

Professional Development Activities: Perception and Experiences of Secondary Level Teachers



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Abstract

Due to the changing nature of time, learners' varied needs and explosion of new knowledge and scientific invention, our usual teaching techniques might not function efficiently to enhance better learning environment. Effective teaching-learning can be maximized when teachers continuously involve themselves in professional development activities. However, the activities that teachers employ to be professionally equipped have not been explored in the context of study area. In this regard, this study aims to explore the activities related with the professional development adopted by secondary level teachers. The researcher adopted survey design (census data) under quantitative research method. It is based on the data from structured-questionnaire among 122 secondary level teachers from 31 secondary level schools of Tansen Municipality of Palpa district. The sample size is confined to those who are teaching Science, Math, Nepali and English subject in secondary level. Univariate analysis is used to explore the socio-demographic and professional development characteristics of the respondents. The results revealed that seven out of ten teachers are associated with professional development. And bivariate analysis is used to assess the effect of school type, and gender on professional development. Four out of five female teachers are associated with professional development. Results further showed that most of the teachers have enrolled in education faculty which helps teachers to be pedagogically competent. Most of the teachers are professionally aware to update themselves for teacher development. This study provides new insight on professional development in the sense that

all the teachers have adopted fundamental strategies of professional development.

Keywords: Professional development, reading culture, attending workshop and seminar, publishing research article

Introduction

The current trend of globalization and digitalization have made a remarkable impact on professional development. To address the need of 21st century's learners, teachers have to develop and practice special teaching strategies. They need to use the strategies to manage their curiosity and thirst of knowledge, both. Professional skills are required to tackle the issues raised during teaching-learning. However, teaching might be challenging in itself if teachers do not involve in teacher professional development activities. Different researches show that most of the teachers are trained but learners' achievement is not satisfactory. Training also helps for professional development. To some extent, we teachers are struggling hard to find appropriate strategies and techniques for professional development. On the one hand, Government has invested time and budget on professional development through trainings and professional development activities; on the other hand, teachers' participation in training seems high but its classroom implementation and learners' achievement seem less (Gautam, 2016). In this context, this study aims to explore the activities associated with the teacher professional development among the secondary level teachers of Tansen municipality of Palpa district. Because researcher thinks that professional development is significant strategy to achieve quality in education. Thinking that it is important to review how our professional development is enhanced, how we teachers are getting updated and motivated to promote learning culture-not just for the enhancement of fast learners, but especially for those who are marginalized.

Professional development denotes the practice of helping person's upgrading in professionalism (Evans, 2008). Professional development, in the context of teaching, is a crucial process to nurture after they begin their professional career and lasts until they leave teaching (Richards & Farrell, 2005; Villegas-Reimer, 2003). The purpose of teaching is not only instilling the knowledge and skills set in curricula for the learners but also helping and guiding the learning process by maximizing learning opportunity and creating learner-friendly environment. Investment and opportunity in continuous professional development for teachers can help to produce productive 'human capital' (Kefela, 2010, p. 68) so as to bring radical change in quality education. Highlighting the

role of professional teachers, Day (2005) mentions that teachers are such agents who can promote the quality of learning by bringing the life to curricula and motivating learners to learn on their own. Efficient teaching and learning can be fueled by the strategies of the teacher professional development. Attitudes, identities, moral and ethical aspects, knowledge, skills of teachers in teaching can greatly affect in professional development. Teaching-learning environment is affected by the factors like histories of the family, and parents' and students' circumstances, the leadership and the learning culture of the school, the government policies, and relevancy of curriculum, classroom Management, teacher student relationship, teachers thinking, beliefs, and attitude (Day, 1999).

In the course of receiving formal and informal experience in teaching, on the one hand, teachers attend in trainings and conferences, workshop and seminar and upgrade their academic qualification and on the other hand, they involve in collaboration, peer teaching and reflection through classroom observation, team teaching, connecting in professional network, analyzing critical incidents, action research and mentoring (Richards & Farrell, 2005). These activities come under the three phases: initial teacher preparation, induction and obtaining formal and informal experiences. They are associated with the intention of being the best kind of teacher which is one of the main objectives of teacher professional development. The inspiring and the best teachers are those who are capable and confident in their subjects and discipline and devoted to their learners for their further academic excellence. The best teachers are persevering, helpful and dedicated to their student's achievement. They instill pride in students' accomplishment and evaluate their knowledge, skills, characters and values in terms of the student's progress. Rijal (2013) mentions about the best kind of teachers like this:

They know how to arouse curiosity, ignite interest and win appreciation of the subject matter. The best teachers are always involved in the search of the alternative strategies of teaching and learning and involve their student in the same way as they themselves are involved in their own professional development. Teacher professional development is the lifelong learning process of deepening knowledge, skills and experiences necessary to provide effective instruction and assess student's progress. (p. 2)

Professional development pushes the teachers to have the knowledge, skills, beliefs and experiences to collaborate with others colleagues, to address the diverse needs of learners and to make safe, secure and supportive learning environment for all

learners. To grow ourselves, we teachers can participate in professional development activities. Teacher education is a process that occurs over time rather than any program that begins and ends with formal training and university education. Developing activities and following them in their learning and classroom practice is the part of teacher education. In this context, Richards and Farrell (2005) categorizes teacher education into two broad goals: Training and Development. Training generally prepares the teachers on content and the methodology i.e., ‘what’ aspects and ‘how’ aspects. Training focuses on teachers’ present responsibilities and is typically aimed at short term and immediate goals. On the other hand, development is ‘the process of becoming the best kind of teacher that a teacher can be’. It refers to the development of a person in his or her professional role. It is the professional growth; a teacher achieves as a result of gaining increased experiences and reflecting his/her teaching systematically.

In this way, professional development simply indicates the general growth on specific job. It can help a long-term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers. Professional development in teaching is a process of becoming ‘the best kind of teacher that I personally can be’. It focuses on the individual consciousness of the possibilities for positive change in teaching. Teacher professional development is the process of making effort for their better career in future which directly helps to strengthen quality in teaching. Underhill (1986, p 1 as cited Head & Taylor, 1997) writes that “Teacher development is the process of becoming best kind of teacher that I personally can be”. In the same way, Richards and Farrel (2010) mention that “It generally refers to general growth not focused on a specific job” (p.4).Teacher professional development is the way of sharpening our skills, finding new techniques and strategies to enhance our teaching quality.

Hernes (2004) opines that professional development goes outside the outdated views of pre-service and in-service workshop. It is a lifelong process of learning and evaluation. Teachers can promote their professional development themselves without depending on others and organizational structures. The rational of teacher professional development has come up with the view that every teacher will continuously have his/her pedagogical and professional problems. To solve these problems, it is not always possible to send and bring teachers in training centers for guidance accompanying with the trainers. It is, therefore, if we change our role from English teachers to ICT skilled, from ICT skilled to readers and researchers; we can solve our pedagogical and professional problems on our own effort. Richards and Farrell (2005) mention two

perspectives on teacher professional development: Individual perspective-personal initiation and institutional perspective-collaborative effort.

Individual Perspective

Teachers involve in gaining new knowledge and skill for their professional development and maintain themselves up to date with the recent theory and practice in their teaching field and improve their teaching skill. Such individual professional practices make them more confident in teaching and achieve better results creating learner friendly classroom. This perspective creates number of areas on professional development like subject matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding curriculum and materials, career advancement.

Institutional development: Institutional role in individual teachers' development cannot be underestimated although teacher development generally occurs through a teachers' own personal initiation. For example, a school can manage learning opportunity for teachers' professional development and as a result school's performance could be multiplied. Institutional improvement can contribute to the teacher professional development in the form of collegiality, research work, site-specific information, curriculum initiatives and instructional initiatives. Concludingly, out of two ways of professional development, personal initiation or individual effort works the best. It is in the sense that the term development cannot be imposed by others. Development can be made from inside rather than from outside. It is therefore, teacher professional development is based on the bottom-up approach, site-based approach and home-grown model rather than top bottom approach and one size- fits- all approach. Hence, we can call professional development as a personal development to become the best kind of model teacher rather than something that can be prepared by others. However, we cannot ignore the importance of institutional contribution.

There are certain characteristics of professional development. Those characteristics can be summed up in the following points (Martine, L.E. et. al. 2014 as cited in Shrestha, 2021).

1. Professional development is instructive. It supports teachers as they gain content knowledge and acquire instructional strategies.
2. Professional development is reflective. Teachers need to reflects deeply over time, focused on theory-based practice.

3. Professional development is active. Teachers are thinkers and intellectuals. They should be engaged in learning process.
4. Professional development is collaborative. Collaboration challenges teachers to expand their thinking.
5. Professional development is substantive. It should be extensive and intensive focusing on specific topic.

Professional development has particular importance in personal and institutional benefits. Phillips (2008) rightly mentions about the importance of teacher professional development in his article:

Professional Development is critical for improving and maintaining teacher quality and the effect flows on into the classroom. Factors influencing the success of Professional Development activities include potential for workplace change, the diverse effect and understanding of adult learning principles, subject specificity, effective mentoring and the relevance of the presented material. Relevant Professional Development plays a major role in school reform and mentoring programs including new teacher induction and can enhance the benefits of sharing expertise between generations. (p. 37)

Teacher professional development combines different forms or strategies. The organization for Economic Co-operation and Development (2009, as cited in Ghimire, 2022, p. 516) mentions several activities for professional development. They are: 1. Courses/workshops (e.g., on subject matter or methods or other education related topics); 2. Educational Conferences or Seminars 3. Upgrading Qualification Program 4. Observation visits to model schools 5. Participation in a network of teachers formed especially for the professional development 6. Individual or Collaborative research 7. Mentoring and peer observation and coaching 8. Reading Professional Literature, and 9. Engaging in Informal dialogue. Different scholars put forward different ways of professional development activities. In this regard, Kennedy (2005) writes nine models of professional development: 1. Training 2. Award-bearing 3. Deficit 4. Cascade or train the trainer 5. Standard-based 6. Coaching or mentoring 7. Community of practice 8. Action research 9. Transformative. Similarly, Gaible and Burns (2005) have divided into three parts for professional development in teaching: Standardized TPD, Site-based TPD and self-directed TPD.

There are various strategies for teacher professional development. Richards and Farrel (2010) have forwarded professional development activities in this way: 1. Individual: self-monitoring, journal writing, critical incidents, teaching portfolios, action research 2. One-to-one: peer coaching, peer observation, critical friendships, action research, critical incidents, team teaching 3. Group-based: case studies, action research, journal writing, and teacher support groups 4. Institutional: workshops, action research, teacher support group. In ELT, efforts have been made to make teachers responsible and professional by involving them in a wide variety of activities. Teacher professional development needs many things including training, qualification, commitment, dedication, sharing forums and so on. There are different models of professional development and the teachers may follow them for their professional development. For example, Wallace (2010) forwards three major models of professional development: The craft model, The applied science model, and The reflective model.

Rijal (2013) conducted research on 'Professional Development of English Language Teachers in Nepal'. This study attempted to explore the existing status of professional development of English language teachers, their experiences, perceptions, inspirations and motivating factors towards professional development along with their expectations for the future development. For this study, 200 teachers teaching English at secondary level in five ecologically different districts- Dolakha, Nuwakot, Kathmandu, Chitwan and Sarlahi were randomly selected for the survey data and 20 teachers were purposively selected for the in-depth information as the sample. A set of questionnaires for the teachers and the in-depth interview schedule for the key informants were used as the tool. The data have been analyzed applying the mixed method design. The finding showed that 25 percent of surveyed teachers collectively engage themselves in professional development activities. Only 0.5 percent of them were involved in collaborative action research and 11.5 percent in interschool networks.

Ghimire (2020) conducted research on 'Realities of Teachers' Professional Development in Community Campuses of Tribhuvan University'. The main purpose of this paper was to explore realities of the teachers' professional development of the teachers in community campuses of Tribhuvan University (TU). This research adopted qualitative research approach accompanied with in-depth interview on the basis of open-ended questions consulting with three teachers. This research highlights the importance of TPD in the teachers of the community campuses since it helps the teacher to develop various kinds of professional skills, knowledge, new techniques and modern technology of teaching. Moreover, this research focuses on the great role of TU for the

TPD of the teachers of community campuses. The study concluded that the statuses of teachers' professional development in community campuses are not satisfactory. The concerned agencies are not very much responsible and active in TPD of the teachers in community campuses.

Joshi et al. (2018) carried out research entitled 'Experience of Professional Development Strategies: Context of Nepalese EFL Teachers'. This research targeted to identify and discuss professional development strategies employed by Nepalese English as a foreign language (EFL) teachers and experiences. This research used a qualitative research design for data collection among 45 EFL teachers enrolled from 15 high schools and colleges across the districts of Kathmandu and Lalitpur. Data on teachers' age, gender, academic qualification, teaching experience (in terms of number of years), and teacher training, their experiences about professional development and the perceived benefits of the different learning strategies of professional development were collected using a questionnaire. The results were presented in terms of the four main groups of professional development strategies - self-directed, profession related, peer-supported and study-(research-) focused. They mentioned that the Nepalese EFL teachers have positive experience towards different professional development strategies. The EFL teachers have been profited mostly from self-directed (own teaching experience and self -monitoring), profession related (workshops, seminars and conferences), and peer-supported (learning from colleagues) professional development strategies. This research acclaims that there is a need for on-going professional development activities for EFL teachers in Nepal.

Bhujel (2019) conducted research on 'The Impact and Challenges of Teachers' Professional Development Training of Mathematics at Primary School Level in Nepal'. This research was carried out to examine the impact of in-service teacher training of mathematics at primary school level and its challenges to implement in classroom teaching. For this purpose, a training workshop was conducted in Grade 5 and was observed the classroom teaching either they can apply or not. The research design was an exploratory qualitative methodology of descriptive nature on the basis of the survey. The sample for the research was forty (40) primary mathematics teachers selected by purposive random sampling. The tool used in this study was a 4 and 5-point Likert structural questionnaire with options. Furthermore, classroom observation, focus group discussion and video recording were also conducted. The results showed that lack of relevant teaching skills, teacher's actions and attitudes, instructor's abilities, teaching learning materials and others teacher's beneficiaries, biasness of teachers' evaluation,

insufficient teaching learning materials affect the active participation in training workshops and implementation of training into the classroom teaching. The suggestions were: 1) training curriculum should be made on the basis of teachers' real needs, 2) training should be delivered by using hands-on teaching learning materials and 3) It is better to apply in-school training through lesson study approach.

The above reviewed works outline that attending workshop or seminar, trainings, connected with professional group and reading culture are the common strategies or factors associated with the professional development. Therefore, in this study, those teachers who have attended workshop or seminar, received TPD training, connected with professional group and reading culture have been considered as having professional development; as an operational definition of professional development.

As we discussed earlier, in the recent days, in the context of Nepal, teachers are being involved in professional development activities. However, the different professional development techniques, so far adopted by Nepalese teachers have not been revealed by taking empirical data from the large number of teachers. The aim of this research was to provide an insight into professional development strategies adopted by English, Nepali, Math and Science teachers. Particularly researcher could not find any particular research carried out related to professional development in the context of Tansen Municipality of Palpa district. This study will answer the research question of 'What strategies or activities are adopted by secondary level teachers for their professional development?'

In-depth examination of professional activities can provide policy makers, program planers, school administrators and teachers themselves to review their activities with needed information and will raise school-wise concern on professional development. The findings of the study will help fill the gap of research activities (not carried out any research making Tansen based) and provide the real understanding necessary for advocacy of professional development for school teachers and for the designs of appropriate strategies related to professional development for quality enhancement in school level. It helps in policy making about teacher development in local and federal level. Research was limited only in the secondary level schools and their English, Math, Science, and Nepali teachers from Tansen Municipality of Palpa district. Research was focused on only professional development. Structured-questionnaires were filled up only by secondary level teachers only.

Method

Sources of Data and Study Design

Researcher adopted positivism as a research paradigm focusing on the objectivity of the research process (Cresswell, 2008). This research is based on survey research design incorporating census data under quantitative research method. Survey design "provides a quantitative description of trends, attitudes and opinions of a population or tests for associations among variables of a population ..." (Creswell & Creswell, 2018, p. 207). The researcher preferred survey design due to its cost effective and time friendly nature. The primary purpose of this research was to empirically identify the professional development strategies employed by secondary level teachers. The researcher believed that this design is more reliable because of its objectivity and value free nature. This research is based on enumerative or census method.

The researcher selected one geographical unit (Tansen Municipality); due to time and expense constraints. For the research, 122 secondary level teachers from Tansen Municipality of Palpa district were selected based on census method. The researcher gathered data at one point in time specially to describe the nature of existing situation regarding with techniques adopted by secondary level (English, Math, Science and Nepali) teachers. There were 31 secondary level schools in Tansen Municipality. From each school four teachers teaching Science, Math, English and Nepali as core subjects in secondary level of Tansen Municipality (N=122) were the respondents for this research. A structured questionnaire was used. Tansen Municipality Education Unit of Palpa district has provided approval to carry out this research.

Study Variables

Dependent variables. Professional development is dependent variable. This study examines some aspects associated with the professional development. These aspects include upgrading academic degree, reading journals, books, bulletins, doing action and mini-research, peer-coaching, updating ICT based skills and knowledge, attending workshops, conferences and Seminars, connected with professional group, publishing peer-reviewed article, self-evaluation.

Attending workshop, seminars and conferences. Items measuring attending workshops, conferences and seminars attended by secondary level teacher in survey were: i. yes,I attended ii. no,I didn't

Training. Respondents were asked, “Have you taken training(short-term or long-term based) for teacher development?” The question had two response categories: i. yes ii. no

Reading culture. Individuals were asked about their reading habit. There were two response categories: i. yes ii.no

Connected with Professional Group. Necessary information was taken in nominal scale.

Independent variables. Socio-demographic variables were used as independent variables: age, sex, and academic qualification, type of school, ethnicity and teaching experiences in years and so on.

Procedure

This research was carried out in 2021. At first, 13 institutional and 18 community secondary schools were selected under one geographical unit due to time and expense constraints. The principals and headmasters of the schools were then consulted individually. Then after, following the census method; 124 teachers' name list was prepared with the help of each school's head-teacher. After receiving approval from the head-teacher of each participating schools, four teachers from each school were suitably employed for the research. Verbal informed consent was taken from all the participants before they were enrolled in the research. The participation to the study was voluntary. 122 teachers participated in the research and two teachers from one school were on study-leave, so their names were excluded from the list. Confidentiality of information was ensured by removing personal identities from the completed questionnaires.

A questionnaire was distributed to each participant. The questionnaire was designed on the basis of available literature related to professional development. The questionnaire comprised two sections. Respondents' information such as age, gender, academic qualification, teaching experience (in terms of number of years), and ethnicity, type of school, academic enrollment and teaching subject were asked in the first section. The second section contained of 12 closed ended questions to assemble respondents' experiences related to professional development strategies. All respondents completed the questionnaire and the researcher collected them after five days.

Method of Analysis

Collected questionnaires were entered into a database right after being manually coded and validated. The data of teachers; teachers' age, academic qualification, work experience, teacher training, type of schools, as well as the teachers' responses to the closed ended items were recorded into SPSS software and descriptive analysis was performed to compute frequencies, median and percentages. Univariate and bivariate analysis were used to analyze the data. Initially, univariate or descriptive analysis was used to describe the respondents' socio-demographic characteristics and professional development activities. Then bivariate analysis was used to identify whether type of school and gender affected the professional development or not.

Results

Socio-demographic Characteristics of the Census

More than half (51.6 %) of the respondents were aged 36-50 while one out of twenty were aged 51 and above, and nearly three out of ten were female. The majority respondents were community school teachers. Nearly half percent (44.2%) teachers were from education faculty whereas only one teacher was from management faculty. More than half (52.5 %) were 6-15 years of teaching experiences whereas one out of five were 1-5 years of teaching. About four in five were from Brahmin/Chhetri community and only one from Kumal ethnicity. There were equal number of respondents from English (26.2 %) and Science (26.2%) as well as Math (23.8 %) and Nepali (23.8 %) subject (Table 1).

Professional Development (Activities) Characteristics of the Census

Most of the respondents (90.2 %) go to their class with full preparation. Majority of the respondents (79.5 %) share their problems in their subject with peers. Most of the respondents (93.4 %) share their professional activities with peers and students. Most of the respondents (92.6 %) make students engaged in autonomous learning, encouraged peers to develop their professionalism and demanded professional development program with the school administration. Likewise, most of the teachers (96.7 %) believe that training is an effective strategy for professional development. About all of the teachers (98.4 %) had keen interest to enhance professional development. Most of the teachers (93.4 %) believed that professional development can help to enhance students' learning achievement. Almost all (99.2) thought that professional development can be enhanced through attending workshops, seminars and conferences. Most of the teachers

(96.7 %) had the interest to be connected with professional groups. Majority of the respondent (84.4 %) had the habit of reading journals, books, bulletins. The table 1 and 2 present the details of socio demographic and professional development characteristics of teachers.

Table 1. *Selected Background Characteristics of the (enumerative) secondary level teachers*

| Characteristics | Group | % | N |
|------------------------------|-------------------------------|-------|-----|
| Age group | 20 -35 years | 42.6 | 52 |
| | 36-50 years | 51.6 | 63 |
| | 51 and above | 5.7 | 7 |
| | Mdn = 37 years | | |
| Type of school teachers | Community school teachers | 60.7 | 74 |
| | Institutional school teachers | 39.3 | 48 |
| Sex | Male teachers | 71.3 | 87 |
| | Female teachers | 28.7 | 35 |
| Academic enrollment (stream) | Science & Technology | 32 | 39 |
| | Humanities & Social Science | 23 | 28 |
| | Education | 44.2 | 54 |
| | Management | 0.8 | 1 |
| Teaching experiences | 1 -5 years | 20.5 | 25 |
| | 6-15 years | 52.5 | 64 |
| | 16 and above | 27 | 33 |
| | Mean =12.19 & S.D =7.184 | | |
| Ethnicity | Brahmin/Chhetri | 73 | 89 |
| | Magar | 18.9 | 23 |
| | Newar | 3.3 | 4 |
| | Dalit | 2.5 | 3 |
| | Madhesi | 1.6 | 2 |
| | Kumal | .8 | 1 |
| Subject teachers | English | 26.2 | 32 |
| | Math | 23.8 | 29 |
| | Science | 26.2 | 32 |
| | Nepali | 23.8 | 29 |
| Total | | 100.0 | 122 |

Table 2. *Professional development characteristics of the (enumerative) secondary level teachers*

| Characteristics | Category | % | N |
|--|-----------------|----------|----------|
| Attending class with full preparation | Yes | 90.2 | 110 |
| | No | 9.8 | 12 |
| Sharing problems with peers | Yes | 79.5 | 97 |
| | No | 20.5 | 25 |
| Sharing professional activity | Yes | 93.4 | 114 |
| | No | 6.6 | 8 |
| Engaging in autonomous learning | Yes | 92.6 | 113 |
| | No | 7.4 | 9 |
| Encouraging peers to develop professionalism | Yes | 92.6 | 113 |
| | No | 7.4 | 9 |
| Demanding professional development program | Yes | 92.6 | 113 |
| | No | 7.4 | 9 |
| Training is an effective way of professional development | Yes | 96.7 | 118 |
| | No | 3.3 | 4 |
| Keen interest to promote professional development | Yes | 98.4 | 120 |
| | No | 1.6 | 2 |
| Teacher professional development enhances students' learning achievement | Yes | 93.4 | 114 |
| | No | 6.6 | 8 |
| Attending workshop, seminars help for professional development | Yes | 99.2 | 121 |
| | No | .8 | 1 |
| Habit of reading journal, books, bulletins | Yes | 84.4 | 103 |
| | No | 15.6 | 19 |
| Interest in connecting with professional group | Yes | 96.7 | 118 |
| | No | 3.3 | 4 |
| Total | | 100.0 | 122 |

Professional Development Scenario

Researcher has made operational definition of professional development for this study. In this study, professional development incorporates training, attending workshop, seminars and conferences, reading journals, books, bulletins and networking. It means those who had attended seminars, workshops and conferences, received training, had the habit of reading and were connected with professional group were considered with professional development. These four variables were merged into one variable named “professional development”. On the basis of this operational definition, majority of the teachers (73.8 %) were directly associated with the professional development activities.

It is encouraging to keep in mind that seven out of ten secondary level teachers were fundamentally adopting professional development activities. The interesting point is that if this team is mobilized efficiently, learning achievement can be enhanced.

Table 3. *Association with Professional Development*

| Characteristics | % | N |
|--|----------|----------|
| Association with professional development | 73.8 | 90 |
| No association with professional development | 26.2 | 32 |
| Total | 100.0 | 122 |

Bivariate Analysis

Bivariate analysis was used to identify the effect of school type and sex of the respondents on the factors associated with professional development. Separate cross tabulation was run in SPSS for sex and school type vs having association with professional development. Sex and school type vs having association with professional development in cross tabulation with chi-square test is presented in table 4 and 5 respectively.

Sex vs Association with Professional Development

While observing the result of sex vs association with professional development in cross tabulation with chi-square test, chi-square (x^2) value = 7.909, p value = 0.005; since $p < 0.05$. So, result is significant. In this way, result shows that it seems there is association between sex and professional development. It is interesting to pin-point that four out of five female teachers were associated with professional development (Table 4).

School Type (Community or Institutional) vs Association with Professional Development

While observing the result of school type vs association with professional development in cross tabulation with chi-square test, chi-square (χ^2) value =3.452, p value = .063 > 0.05. So, result is insignificant. In this way, result shows that it seems that there is no association between school type and professional development. The result shows that the type of school is not a significant predictor for professional development. It seems that most of the both type of school teachers are associated with the professional development. About four out of five community school teachers are associated with professional development. Similarly, three out of five institutional school teachers are associated with professional development. Although, community school teachers are slightly more associated with professional development. This could be due to the fact that community schools are creating more opportunities for teacher development (table 5).

Table 4. *Sex vs Having Association with Professional Development or not Cross tabulation with Chi-square Test*

| Sex | Having professional development | Not having professional development | Total |
|------------|--|--|--------------|
| Male | 58 66.7 % | 29 33.3 % | 87 100 |
| Female | 32 91.4 % | 3 8.6 % | 35 100 |

[Chi-square value = 7.909, df = 1, p value = 0.005 < 0.05]

Table 5. *School Type vs Having Association with Professional Development or not Cross tabulation with Chi-square Test*

| School type | Having professional development | Not having professional development | Total |
|-------------------------------|--|--|--------------|
| Institutional school teachers | 31 64.6 % | 17 35.4 % | 48 100 % |
| Community school teachers | 59 79.7 % | 15 20.3 % | 74 100 % |

[Chi-square value = 3.452, p value = .063 > 0.05]

Discussion

The research has explored the factors associated with the professional development adopted by secondary level teachers to enhance their professional development. Findings show that the overwhelming majority (73.8 %) of the secondary level teachers have the association with the fundamental aspects of professional development strategies. Furthermore, most of the teachers (93.4) believe that professional development help to enhance students' learning achievement. This belief shows that the more they (98.4 %) have keen interest in professional development the more they (93.6 5) make engage their students in autonomous learning.

The factors associated with the professional development such as – going class with full preparation (90.2 %), sharing problems (79.5 %) and professional activities (93.4 %) with peers and students, encouraging peers to develop professionalism (92.6 %), asking professional development program with school administration (92.6%) show that most of the secondary level teachers are associated with professional development. Similarly, showing interest to promote professional development (98.4 %), attending workshops and seminars (99.2 %), reading journals, books, bulletins (84.4 %), having interest to be connected with professional groups (96.7 %), believing that training is an effective strategy for professional development (96.7 %) are some of the evidences of professional development activities. It is interesting to note that most of the teachers are completely aware for their professional development which is the key point to be noticed in this study. We can further interpret that if the teachers are professionally aware, nation's educational goals can be easily achieved and qualitative human resources can be produced for nation building. We can conclude that professional development can have positive impact to enhance learners' learning achievement.

This study explored that the sex of the teachers was associated with the professional development (p value $0.005 < 0.05$). Female teachers are more likely to enhance their professional development than those of their male counterparts. This could be due to the fact that their family supports them to enhance their professional development and in return family is supported economically. This shows that females seem more responsible in their profession. It is encouraging to point out that females are being empowered in teaching profession gradually. It shows that females are professionally developed if opportunity is provided. However, this study showed that the type of school was not associated with professional development (p value = $0.063 > 0.05$). This might be due to the fact that both types of schools want their teachers

professionally developed. The other reasons might be that both types of school want to promote quality education upgrading teachers' professional development and there are some opportunities for professional development in both of the school.

There are some limitations in the interpretation of the results of this study because of its single point in time nature of survey design. Factors analyzed in the study were measured at a single point in time. Thus, the analysis can only provide evidence of statistical association between those items and professional development.

Conclusion

This study provides new insights that most of the teachers are being involved indifferent professional development activities such as having collaboration, writing for journals and having sound preparation for the class. Findings show that sex of the teachers had the association with the professional development but no association with type of school on professional development. Most of the teachers have enrolled in education faculty which helps teachers to be pedagogically competent. Most of the teachers are professionally aware to update themselves for teacher development. The study also suggests that there is a necessity for on-going professional development activities for teachers in Nepal. Further research can be carried out to find out the reasons why learners are not motivated in spite of having professional development activities in teachers.

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