthened by developing effective monitoring and evaluation system.

Resource centers will be activated to improve teaching-learning activities, to provide school based teacher training and for monitoring and supervision work.

National Curriculum Framework, NCF (2005)

In teacher education section of this document it has envisioned standardized, well managed and demand base professional training. As well as it has proposed to implement school based professional support program, teacher support program, professional support by functionalizing counseling system.

Report of National Education Planning Commission, NEPC (1956)

It is the first educational report of Nepal after establishment of democracy in 2007 B.S. NEPC highlighted the importance and role of teacher education for educational development of Nepal. It has emphasized on training of teachers and stated "The key stone of education is the teacher. Education can be no better than the teacher makes it. The educational environment largely created by the teacher. The progress of this report will depend upon the availability of teachers." The report stated "Teaching is an art and science". Everybody cannot become a good teacher. 'Good teachers are born not made.' Teaching is highly ideal profession. It should say that 'teacher is a builder of human soul'. The report proposed the provision of teachers' certification. In this way the report highlighted the importance and role of teacher education for the development of Nepal. The following major recommendations were made by the NEPC:

"Teacher training should be based on sound principle of education and democratic procedures... The objectives of teacher education should include (a) professionally competent teachers in Nepalese school, (b) a broad general education, (c) competency in teaching vocational craft, and (d) personal competency as an individual and civil leader in community" (MOE, 1956, pp.95-98).

Report of All Round National Education Committee, ARNEC (1961)

After promulgation of party less Panchayeti system, this committee was formulated to manage rapidly growing numbers of schools and to way out uniformity in education system across the country. The report had emphasized on the importance of trained teacher and stated, "It is not necessary to say the first priority for education extension program is sufficient number of trained teacher" (p. 166). This report had managed for teacher training in two groups one was for primary school's teachers and the next was for secondary school's teachers. Primary teacher's training was run by the

normal schools and lower secondary and secondary school teacher's was run by college of education. The provision made by ARNEC (1961), were as follows:

The duration of training should be one year... The servicing teacher who are untrained they should be trained within the five years period of time but who have taught for ten years training is not compulsory it will be optional. (MoE, 1961, p.166).

College of education had provided three types of training (a) four years B.Ed. for SLC or equivalent students, (b) one year B.Ed. for B.A., B.Sc., or equivalent students, and (c) in-service training, workshop and broadcasting curriculum included for in- service teachers. (MoE, 1961, p.167).

National Education System Plan, NESP (1971-1976)

NESP (1971-1976) is the most important education plan in the educational history of Nepal. It provided a new prospect for the development of teacher education in Nepal, advocated mandatory teacher training and additional salary for trained teachers. Guidelines and principles given by the plan are:

- (a) all schools should recruit trained teachers, (b) to prepare numbers of teachers, one year training should be given to SLC or equivalent, I.A. or equivalent and B.A, or equivalent examination passed persons and should be prepared for primary, lower secondary and secondary teacher respectively, (c) in-service training should be given to servicing experienced teacher if they get minimum qualification, (d) physical exercise and physical education should be compulsory to each teacher, (e) special training should be given to science, math and other all subjects teachers, and (f) an intensive training should be provided to vocational teachers to upgrade vocational skills. (MoE, 1971, pp. 35-36).

NESP (1971), provisioned the policy for the improvement in teacher service. For this, plan stated that "It is very necessary to admit qualified persons in teaching profession and retain them for the improvement and advancement of education" (p.37).

Report of Royal Higher Education Commission, RHEC (1983)

The RHEC (1983), constructed to prepare the policy for higher education. So, this report has recommended policy for higher education only. I reviewed this document and preferred to cite some general statement about the role of teacher which I felt inspiring. The RHEC 1983 stated that, "Quality of education largely depends upon teacher's qualification, competency and effectiveness"(p.404). The report further added that, "Teacher takes the most important place for quality enhancement of education. And, it depends in large extent only teacher's commitment, qualification and competency" (p.404).

Report of National Education Commission, NEC (1992)

NEC (1992) pointed out 26 points problem and issues of teacher education. The report divided teacher production program into two types: teacher education and teacher training. This report stated, " teacher who is proficient in subject matter and professionally competent, can play vital role for the all round development of student's through effective teaching... The main target of teacher education and training program is to provide reliable support for nationwide educational development by producing competent teacher" (p. 609). The report recommended the adoption of the following points as national policy on teacher training:

- (a) Make teacher training obligatory for teaching professionals at the school level, (b) provide training for in-service teacher, (c) increase the salaries of

trained teachers, (d) give preference to women teachers and (e) determine the training program to different level of teachers. (pp. 609-610).

NEC suggested establishing a national level apex institution to take lead role with regard to all type of training program targeting to teachers and other education cadres working under ministry of education system. This institution should be independent and autonomous (p. 610).

Report of High Level National Education Commission, HLNEC (1998)

HLNEC (1998) stated that, "Teacher education and teacher training are the compulsory elements of quality education as teacher remains the backbone for the development of quality education. If the teachers are competent, the knowledge delivered by them can reach with learners without obstruction" (p. 167). Although, this report recommended continuing the points forwarded by NEC (1992), for teacher training, suggested following sixteen points to make teacher education and teacher training effective:

(1) Commitment in policy, (2) institutional development, (3) increasing the participation of private sector, (4) trained manpower in community and private school, (5) technical form of education faculty, (6) Facility to trained, (7) need oriented program, (8) pre-primary teacher training, (9) in-service and pre-service training, (10) wide coverage in teacher training, (11) monitoring and supervision, (12) special focus on practicality, (13) trainers capability enhancement, (14) scholar development program, (15) difference in teacher education and training, (16) distance education system, and (16) educational technique. (pp. 172-173).

Higher Level Working Committee's Report on Education, HLWCRE (2001)

This working committee was constructed on 2001 by the intention to solve the educational problem at that time. The noteworthy recommendation of this working committee in regard to teacher professional development was compulsory provision of teaching licensing for all kinds of teacher. The report clearly stated that, "teaching licensing system will be implemented in all kinds of schools to enhance teacher's professional competency and quality of education. There will be examination for teaching license and untrained candidate will not be eligible for such examination" (p. 802). The committee outlined the criteria for work plan i.e. (a) increasing teacher's access in training, (b) implement the licensing system (p. 803).

Education Act and Regulation

Education Act (1971), 7th amendment (2001) clause 11da. has provisioned mandatory teaching licensing provision for teaching profession. It is significant provision for teacher development as licensing is one of the most important components of a professional. Education regulation (2002), 6th amendment (2011), rule 71, states the following provisions of training and instruction to enhance the competency of teacher and officials working under the ministry of education: (ka) Providing training, (kha) delivering the instruction, and (ga) running the programs related to educational human resource development. Existing education regulation has stated the provision of Council for Educational Human Resource Development (CEHRD) and rule 74 has provisioned of National Center for Educational Development (NCED) for the purpose of training and research.

Training Policy (2005)

NCED issued the comprehensive training policy (2005) at that moment when training policies and programs were scattered and mentioned in various documents, ministry's decision and education act and regulation. The policy document made well

coverage of clear policy guidelines for professional development of teachers and educational managers working under the ministry of education. (NCED, 2005, p. i). The main emphasis of this policy document was upon implementation of Teacher Education Project (TEP), 2002-2009. The policy provisions are outlined in four sections: section-1 teacher training, section- 2 management training, section-3 training professional development and section-4 is related to institutional arrangement. For my study, mainly section one (teacher training) is important as it has outlined the policy provisions related to teacher training and teacher's professional development. This section has sketched out following four policy areas:

1. Training requirement at the entry point: This area intends to ensure recruitment of qualified, competent and committed teachers in the teaching profession. For this, policies are framed in relation to qualification, pre-service training, licensing and recruitment process (NCED, 2005, p.1).
2. Teacher development program: Policies under this area mainly covered provision of in-service training programs both certification and recurrent. Matters related to access to the training opportunity, mandatory training requirement, training accreditation and teacher professional development and motivation are outlined in this area (NCED, 2005, p.3).
3. Training quality and standards: This area's policies intend to ensure the quality and standard of the training program. For this, policies are framed in relation to curriculum and materials, provision of training professionals, training facilities, monitoring and evaluation (NCED, 2005, p.5).
4. Equity consideration: policies under this area intend to ensure equity in services related to school education and teacher training. It has intended to

ensure the equity through teacher behavior and training management process (NCED, 2005, p.9).

School Sector Reform Plan, SSRP (2009-2015)

SSRP (2009-2015) is a long-term strategic plan. It has emphasized on the professional development of teachers. SSRP has provisioned the completion of a professional teacher training course has been made mandatory prior to entering the teaching profession. It states, "SSRP has given a highest priority to teacher preparation and its development. The major quality interventions as outlined in the SSRP rests upon the quality and efficiency of the teachers recruited" (p. 37). The objectives of SSRP for TPD is to enhance teachers' qualification and professional competencies to better facilitate student learning processes. The SSRP has outlined the following provisions for training of teachers and managers:

- The government will remain responsible for teacher development functions. In order to keep abreast of new developments in teaching and learning practices, teachers must acquire one month in-service training at least once in every five years.
- Provisions will be made to accredit the short term training courses to link with teacher career development.
- TPD will be linked to career development made available through both long and short terms means.
- Head- teachers' minimum qualification will be B.Ed. and M. Ed. with head-teacher preparation courses for basic and secondary schools, respectively. (pp. 39-40).

SSRP has carried out the strategic intervention as qualification upgrading program, backlog clearance of ongoing certification in-service training (10-month)

and L/RC-Based demand driven short training (p.40). It has forwarded the implementation arrangement that L/RC and RCs will implement the demand driven short courses and the schools will have right assign teachers to participate in the specified courses utilizing the resources for the purpose. The institutions will be mobilized to provide professional support to teachers (p.41).

Teacher Development Policy Guidelines (2011)

Teacher Development policy guideline (2011) is as revised version of training policy (2005). The guideline intends to achieve aims, long-term and immediate-term objectives of teacher professional development component of the SSRP. It is as implementation tool prepared for the requirement of implementing policies envisioned under the teacher development component of SSRP (NCED, 2011, p.1). It has reinstated that, "It is specifically expected that total course of implementation firmly based on this policy guideline will make sufficient arrangement for entire teaching force to receive need-based and result-oriented professional development training as well as other relevant exposures"(NCED, 2011, p.2). The guideline discussed over present context, the issues and challenges, proposed policy action and implementation mechanism for teacher development in Nepal in accordance with SSRP intent.

Under proposed policy actions it has outlined seven policy fields, ten policy statements and forty-one procedural policies in relation to teacher development. Policy field one, carrier preparation is intended to depict detailed policy actions with respect to minimum eligibility criteria for entry in teaching force for both basic and secondary levels. It has provisioned that, "Professional and academic qualification will be made mandatory for all to enter into teaching force at both the basic and secondary levels"(NCED, 2011, p.18). Policy field two is related to qualification

upgrading provisions and policy field three is related to professional development framework and modalities for in-service teacher training program. This policy has forwarded flexible provisions for teacher training. It states." It is ensured by policy that teachers designated for different assignment can access to appropriate specialized training courses rather than just attending the conventional, one-fits- all package." The policy is written in clear words that, "Every teacher working in all government aided schools will be provided access to one-month Teacher Professional Development (TPD) courses within the next five years' period (by 2015)." Policy statement further adds "Multiple avenues of teacher development will be introduced for continuous professional development of the teachers" (NCED, 2011, p. 22). Under this policy field, the training provisions for inclusive teacher are also stated.

For implementation the TPD program, the guideline has designed the module structure which is as below:

Part 1: Training cum workshop :(Face-to-face event to be conducted at training hub (RCs for basic level and ETCs /LRCs for secondary level, runs for 5days)

Part 2: Self-study exercise: (school-based event upon completion of the part 1 course runs for 30days ' gross period by engaging the participants independently in the structured sets of assignments and counted towards credit of 3 days equivalent)

Part- 3: Instructional counseling :(School based event upon completion of the part-2 course runs for 2 days under complete guidance of the same set of trainers invariably mobilized to check and collect the assignment and to provide on-site professional support)

The same of structure of the 10-day module will be followed for all three modules (30 days' course) and whole module combines input/ training event (part-1)

followed by application and constructive learning (part-2) and on-site follows up support (part-3). (NCED, 2011, p.36)

In relation to TPD design, policy guideline states, "Formation of the TPD design has followed field-based training model by combining two popular models e.g. school-based and cluster-based training. The training module is [will be] developed on the basis of completely demands and professional needs of the teachers reported by themselves" (pp.36-37).

Policy guideline has provisioned to run the TPD program through ETCs, and L/ RCs (training hub).

Teachers' Professional Development (TPD) Program Implementation Handbook (2010)

NCED has issued TPD program implementation handbook (2010), to provide implementation guidelines of the TPD program. The objective the handbook is to solve the immediate pedagogical problem faced by teacher and enhance teachers' professional competency continuously to ensure excellent condition in teaching-learning activities.

TPD implementation handbook outlined the procedures for teachers' need collection, need verification, need clustering, TPD module design and program running (Training-workshop, self-study exercise and instructional counseling) respectively. It has stated about TPD hub's (TPD program delivery institutions i.e. ETC, LRC and RC) working procedures, their role and responsibility and trainer (including roaster) selection and preparation process. It has given special focus on Teaching Improvement Plan (TIP) and Teacher Support Mechanism (TSM).