

EXPLORING TEACHERS' SELF-LEARNING EFFORTS FOR PROFESSIONAL
DEVELOPMENT DURING COVID-19: A NARRATIVE INQUIRY

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Dedicated to

My father Late Dambaru Prasad Ghimire

&

My mother Late Bhadramaya Ghimire

This dissertation entitled: *Exploring Teachers' Self-Learning Efforts for Professional Development during Covid-19: A Narrative Inquiry* was presented by Tirtha Raj Ghimire for the degree of Master of Philosophy in Education (Development Studies) on 8 July 2022.

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I hereby declare that this dissertation is my original work and it has not been submitted for candidature for any other degree at any other university.

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AN ABSTRACT OF THE DISSERTATION OF

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Title: *Exploring Teachers' Self-Learning Efforts for Professional Development during Covid-19: A Narrative Inquiry*

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Self-learning effort refers to an individual's endeavour to learn with or without assistance of others. Such efforts in the case of teachers are associated with their learning process that takes place perpetually during normal times and determinedly in crisis times. This study aimed to inquire about the self-learning efforts of teachers teaching from grade five to twelve for their professional development during the COVID19 pandemic. Before the pandemic, face-to-face teaching was the practice; consequently, teachers had a different mindset, and had specific approaches and practice of teaching. When the pandemic crisis abruptly hit the world, schools were shut down indefinitely and almost all the teachers and institution leaders were in a dilemma. Yet, many of the institutions started running online classes. How did the teachers acquire the required knowledge and skills, and adapted to a completely new environment? This context sets the objective of the present study, *i.e.* how the school teachers exercised their self-learning efforts for their professional development.

Grounded on an interpretive paradigm, my ontological stance in this study was

relativist; epistemological assumption was constructivist; and axiological consideration was value laden. I believe the knowledge related to teachers' self-learning efforts is co-constructed by a researcher and the participants. Methodologically, I used narrative inquiry; I collected five participants' lived experiences expressed through their stories during interviews and deep conversations. Meanings were derived through the thematic narrative analysis and interpretation of the respondents' narratives.

From the narratives, I derived six major themes: transformative relationship with pedagogy and technology, self-effort as an outcome, sustained efforts, multiple difficulties, parents' mentality and specific activities. All these themes show that teachers' self-effort after the suspension of face-to-face classes was multi-layered, arduous and self-motivation demanding. Notably, teachers' professional development during this crisis appeared to be differently dynamic than the nature of professional development during normal times. A unique feature of the teachers' effort during the crisis was urgent, unsystematic and cacophonous.

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CHAPTER I

INTRODUCTION

In this chapter, I introduce the topic of my study, “Exploring Teachers’ Self-Learning Efforts for Professional Development during COVID-19: A Narrative Inquiry.” My previous experience and the literature review helped me select the topic and render the problem statement perpetually. After introducing the topic, I articulate the problem statement, study rationale, purpose, and research question to create the path and direction for my inquiry. This chapter also comprises the rationale of the study and significance. I begin this chapter sharing my journey as a teacher.

My Journey from Perplexity to Initiation

It was the mid-April 2019; the day was sunny and stormy, a day before the School Education Examination (SEE) commencement. Confusion was hovering about the possibility of SEE being run – the government had prepared all the requirements to administer the exam, and schools were ready, but the condition did not turn out to be favourable. Countries around the globe started declaring nationwide shut down due to the COVID pandemic. I, as a teacher, was in desperation despite my teaching experience of more than three decades, and was trying to get the opinion of different stakeholders. The same evening, news from the national media came that SEE was postponed and all the in-person classroom activities of schools were suspended for an indefinite time. I got aghast!

To my surprise, I found the existing school constituents, and academic schedules to be dysfunctional. Simultaneously, I witnessed the channels of academic communication

among the teachers, students, parents and school stopping to work. As a teacher, I felt a void everywhere- in my personal life and my professional part as well.

Despite obstacles and constraints, I saw concerned government stakeholders, school leaders, teachers, and guardians trying to conduct online classes. However, none of them had a specific plan. I was in a state of difficulty and confusion regarding the conduction of classes and their modality. I was not acquainted and trained to handle the system neither were they. At that moment, I realized my professional knowledge and skill to be incompatible and inadequate for the newly emerged situation. However, I had about three-decade journeys in the teaching field.

Initially, I started to take online classes without gaining sufficient know-how. I learned basic technical skills from webinars on virtual platforms like Zoom, Google Meet and YouTube resources. For learners like me, getting used to these platforms was both time- consuming and fatiguing. Overcoming these difficulties, I continued my pursuit. I found tutorial materials available on the internet to be more helpful. Moreover, I regularly shared ideas with other teachers regarding the challenges of conducting online classes.

The challenges I encountered while conducting online synchronous sessions were diverse in nature and intensity. Some problems were associated with technical issues like inconsistency in power supply, poor connectivity and knowledge of computer applications. Other issues that I faced were related to the students' lack of concentration and motivation, regularity and punctuality and difficulty adjusting new learning platforms. Delivering the subject matter efficiently, involving the students in learning, engaging them for longer, establishing good communication, getting feedback and

assessing learning achievement were other challenges for me.

In the beginning, I did not have the confidence to deal with the new situation. However, I steadily gained knowledge and skills to optimize my learning status from my self-efforts, organizational initiation and collaboration with other teachers. This personal flashback induced me to inquire about the lived experience of school teachers' self-learning efforts for their professional development during COVID. In the following paragraphs, I introduce the idea of teachers' self-learning efforts and professional development.

Teachers' Self-Learning Efforts

The concept of self-learning effort refers to the process of learning by oneself. In this mode, learners initiate learning by identifying their aim, needs, ability and resources. This idea is directly associated with the self-directed learning approach in which the responsibility to learn shifts from external sources to the individual. As Grover (2015) states, both active engagement and control in the learning process play a decisive role in self-initiated learning. In this sense, the learners constantly put their efforts into achieving their target autonomously.

When the physical teaching mode abruptly shifted to online mode due to COVID pandemic, school teachers in general were compelled to learn new skills and knowledge by their efforts and initiation. Many teachers were not technically prepared to conduct online classes, nor were the students. In this transitional phase, teachers' self-learning efforts were instrumental in gaining the required skills to run the online classes and develop them professionally.

Teachers Professional Development

I continued my effort to study the research topic, searching for the meaning of teacher professional development. I found the term, 'professional development' refers to any activities or trainings in which teachers directly engage to improve their professional knowledge and skills. In this sense, the term invokes the ideas of both process and product: the activities related to the process where the outcome has to do with the update. As defined by Avalos (2011) the term refers to how teachers learn and apply their learning in practice to support the end-users. That is to say teachers' professional development is connected with students' learning. This is particularly so when teaching and learning activities occur during normal time. In resource constrained countries like Nepal, teachers' professional development even during normal time has long way to go (Rajbanshi, Dhungana & Luitel, 2021).

During normal situations, learning comprises observation of activities in an authentic context, active participation and collaboration within the community of practice. As the individuals are active agents in their development, the role of their own effort is also important to enhance motivation, and build capacity in learning. I derived this understanding from the social cognitive theory expounded by Albert Bandura (1977). I have discussed this theory in detail under the heading, theoretical review. Similarly, I have used two other theories namely network learning theory and self-directed learning theory.

Before COVID pandemic, classroom pedagogical practices were exclusively face-to-face. All the school constituents were physically inter-connected. However, when the pandemic escalated globally, schools were shut down for indefinite time. Students were

confined within their residences and in-person teaching-learning activities were suspended. Consequently, the regular classes were halted for an uncertain time. That is to say, the established chain of links among the teachers, students, parents and school was abruptly disconnected. Further, the majority of the stakeholders were not prepared to go to the online mode instantly. The necessity and the demand of the trained and professionally developed teachers were exceedingly high.

Meantime, despite challenges and hurdles, some educators, teachers, school managers and guardians tried to run classes using other alternatives. Conduction of classes through radio, television and web 2 tools were the alternatives during that time. However, the teachers and students were unprepared to handle the new technology. Their existing knowledge and skills were inadequate and incompatible with the newly emerged scenario; hence, they faced various problems such as lurching the tools, enrolling students, and recording the session. Only the professionally sound and well-developed teachers with technology know-how could cope with the challenges. The number of such teachers, however, was very limited. Yet, some schools started online classes. Other teachers had to enhance their digital soft skills and manage the physical devices simultaneously. In brief, COVID necessitated the indispensability of knowledgeable, professionally updated and technologically sound teachers.

Realizing the importance of the internet and technology (IT) in teachers' professional development, I consulted available theories on IT and found Network Learning Theory (Siemens, 2005) relevant. This theory states that relationship and connection among the learners is important. Learning occurs not only in the networks the learners create but also with learning resources. This theory is discussed in detail under

the heading, -theoretical review.

Teacher professional development, as defined by Postholm (2012), is “how they learn to learn and how they apply their knowledge in practice to support pupils’ learning” (p. 405). Various factors are believed to contribute in teachers’ development. Saiti and Fassoulis (2012) have concluded that school leadership positively impacts teachers’ development; it is stated that school leadership has a substantial role in achieving the school’s goals. Similarly, MacLeod (2020) pointed to the influence of school head’s leadership on teachers’ professional learning. Akinyemi et al.(2019) have also shown that collaborative and mutually engaged learning activities are beneficial for promoting teachers’ development in high school. The role of other factors is also highlighted in the available literature. Analyzing teachers’ professional development concerning targeted programmes, one study (Sandhaoltz & Scribner, 2006) has explored the impact of professional development programmes. The institution’s role has also been acknowledged to enhance teachers’ active participation and learning (Oplatka, 2006). Yet, another component, self-efficacy, is argued to have positive impact on teacher behaviour (Tschannen-Moran & Johnson, 2011).

Studies on teacher professional development have paid attention to multiple functional aspects. Those scholars analyzing this issue (Fadhliyah, Mirizon & Petrus, 2020) have investigated how collaboration and mutual support contribute to teacher professional development, what obstacles teachers faced, and the efforts they and their institutions made to resolve the obstacles. The most prominent methodological approach used by the scholars includes qualitative case study design (Fadhliyah, Mirizon & Petrus,

2020; Akinyemi et al., 2019). Another research methodology applied to study this topic is mixed- method research (Kaden, 2020). This approach, however, is not used extensively.

Statement of Problem

The literature review revealed various facets of teachers' self- learning efforts for professional development; what factors contribute to the teachers' professional development is comprehensively presented. These factors include school leadership (Oplatka, 2006; Dergisi, 2020), collaboration (Ou, 2007) and teachers' self-efficacy (Kleinsasser, 2014; Yoo, 2016). In the available studies, these elements' role is explained and is pertinent to normal situation. However, what is missing in the available literature is the contextual factor, particularly the context like pandemic.

Teachers' self- learning effort to learn their professional skills is not a static phenomenon instead it is a continuous and dynamic process. Teachers' knowledge, skills and experience gained in particular time and setting do not always become compatible to different circumstances. They must regularly be updated with new approaches, principles, values and teaching and learning techniques. Single-time traditional trainings and seminars are barely sufficient to enhance the quality teachers. Extrinsic initiatives and efforts to teachers' development may not contribute substantially in a critical time.

Professional training devised for the normal condition may not be appropriate to abnormal situation like the COVID-19 pandemic. Before pandemic, Nepali teachers were trained and accustomed to different situation: they had different mindset; and their own modality of teaching. When the pandemic crisis abruptly emerged, teachers were unprepared for this situation. At this moment, they had to learn special skills and solutions with their efforts to cope with new challenges (Gautam, 2020).

Rationale of the Study

Previous studies have examined various aspects of teachers' professional development such as the role of school leadership (Saiti & Fassoulis, 2012; Tarekegne, 2018; Dergisi, 2020), impact of collaborative learning (Ou, 2007) and the importance of self-efficacy (Goddard, Hoy & Hoy, 2000). The available studies, however, have not surfaced into school teachers' experiences during the COVID crisis. Given that the pedagogical context of COVID is different from previous normal times and professional development during pandemics happened differently, it becomes a pertinent issue to understand how teachers, school leaders and concerned organizations dealt with this situation (Beka, 2021; Denden, et al. 2020). Particularly, teachers' self-learning efforts for their professional development during pandemic need to be studied. This study can be the new domain that may fulfill the significant gap in the current literature.

The knowledge produced by this study may be valuable as the obtained insight may support teachers in understanding important facets of running online classes (Supriyanto, et al., 2020). Similarly, the findings of the study may be helpful in understanding the prominent issues related to professional development such as roles and efforts (Sharma, 2020), required competencies (König, Jäger-Biela & Glutsch 2020), obstacles and strategies (Khlaif et al, 2020) and professional skills (Gautam, 2020). Further, the findings may contribute to formulating national policies and implementing new initiatives in the sphere of teacher professional development. Moreover, this study may assist individual teachers, school administrators, supervisors, teacher trainers and school leaders in addressing the problems related to professional development in the time of abnormalities. Eventually, the study may provide insights and reference material for

further research on this issue.

Purpose of the Study

The study's main purpose was to inquire about school teachers' self-learning efforts for their professional development during COVID. Given that professional development is also an outcome of external elements, an interrelated purpose of the study was set. That purpose was to identify the elements the teachers perceived as facilitating for their professional learning.

Research Question

To accomplish the purpose above, the following research question was formulated:

How do school teachers exercise their self-learning efforts for professional development during COVID-19?

Structure of the Dissertation

This study is organized into six chapters. The first chapter provides the background information, statement of the problems, conceptual framework, purpose and rationale of the study. The second chapter presents the empirical, thematic, theoretical, and methodological and policy review. The third chapter delineates philosophical orientation, research design, research methodology, ethical considerations and quality standard. The fourth chapter presents the results of the study. The fifth chapter discusses the findings regarding similarities and differences with prior studies and theoretical positions. The sixth chapter infers from the discussion to conclude and articulates implications.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, I present a brief review of relevant literature. The chapter provides an overview and other findings of teachers' self-learning efforts and professional development by summarizing and evaluating its state of knowledge and practices. This review is based on the study of both peer reviewed research articles and gray literature obtained from ERIC, SCOPUS, Elsevier and Google Scholar databases. The search terms included "teacher professional development" "teacher learning efforts" and "pandemic"; and the articles were selected based on the reading of the abstracts and later the entire article if the abstracts read relevant.

This chapter comprises thematic, theoretical, methodological, empirical, and policy reviews. The articles dealing with teachers learning efforts at individual, collective and institution levels for professional development are incorporated in the chapter. I discuss the themes that appeared prominently in the available literature.

Thematic Review

The themes include teachers' self-learning efforts, school leadership, collaborative learning, self-directed learning, and self-efficacy.

Teachers' Self-Learning Efforts

Self-learning effort, a process of learning by oneself, starts with the learners' initiating learning. This idea relates to the self-directed learning approach, where learners are actively involved (Grover, 2015). With the obligation to start online mode after pandemic, teachers were compelled to learn new skills and knowledge on their own. In

this transitional phase, teachers' self-learning efforts played a vital role in gaining the required skills to run the online classes and develop them professionally, the idea having its foundation in the notion of professional development.

Professional development, as defined by Havea (2020) is “a consciously designed systematic process that helps professionals to attain, utilize and retain knowledge, skills, and expertise” (p.1). This definition primarily focuses on different types of knowledge, skills and traits essential for an individual's career development. The genesis of professional development dates back to 1960s in the United States of America. Originally, this measure was designed as a critical part of professional development for school staff in the US education system. Since then, this idea “emerged as a worldwide tool for personal and professional growth and development not only in the educational sector but in other disciplines as well” (Havea, 2020, p.2).

Professional development can be promoted through coaching, communities' practices, mentoring, reflective supervision, case study and technical assistance (NPDCI, 2008). In education, professional development is defined as a constant process of advancing skills and competencies required for teachers to enhance students' performance. Professional development is a process that teachers are supposed to gain knowledge, experience and insight and awareness uninterruptedly. In other words, it is a sustainable mechanism to develop the quality of education with collaborative, institutional and teacher' efforts and motivation.

The terms 'Teacher Training' and 'Teacher Professional Development' have interchangeably been used in the body of literature despite their nuanced differences. Teacher training refers to the formally planned events and activities while teachers'

professional development is associated to the holistic and dynamic processes of teachers' learning (Conlon, 2004). Teachers' professional development is conceptualized as a process of improving teachers' academic standing and the task of acquiring greater competence and efficiency (Pokhrel & Behera, 2016). The main goals are "equipping and enabling" (Wajnryb, 2002).

From the previous review, I perceive teachers' self-learning efforts and their professional development as a multidimensional dynamic process to enhance knowledge, skills and competency for competitive advantages. This review has provided me a brief insight on professional development as a dynamic process associated with teachers and their profession.

School Leadership

A substantial body of literature has been published on leadership and teachers' professional development. School leadership can be defined as "the identification, acquisition, allocation, coordination, and the use of social, material, and cultural resources necessary to establish teaching and learning conditions" (Spillane & Halverson, 2004, p.11). Bourantas (2005) defined leadership as the process of a group of individuals' thinking, attitudes, and behaviors from a leader to work together voluntarily and achieve common goals. In the school context, leaders are individuals and interdependent parts of the collectivity (Netolicky, 2019).

School leadership has a substantial role on teachers' professional learning (MacLeod, 2020) and in achieving the school's goals (Saiti & Fassoulis, 2012). Another study draws a similar conclusion: Tarekegne (2018) has stated that leadership has an essential role in school effectiveness through goal setting and accomplishment.

Another scholar, (Netolicky, 2019), has stated, “leading in school is a constant dance of delicate and deliberate decision making that balances directiveness and empowerment, visibility and invisibility” (p.10). Effective school leadership straightly “impacts teacher capacity, motivation, commitment and working conditions” (Leithwood, Harris & Hopkins, 2008, p. 32). The available literature on school leadership has identified school leadership the main component of effective school leadership (Southworth, 1990; Stewart, 2006; Thoonen et al., 2012). Another study has confirmed the direct and decisive impact of the school principals’ subjective experience and their training on teachers’ professional development (Chalikias et al., 2021). This research revealed an important relationship between teachers’ self- learning efforts and principals’ leadership styles. Another researcher, Robinson (2011), has stated that the school leaders can impact the students’ learning “by promoting and participating their teachers in professional learning and development” (p.104).

Particularly, the role of the principal has been found to be substantial. Bredeson (2002) has emphasized that the principals’ role is influential in the multifaceted way. Dergisi (2020) has concluded that the role of school administrators or principals is vital for the professional development of teachers. It is argued that they should be responsible for addressing individual teachers’ and institutions’ requirements. Miller (2021) has also concluded that school principals can develop leadership through “building strong relationships”, “facilitating high-quality learning experiences”, and “building professional capacity” (p.116). Leadership’s role is considered crucial and multidimensional in school for effective learning process and attaining the institutional objectives.

From what is presented, I have inferred that school leadership has multiple responsibilities. School leaders have decisive roles for enhancing teachers' capacity, efficiency, skills and dedication to achieve organizational goals. The concept of school leadership is not merely confined to the position and power; rather, it is broadly connected to active learning, inventing, and dynamic acting to improve learning environment. Evaluating above -stated ideas, I believe that school leadership has four prominent roles: instructional leadership, organizational leadership, team leadership and self -leadership. This review has given me an understanding on the contribution of school leadership for teachers' self-efforts and professional development.

Collaborative Learning

Collaborative learning is a participatory approach when two or more people learn together and construct knowledge with multiple perspectives in order to achieve common goals. Law et al. (2017) state that learners involve in collaborative learning process actively; they work in groups and exchange ideas to complete certain tasks. Similarly, Srinivas (2011), as cited in Mansoor, El-Said and Benett, has stated that learners get chances to communicate with peers, "present and defend ideas, exchange beliefs, question other conceptual frameworks and are actively engaged" in a collaborative learning approach (2010).

Collaborative learning activities have been viewed as instrumental for teachers' professional development. According to Sparks (2002), effective peer collaboration has highest indicators of effectiveness in teachers' development. It permits teachers to learn from their colleagues, transfer knowledge to their classroom practice, and reflect on what they have learnt. Ou's (2007) findings have demonstrated that collaborative learning

supports teachers in their learning and professional development. Firstly, teachers experience professional progress through collective learning with colleagues. Secondly, teachers learn to self-reflect on their classes. Thirdly, the program fosters an inquiry stance toward teaching. Another study, (Acar & Yıldız, 2016), has revealed that teachers experience the process of online peer collaboration positively and find it instrumental for their professional development. A study by Akinyemi et al. (2019) has also shown collaborative learning activities beneficial for promoting teachers' development in high school.

My reflection and understanding connected to this theme is that collaborative learning contributes to the learners' growth. The learners use intellectual efforts to achieve their common goal. The concept of collaborative learning for teachers' development is pertinent because this approach provides ample opportunity to boost professional skills and knowledge collectively and practically.

Self-directed learning

Self-directed learning (SDL), in a general sense, refers to an individual's own initiation to learning. One of the classic definitions states, "self-directed learning is a process in which individuals take the initiative, with or without help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating those learning outcomes" (Knowles 1975, p 18). Similarly, other scholars, (Van Eekelen, Vermunt & Boshuizen, 2006) have defined self-directed learning as a learning process arising from the teachers' own effort.

Other researchers have explained the nature of self-directed learning process wherein the learners consciously take initiatives with or without the help of others. The expected outcome target to making the learners their own learning agents (Long, 2010; Guglielmino, 2013; Loeng, 2020). Richards and Farrell (2005) have stated that self-directed learning strategies are efforts for professional development in which teachers adopt responsibility for setting goals to manage and control their own learning. Hall (1997) has pointed out the role of self-directed professional development as a major factor in professional development.

In Nepali context, Joshi, Gnawali and Dixon (2018) have observed teachers appear mostly dependent on self-directed mode of professional development, such as their own teaching experience, self-monitoring, self-observation, and reflection to develop professionally. The NCED has also considered self-supported professional development as a main concept of teacher development in Nepal (Ministry of Education, 2013; Pokhrel & Behera, 2016). Teachers' development through a self-initiated approach, however, is compromised (Dayoub & Bashiruddin, 2012; Mushayikwa & Lubben, 2009).

From the afore-stated review, I understood that self-directed learning plays a prominent role in teachers' professional development. It is a self-empowering and self-investigating learning process in which learners adopt strategies per their needs. This concept provides autonomy to the teachers, and learning largely relies on their self-effort. Teachers' self-initiation and motivation is hugely important to achieving goals of professional development. The subsequent heading deals with the role of self-efficacy on teachers' development.

Self-Efficacy

Self-efficacy (SE) is a personal belief and confidence in teachers' own ability to accomplish certain goals and perform actions that produce specific results (Bandura, 1977). Cabaroglu (2014) mentions that self-efficacy is one's capability for organizing and executing appropriate actions to produce the desired outcomes. Hoy and Miske (2013) define the term as a major motivational factor for behavioral as well as performance outcomes. These definitions conclude that the concept of self-efficacy constantly encourages the learners to achieve their desired results with confidence.

Bandura (1977) states that four sources contribute to gaining but increasing self-efficacy. These sources include "performance accomplishments, vicarious experience, verbal persuasion, and physiological states" (p. 195). Tschannen-Moran and Johnson (2011) have clarified that self-efficacy positively impacts teacher behaviour (2011). In the same way, Goddard, Hoy and Hoy opine that teacher self-efficacy has association with student achievement (2000). Similarly, other scholars emphasize that self-efficacy encourages teachers to intensify their personal effort in better classroom instruction (Hoy & Miskel, 2013; Kleinsasser, 2014; Yoo, 2016). All these studies exhibit that self-efficacy plays a major role for enhancing teachers' performance as well as the students' learning.

This review shows that the teachers who show high level of self-efficacy can yield a desired outcome and have positive impacts for fostering their own quality. This cognitive factor provides positive power to enhance teachers' professional development.

Theoretical Review

Many social theories and models associated with teachers' self-learning efforts, personal development and enhancement of professional skills and knowledge are in vogue. With the cursory scanning of nearly one and a half dozen theories pertaining to teachers' professional development, three major theories, namely network learning theory (NLT), self-directed learning theory (LDLT) and social cognitive learning theory (SCLT) were found relevant for this study. Fundamentally, particular components from these theories together, which are discussed below, provide foundations for understanding teacher development.

Network Learning Theory

Network Learning Theory propounded by George Siemens (2005), an influential educator and researcher, places emphasis on developing and maintaining connection with the information and people. Two important components of learning, namely agency and means, are foregrounded in this theory. Other proponents of the theory, Goodyear et al., (2004) state that network learning is a mode of "learning in which information and communication technology (ICT) is used to promote connections: between one learner and other learners; between learners and tutors; between a learning community and its learning resources" (p.1). Given the theory's emphasis on ICT, connectivism is argued as a theory of learning succeeding behaviourism, cognitivism and constructivism (Siemens, 2005). This theory states that relationship and connection among the learners significantly matter; connection and communication play a pivotal role in improving each other's professional development and learning process. In the words of Hodgson, McConnell and Dirckinck-Holmfeld (2012), network learning theory basically

encompasses the terms such as ‘connections’, ‘networks’, ‘sharing’, ‘collaboration’ and ‘participation.’ The concept of network is very prominent as it describes knowledge as a flow via a network of humans and non-human artifacts (Bell, 2009).

Criticisms to this theory have been forwarded from various perspectives. Some scholars questioned the merit of connectivism as a new learning theory (Anderson & Dron, 2011). Some other scholars have argued that this theory should be seen only as an extension of existing theories (Homanova, Prextova & Klubal, 2018); an “evolution from the existing theoretical knowledge instead of a real theoretical revolution” (Cabrero & Román, 2018, p.40). Likewise, Zheng, Chen and Burgos (2018) suggest that connectivism fails to explain “how the information provided in the nodes is integrated into the existing knowledge structure of the network after the learning is built” (p.27).

Scholars supporting this theory resort to the claim that there has been a paradigm shift in the domain of teaching and learning due to accessibility and connectivity of internet. The integrated ICT has created boundless opportunity for teaching -learning environment and supported the learners in active, creative, self-directed, collaborative, participatory and constructive ways. As the prospective of connectivism posits, ICT has played a significant role for knowledge generation in this digital era, more particularly teachers’ professional development through e-learning platforms. Coleman et al. (2016) state that the use of ICT in teaching can transfer the learning environment from old school to learner-centered. Employing the theoretical lens of connectivism and adopting the principles of this perspective viz autonomy, connectedness, diversity and openness, this study inquired about the learning efforts for professional progress during the pandemic.

Social Cognitive Learning Theory

Social cognitive learning theory (SCLT), understood as social learning theory or observational theory or self-efficacy theory or modeling theory, posits that the learners acquire understanding from one another (Bandura, 1977). This theory functions as a 'linking bridge' between the conventional learning theories of behaviorism and the cognitivism incorporating the ideas like attention, cognition and motivation (Muro & Jeffrey, 2008). It means learners do not merely observe the behaviour of a model and copy it randomly; rather, they undergo with cognitive process called the mediational process between behaviour and imitation.

According to this theory, the key processes of learning comprise active participation, observation of activities in an authentic context, social interaction and collaboration within the community of practice. As the individuals are active agent in their development, the role of self- efficacy is also important to enhance motivation, personal willingness and capacity building in the process of learning. The higher the level of self-efficacy, the higher the motivation and willingness for personal development; their self-efficacy can promote adequate scaffolding so that each step and effort along their learning path is attainable.

This theory occupied central position in a number of scholarly works. Green and Piel (2015) landed support to Bandura's postulation stating, "individuals learn both behaviors and cognitive strategies by observing the behavior of others, and these acquisitions can be learned without being directly reinforced" (p.222). It implies that the triadic reciprocal interaction of these three components influence the entire learning process and the learner's personality, behaviour and environment. As the theory states, a

person's physical exterior factors are connected with environmental factors; they can be either social or physical. Schunk and Usher (2019) have emphasized the critical role of social environment, motivation and self-regulation for learning.

The major criticisms pertaining to social cognitive learning theory are associated with environmental aspect, biological factors and innate learning capacity of an individual. It is argued that other aspects besides environment lead to change in behaviour. Biological processes can also determine people's reasoning and decision-making irrespective of past experiences and cognition. One critic, Nabavi (2012), has argued that this theory is insufficient to explain the role of self-efficacy in the diverse situation; it only focuses heavily on cognitive aspects.

The critics aside, this theory was relevant for this research as it employs the basic components, such as the learner's personal factors, contextual factors, model observation and role of self-efficacy in teachers' learning efforts. During the pandemic situation, how teachers learnt the required new skills, how they enhanced technical knowledge through interaction and modeling, and how their self-efficacy influenced the situation was studied using this theory.

Self-Directed Learning Theory

Self-directed learning theory (SDLT) signifies a learner's learning initiation. One of the pioneers, Knowles (1975) defines self-directed learning as "individuals [taking] the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning

outcomes” (p. 12). Scholars (Long, 1990) have pointed to a number of attributes in this theory such as autonomy, flexibility and adaptability.

Others examining this issue (Canipe, 2001; Ware, 2003) reported that self-directedness has a relationship with some learning styles. Other researchers have explained that individuals take responsibility and initiative to diagnose their learning needs and finally formulate learning strategies; thereby, they become their own learning agents (Long, 2010; Guglielmino, 2013). Hall (1997) suggested that self-directed professional development determines the success or failure of professionals.

Some opponents like Brookfield (1985), criticize self-directed learning theory for overlooking social context. Another aspect which is criticized concerns learning styles. Newton and Miah (2017) declared that the concept of learning styles presented in self-directed learning theory cannot be supported with any evidence.

This theory is important for this study as it provides a strong theoretical ground to examine the efforts made by Nepali teachers during COVID -19.

Methodological Review

Available studies have examined, analyzed, inquired, described, identified, investigated, studied and determined the various issues related to teachers’ professional development. These various rubrics show that teachers’ professional development has been studied comprehensively. However, a couple of aspects seem to be yet unexplored when these studies are seen from the perspective of Bloom’s taxonomy.

Those scholars analyzing teacher professional development have investigated how collaboration and mutual support help continue teachers’ professional development

(Fadhliyah, Mirizon & Petrus, 2020; Akinyemi et al., 2019), what obstacles teachers faced, and the efforts they and their institutions made to resolve the obstacles.

Based on the review, it can be stated that the most prominent methodological approach used by the scholars is qualitative case study design (Fadhliyah, Mirizon & Petrus, 2020; Akinyemi et al., 2019). This design is believed to offer tools for researchers to examine complex phenomena within their contexts (Baxter & Jack, 2008). In a sense, this is a research strategy that studies a specific phenomenon within its real -life context. Another research methodology applied to explore this topic is mixed method research, which incorporates multiple methods (Becker, Bryman & Ferguson, 2012; Creswell, 2015). This design can “integrate and synergize multiple data sources” that can be helpful in examining complex problem (Poth & Munce, 2020).

Available literature, examining the role of bureaucratic mechanism, reveals the role of individuals in teachers’ professional development. Those who have identified positive role have stated that principals would play the role of leader, creator, facilitator and designer (Bredeson, 2002). MacLeod (2020) has shown the influence of principal leadership on practicing teachers’ continuous professional learning at school.

Analyzing teacher professional development in relation to other factors, two scholars (Sandhaoltz & Scribner, 2006) have studied the impact of professional development programmes and the role of existing provisions. Some others have studied the issue to identify the different professional strategies of Nepalese English teachers for professional development and their experience. Findings uncover that the Nepalese teachers perceive positive and beneficial experience of such professional development

strategies. These activities comprise self-directed, professional related, peer-supported and study research (Joshi, Gnawali & Dixon, 2018).

Other literatures have described the tools to examine the impact of in-service and effectiveness of teachers' professional development to resolve the challenges of improving the quality of teaching and learning. The findings have revealed that training is supportive and useful to the participants for learning new skills, visions, strategies and attitudinal change towards teaching and learning, however, their school principals, supervisors and colleagues were not helpful enough (Al Jabri, Silvennoinen & Griffiths, 2018).

Review of Policies

Teacher professional development is a continuous process of promoting teachers' skills and knowledge related to teaching and learning activities. Various policies have been introduced to foster teachers' professionalism in national and international level.

National Policies

A number of policies and initiatives introduced in the past have focused to enhance teachers' professionalism and capacity building through the innovative and learner-centered approach. The key underlying objective behind teachers' professional development is to contribute to students' learning.

In Nepal, the idea of teachers' professional development was initiated through teachers' training with the establishment of Basic Teacher Training Centre (BTTC) in 1948 and College of Education in 1956. Another major initiative was the long term plan for teacher education and teacher training forwarded by Nepal Education System Plan (NESP, 1971-1975). In 1993, National Centre for Educational Development (NCED) was

established under the Ministry of Education to empower, refresh and update the skills and knowledge of in-service school teachers. The programme was believed to assist teachers to promote their self-reflection, self-study culture, self-effort to access knowledge and skills required for classroom activities (NCED, 2011). Since then, the NCED has been providing teachers trainings through Education Training Centre (ETC) and Learning Resource Centers (LRC) throughout the country (Sinha, 2015). NCED has also developed policy guideline and program handbook. Likewise, other initiatives introduced in this field are Primary Education Development Project (PEDP), Science Education Development Project (SEDP), Basic and Primary Education Programme (BPEP) and Secondary Education Development Project (SEDP) during 1980s and 1990s (Sinha, 2015).

The most recent policy, National Education Policy 2019, has set a goal to develop the country as “an educational hub with the provision of world-class education in certain subjects”. The policy has aimed “to produce capable, skilled and tech-savvy human resources for the transformation of the country”. It has also envisioned to yield qualified and self-motivated teachers in all schools throughout the country within five years. The factors that are emphasized include professional honesty, motivation and capacity building. This policy aims to conduct continuous professional development programmes like customized training, workshops, seminars, observation visits, self-reflection, teacher network, collaborative research, monitoring etc. These initiatives adopt the modified modalities such as face to face, school based, blended, online and virtual system. Moreover, National Education Policy (NEP) has fixed the policy for creating reciprocal

learning opportunities among the teachers from the same school and neighboring school through experience sharing, professional collaboration and class observation (2019)

In the same vein, School Sector Development Program (SSDP 2016-2023) has also adopted policies for teachers' professional development and school improvement planning process to ensure "equitable access to quality education for all" (p.v). In order to advance the quality of education agenda, SSDP has envisioned to promote better qualified- teachers introducing diverse teacher professional development programmes like "one- month in-service certification training, refresher courses and other on-demand short course including online self-learning courses" (p.86).

Information Technology (IT) Policy has provisions for the expansion of access of the internet to all schools, coordination and collaboration with national and international institutes and formation and implementation of special IT programme (IT Policy 2010). In addition, the policy has focused on ICT-enabled teaching-learning, internet connectivity to training centers, access to resources, libraries and connection of all concerned agencies and stakeholders on ICT education with ICT resource centers.

Digital Nepal Framework proposed as a blue print to contribute to economic growth of Nepal placed emphasis on education sector as well. The framework "entails using digital technology to support teaching, enhance the learning experience, and enhance academic outcomes" (Giri, 2018, p.720). Another response of Nepal Government was adoption of multi-model approach to teaching.

The abovementioned policies have emphasized boosting professional capability of the teachers. Although a large number of policy initiatives were introduced to enhance

teacher professional skills and knowledge, there is still a lacuna between envisioned goals and practice on ground reality (Shrestha, 2012).

International Policies

Some policies on teachers' professional development have focused on the collaborative model of learning and teacher's participation in policy making and their implementation at schools. The agencies under United Nations (UN), like United Nations Educational, Scientific, and Cultural Organization (UNESCO), have formulated and updated new policies in order to enhance quality teaching and continuous development of teacher. The reality is reflected in the theme of World Teachers' Day 2018 "The right to education means the right to a qualified teacher."

The Cultural Organization (UNESCO, 2020) has emphasized to improve teachers' qualification providing opportunities for continuous professional development so as to enhance the expected competencies regarding content, pedagogical and professional knowledge. The organization has also adopted strategies to support the member states in the process of development and forming the policies related to teacher's training, professional development and knowledge exchange.

The global goals adopted by the UN, Sustainable Development Goals (2030) under the section of 'Professional Development of Five Key Sectors,' have focused on the concept of teachers' professional development. To achieve the set goals, sustainable human resource development is of great importance (Chams & García-Blandón, 2019).

The review of available national and international policies revealed that teachers' professional development has been given an important space in policy documents.

Empirical Review

In this section, I include the findings of empirical studies on ‘Teachers’ Professional Development during COVID 19.’ The selected literature includes the articles related to online education mostly published in 2020 and 2021 and are retrieved from Google scholar with the key terms ‘Teacher Professional Development’ and ‘COVID 19.’ Altogether 253 results were found; out of them 12 articles which were relevant to my study topic have been reviewed. These studies reveal three major facets of pedagogical activities: the effort to run online classes, the strength of the online medium and the blind-spots related to this mode.

Trikoilis and Papanastasiou (2020) carried out qualitative research to examine the potentiality of utilizing educational research for assisting teachers during COVID 19. The teachers were found to have the capability of actively engaging in their own self-directed professional development from within their homes. Earlier, Crompton (2009) had concluded that online teachers had to obtain “skills beyond technological competence in order to teach effectively in this online environment. While some technical and software specific skills are easy to learn, other skills, such as community building, can be more challenging (p.95).” Sharma (2020) conducted a quantitative study on perception of teachers for professional empowerment to examine their attitude to attend online teaching-learning platforms. The study concluded that over all respondents had positive perception towards learning through online platforms; they enjoyed learning through these platforms. The study of Khlaif et al. (2020) also found that teachers’ self -skills were developed for using their emerging technologies. Such development is argued to demand extra teacher effort to support the education system (Loebis & Syaifuddin, 2020).

Supriyanto et al. (2020), in their descriptive study, found that both “asynchronous media and technology-based synchronous media were the prominent alternatives for online counselling services during the Covid-19 epidemic” (p.176). For effective teaching-learning, as shown in König, Jäger-Biela, and Glutsch (2020), focus “information and communication technologies (ICT) tools, particularly digital teacher competence and teacher education opportunities to learn digital competence, are instrumental” (p.608). The more optimistic note appears in Kaden (2020) study; that online learning may be “the catalyst to create a new, more effective hybrid method of educating our students” (p.12). Using mixed method study, an increase and change in workload for the teacher was demonstrated. Further, it was argued that online education can help learning but needs to be carefully designed and individualized.

Other studies have observed the role of different entities in teachers’ professional development. Al-Matari and Ali Al-Maqbali (2020), in a descriptive-analytical study found the widespread use of Massive Open Online Courses (MOOCs). Similarly, Gautam (2020) found that English teachers in Nepal appeared in three types of professional development events to respond to COVID 19. Such events “include training programs to learn technology, about the online resources for English language teaching and professional development events to enhance their professional skills.” The impact of such programme was found to make “English teachers digitally confident to run the classes online and increased awareness of the integration of online resources in English language teaching” (p.103). Atmojo and Nugroho (2020) carried out a study to investigate English as a Foreign Language (EFL) teachers’ ways of conducting online classes, EFL learning and its challenges; they employed a semi-structured interview. EFL teachers were found

to conduct online learning through various activities, synchronously or asynchronously. Numerous applications and platforms such as learning management system and additional resources were used. Another study by Asgar and Ratra (2020) aimed to “find out the measures adopted by the government to provide continuous professional development for faculty” (p.56). Results of the study revealed that the government successfully conducted numerous professional development activities.

Beka (2021) carried out a study to understand the mechanism of “online learning, its management, and the challenges” (p.851). The finding revealed that teachers were challenged during the pandemic: a number of them faced a lack of competence in using technologies and online platforms. But they were compelled to adapt to the new form of learning. It was also found that the teachers were assisted by local and international institutions. Similarly, Denden, et al. (2020) carried out a study to find out the most significant challenges that teachers faced during remote teaching. And the result showed that teachers encountered several social, psychological, pedagogical and technological challenges. They were compelled quickly to adopt to this form of teaching-learning.

The previous review of literature indicates that teachers’ self-efforts during COVID 19 were linked to different aspects such as teachers’ preparedness for online teaching, teachers’ technical skills, availability of internet, support of school principal, organizations of works shops and trainings. The review provided an explicit understanding of the teachers’ efforts for self-growth, challenges, opportunities and experiences pertaining to teachers’ professional development during COVID 19. This empirical review provided basic insight and foundation to carry out my study.

Conceptual Framework

A composite form of mental map of theories, methodology, components and research problem to address the research gap along with intended output is presented in the diagrammatic form here below:

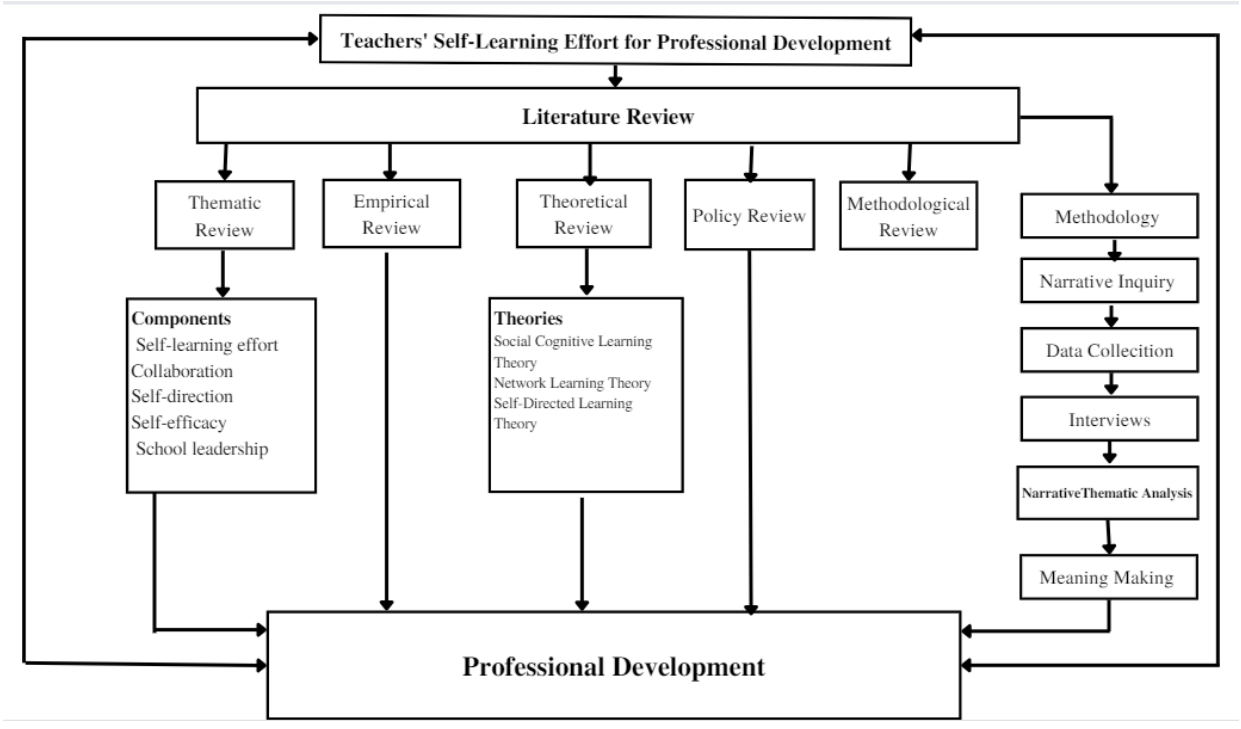


Fig.1: Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the philosophical orientations (ontological, epistemological and axiological stances) and methodological considerations that guided me to inquire about the teachers' efforts during COVID for the optimization of their professional skills. The section continues with research paradigm that I have adopted. Then, I deal with narrative inquiry as a methodology to analyze the information from the participant teachers. After this, I discuss study site and participants, data collection tool, analysis and interpretation of the data. Eventually, I articulate the quality standards and ethical considerations that I have considered.

Philosophical Considerations

In this section, I have concisely delineated my philosophical stance viz. ontological, epistemological and axiological considerations pertaining to my study.

Ontology

My ontological stance is relativist as the study is associated with the varied nature of reality as experienced, perceived and lived by individual participants. The school teachers' experience on self-learning efforts for their professional skill during COVID crisis had their own understanding, experiences and perceptions. Thus, the ontology of my study is based on multiple perspectives which are embedded to the participants' context and cultural background. The problems they encountered, the efforts they made to cope with the adversities and strategies they applied to tackle the situation vary in nature, dimension and intensity. In this sense, there are multifaceted and contextually

subjective nature of reality which is perceived and created by interpretation of participants' stories and experiences. I believe that the reality of teachers' self-learning efforts on teachers' professional development during pandemic lies within the participants' lived world.

Epistemology

My epistemological position in this study is constructivist. I believe that knowledge is created from people's life experiences and understandings. My participants' stories are the sources of knowledge which I interpreted as a teacher and researcher. This meaning making process involved in-depth interviews with the participants and their narratives on how they foster the required professional skills during COVID pandemic. In this sense, my research participants are the co-constructors of the knowledge. I generated knowledge from the source of stories, comprehensive conversation of multiple sessions between me as a researcher and the participants, the school teachers as experiencers of the situation. During the interview and conversation sessions, I switched the relation with my participants to that of an avid listener and narrator (Chase, 2008) as I intended to study the teachers' stories. I believed I could construct knowledge interpreting the teachers' unique lived experiences and subjective realities in this study.

Axiology

My axiological stance is to value my research participants' views, values and versions. In this study, there were participants with different contexts and backgrounds. My prime axiological concern was understanding how teachers valued their professional skill and its enhancement in relation to their socio-cultural background and newly emerged context. I provided due respect and space to their views, emotions, attitudes,

understanding and meanings about self-efforts during pandemic period. Hence, the axiological premise of my research is not value free rather it is inextricably value laden.

Research Paradigm

In this study, I resort to the interpretive paradigm, which follows a qualitative research method with multiple interpretations of the data. This world view avoids single reality as positivists' claim; rather it assists in exploring participants' belief systems, understandings, values and experiences. I chose this paradigm to infer meaning from the stories of the participants' context. Moreover, interpretive research is non-statistical emphasizing micro-concepts like individual perception, perspectives, negotiated meaning and definitions of the situations. This paradigm guided me to inquire how teachers learned the required professional skills and competence using their self-effort during the COVID-19 crisis.

For interpretivist, reality is not static and constant rather it is relative and contextually sensitive. The meaning is created from subjective reference like rational to time, space and context (Taylor, 2014). In the context of my study, I derived meanings from teachers' subjective experiences on how they understood, practiced and developed required skills and competence. This decision is governed by a statement that claims every person has his/her own point of view, background and practices, which help them understand their realities (Schwartz-Shea & Yanow, 2013). Therefore, in this study, the participants' beliefs, understandings, and practices have been interpreted based on their narratives.

Furthermore, this paradigm helped me generate my reflections from the reference of 'the others' regarding professional development during a difficult time. Finally, I

derived meaning and conclusion from the subjective data, employing my judgment.

Method

My research aims to understand the experience of teachers through the stories they narrated. Hence, I deployed narrative inquiry as a research method.

Narrative Inquiry

With the aforementioned philosophical underpinnings of ontological, epistemological and axiological stances, I envisioned narrative inquiry as a methodological approach to achieve the purpose of my study. It is a compatible way to accomplish my research purpose i.e., exploring teachers' self-learning efforts for professional development during the COVID pandemic.

Through narrative inquiry, I collected teachers' narratives about their lived experiences, feelings and insights of the efforts they made to acquire the required professional skills employing their self-learning efforts during COVID. I believe this method was well-matched to the nature of my study. As Coulter, Michael and Poynor (2007) and Martin (2008) have stated, narrative inquiry is an appropriate meaning-making process of combining life events with understanding and knowledge. I, as a researcher, generated meaning by analyzing the participants' stories.

Narratives of my participants from past to present helped me comprehend their efforts and practices for their professional development. As Seiki (2014) emphasized, narrative inquiry helps the researcher gain the participants' insights and generate their understandings. From another facet, the study of narratives has the next dimension i.e., understanding human experience and their world-view. Teachers' experiences become the effective measure for other teachers to enhance their professional skills and make

meaning in their context.

Clandinin (2006) states narrative inquiry envisions “human beings’ both live and tell stories about their living” (p.44). Moen (2006) has stated that the inquiry accounts for how an individual experiences the world. Similarly, Kim (2015) observed that the inquiry revolves around the research participants’ narratives and stories. Likewise, Butina (2015) has mentioned the stories are treated as raw data.

The use of narrative inquiry has proliferated in the recent decade, with several scholars accepting it as an appropriate method. Elliott (2005) has described the inquiry as more supportive and meaningful in connecting the events and stories to develop insights about the world. Haydon, Browne and Riet (2017) have elucidated the inquiry as a feasible means to “explore the experiences of individuals”, and how those experiences are shaped by their physical, social and cultural environment. Employing these scholars’ insights, I attempted to divulge diverse selves that participants entail in their lives. I inquired how teachers developed their professional knowledge and skill personally and institutionally in the past, what their efforts are and what they plan for the future will be.

Similarly, I tried to construct knowledge based upon the three- dimensional spaces of narrative inquiry viz interaction, continuity and situation (Clandinin & Connelly, 2000). Clandinin and Huber (2010) show two paths to commence with narrative inquiry research: beginning with telling stories and beginning with living stories. Both types of stories facilitated me to present the experience holistically in all its complexity and richness (Bell, 2002) to explore participants’ realities. My belief is that narrative can be a process for substantiating personal knowledge and social experiences.

In brief, I used narrative inquiry as my research method given that teachers have their stories of personal and social growths, and narrative inquiry regards narrative as socially situated practices and views participants' experiences as a range of social resources (Clandinin, 2006). I, as a researcher, tried to inquire about teachers' ideas through their experience during the COVID-19 crisis.

Data Collection Procedures

As a narrative inquiry researcher, I collected the participants' life stories or experiences on the specific phenomenon. Out of four data collection types, namely interviews, observations, documents and audiovisual (Creswell, 2015), I applied semi-structured interviews. I interviewed conservatively to encourage the participants to reveal their stories openly and un-reluctantly. During the interviews, I patiently listened to what the participants said regarding their activities, views, attitudes, feelings, opinions and emotions during pandemic and their self-learning efforts to run the online class. When required, I also shared my own experience as a teacher.

Interview protocol.

Before the interview, I developed an interview protocol in Nepali language, discussing extensively with the supervisors; the protocol contained open-ended questions to excavate meanings, experiences and insights from the study participants regarding their effort to run virtual mode of teaching during the COVID pandemic. Each first interview lasted for nearly one hour. The second round of interview was done in cases where the information was incomplete. The interview protocol is attached in appendix numbers 2A, 2B, 3A and 3B.

Study site and participant of the study.

The five participants of the study were school teachers from public and private schools in Kathmandu (3 participants) and Kavrepalanchowk (2 participants) districts. The site and participants were selected purposively and no further participants were selected with the realization of data saturation.

Participants screening criteria.

I fixed two criteria for selecting participants for my study. Firstly, I ensured the selection of the participants having reported commitment to teaching. Secondly, I selected the participants who met these criteria namely a) teaching in any of the classes from grade five to twelve, and b) having at least ten years of teaching experience.

Interviewing process.

The interview proceeded with open and semi-structured questions. To conduct the interview effectively, I posed clear and concise questions allowing the participants to talk at their own pace and listened to them carefully for subtle meanings. I asked follow-up questions to probe and check the consistency in their response.

Data analysis, interpretation and meaning making.

For this research, I utilized the thematic narrative analysis approach (Braun & Clark, 2006). Initially, I recorded the audio interviews of the participants on my mobile, listened to the records many times and transcribed the expressions. Then, I translated the Nepali version into English. Two experts of English back translated the English version. After that, I went to the respondents to ensure that their ideas were properly transcribed. The transcribed version was coded and tabulated as presented in Appendix 01. The codes were further categorized and developed into themes. The themes were described and

interpreted. Finally, meanings and conclusions were derived from the participants' narratives.

In the first stage of data analysis, I became familiar with the entire body of data. During the data transcription process, I obtained a preliminary knowledge of the data set. Before commencing coding process, I carefully perused each interview transcripts multiple times to ensure familiarity with the narratives. In this stage, I began to think about and take notes of potential patterns I noticed in the data. I began transcribing and analyzing data as soon as I completed an interview. This allowed for me to begin the next stage of developing codes.

In stage two, I developed initial codes from the narrative data following inductive approach. According to Saldaña (2016), codes are most often “a word or short phrase that symbolically assigns a summative, salient, or essence-capturing and/or evocative attribute” (p. 4). Initial coding assisted me in reducing lots of data into small chunks of meaning. I concluded the coding process when I located a plethora of codes relevant to my research question and no further new codes emerged from the data.

In the third stage of data processing, I started categorizing process. To complete this phase, I prepared a comprehensive and combined list of all the codes and began to sort them into categories of potential overarching themes. Saldaña (2016) states that a theme is “an outcome of coding, categorization, or analytic reflection but is not something that is, in itself coded” (p.15). According to Braun & Clark (2006) a theme “captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (p. 10). When

I worked through this stage, I analyzed my codes to locate overarching themes and I took care to record all themes and sub-themes as they appeared.

In the fourth phase of the analysis process, I reviewed the themes to confirm distinct and identifiable distinctions between each theme (Braun & Clarke 2006). In this stage, I emphasized further refinement, and collated themes because they seemed identical. In this stage too, I utilized the explanatory coding sheet suggested by my supervisors so that I could distinctly see the themes that emerged from the entire data set. I then reread all transcriptions to ensure the themes were accurate and to code for any additional themes.

I proceeded to the fifth stage of data analysis. In this phase I returned to the extracted representative expressions of the research participants for each theme and wrote the explanations and presented analysis of the expressions. During this phase of analysis, I determined how themes were related to the story being told by the narrative data in relation to my research question.

In the final stage, I prepared the report as described by Braun and Clarke's (2006) wherein the themes were presented along with the codes from the participants that demonstrated the theme.

Quality Standard of the Study

In qualitative research, authenticity and trustworthiness are the two main standards for evaluating the quality study (Bryman, 2016). The authenticity of any study is ensured by revealing all the actions and procedures in detail as Neuman (2008) emphasized. For trustworthiness, efforts were made to establish credibility, confirmability, dependability and transferability.

To maintain the quality standard, I relied on Blumenfield-Jones (1995) concept. He stated that narrative-based research needs to be evaluated in terms of fidelity, which includes two concepts, namely 'betweenness' and 'believability'. The first concept demands acknowledgement of the relationship between researcher and the participant. And, the second concept requires 'a reasonable portrayal of the specific story' (p.33). To abide by this quality standard, I followed Blumenfield-Jones (1995). For other quality standards, I maintained four major principles.

Firstly, I emphasized saturation of the data to achieve credibility in the study. As suggested by O'leary (2010) I concluded the data collection process when I realized that no other data were required for the richness of understanding. Through the interview, I emphasized prolonged engagement with each respondent of the study, which enabled me to understand their contexts in detail with strong rapport and trust. To consolidate credibility, I also employed member-checking for discussion with the respondents to see whether my findings reflected their real experience or not as recommended by (Schutt, 2009).

Secondly, as Bryman (2016) elucidated thick description is significant to evaluate the possibility of transferability of any findings in another social context, I emphasized the in-depth understanding of respondents' stories and produced thick description in the writing. This study gathered adequate narratives to provide a thick description of the teachers' experience regarding their efforts for professional development during the COVID pandemic.

Thirdly, I maintained the complete record of all the stages of research in an accessible manner to create dependability in the study. I kept complete records of

different phases of the study like formulation of the problem, selection of the participants, interviewing, audio/video recording, interview transcripts, data analysis and interpretation.

Fourthly, for confirmability, I ensured, what Bryman (2016) calls, maintaining honesty without showing any personal values and theoretical inclination to affect the research process. Accordingly, I carried out the entire study process without any bias and without inclining unjustifiably to any theory to influence the conduct of the research and findings of the study.

Ethical Considerations

I followed the ethical aspects and norms during the entire course of study. I made my participants aware of the type of information I wanted from them, the reason and the need-for the information and how it would directly or indirectly impact them. It was ensured that the participants voluntarily offered their consent and without pressure. Further, I ensured that consent was freely given with full understandings by the research participants.

I avoided any deception; rather, I revealed my identity to the participants before obtaining any information. I introduced them as a researcher and informed them of all aspects of the research. I informed my participants about the study's purpose and assured them that their responses would be used only for the research purpose and would be kept confidential. In reporting their findings, I maintained confidentiality and protected the participants from damaging their representations. It was important to take any precaution necessary to protect the identity of the research participants. Therefore, I did not identify the given responses with the given respondents. Pseudo names of the participants were

used for their secrecy to increase the likelihood and accuracy of responses. I did not use any sort of temptation, mental pressure and unfair means during data collection. The participants' identity was made entirely confidential.

CHAPTER IV

MULTIPLE DIFFICULTIES TO TRANSFORMED RELATIONSHIP

In this chapter, I introduce my participants and their experience before COVID, and analyze their post pandemic experience. The introduction and analysis come from the research participants' narratives to the question: How do school teachers exercise their self-learning efforts for professional development during COVID-19? I interviewed five participants. Among them, two participants, one female, were in their thirties and two were in their fifties and one was in his forties. All these teachers had more than a decade of teaching experience. My research respondents belonged to both public and private schools from Kathmandu and Kavrepalanchowk districts. I present the narrative introduction of my research participants in the section below.

Narrative Introduction to My Study Participants

This study contained five research participants, as detailed in Table 1. This table presents the participants' names, type of school, teaching years, age, designation and highest academic degrees. In the narrative introduction, the teachers shared their background, entry into the teaching field, and professional experience. This information provided me with a firm foundation to proceed with this study.

Ramila: A Patient Teacher

Immediately after my proposal was approved in July 2021, I was not only excited but also had confusion. Who should I contact first? How can I contact? Questions like these were propping in my head. The weather was not encouraging as rainfall was going

on for nearly a week. Yet, I decided to contact my participant and gave her a call. My first participant was ready!

Ramila (pseudonym), the first participant, was one among many teachers who was obliged to switch from face-to-face class to online class. Responding to my question, “When did you start teaching?” she said she commenced her teaching career in Grade twelve. According to her, it was an entirely unplanned event as she was appearing for her final board examination. She had to teach all the subjects in an Upper Kindergarten class crowded. As a novice teacher, she felt discomfort dealing with the toddlers initially. She even thought to quit the job. She recounted her experience like this, “*I was really depressed those days, for few days, planned to leave...*” Ramila’s tale, on the initial phase, shows her mental state and surrendering attitude. However, during our conversation, she revealed that she gradually started to be more accustomed to this profession and enjoyed teaching small children.

Table 1

The Participants of My Study

S.N.	Participants	Age	Subjects	Type of School	Teaching years	Designation	Highest Degree
1	Ramila	36	English	Public	14	Teacher	MPhil ongoing
2	Lokesh	55	Mathematics	Private	35	Head Teacher	M.Sc.
3	Bishal	41	Nepali	Private	22	Teacher	M. Ed.
4	Harka	52	Mathematics	Public	32	Teacher	M.Ed
5	Him Kiran	38	English	Public	14	Head Teacher	MPhil ongoing

In the following year, she was provided with a change to teach grammar up to primary level. She honestly admitted that she was fragile in this subject. She expressed her experience on this matter like this-

While teaching at the primary level, I realized that the English I had learned was less than the knowledge of the students learning at the primary level.

Frankly speaking I was fragile in grammar. Our teacher in school did not teach us even a single period. There was a coaching class before SCL exam. During coaching class, I learnt tense and its aspect. But grammar was more than tense, I was really unaware about it.

The first excerpt reveals Ramila's competence in the subject that she was assigned to teach. Being "weak in grammar" and teaching the same subject was a bleak predicament. Such realization made her critically look at the weaknesses in the education system that she studied in. In brief, the narratives mentioned above unveil the honest realization of her weakness and different reasons for this situation.

As a hardworking teacher, she continuously puts her self- effort to learn the required skills. She recounted as-

To teach at the primary level I used to read for more than two hours a day. I had to use a dictionary for lots of new vocabulary.

I was happy when I joined an English medium school from UKG. Next year, I learnt all the English textbooks of the primary level. I learnt English, and speaking vocabularies, which I had not learnt in my school level.

As stated here, Ramila not only “read more than two hours a day,” but also “learned all the English textbooks of primary level.” All these activities demonstrate her tenacious self-endeavour to enhance the knowledge related to her profession. Further, Ramila narrated that her gradual promotion to upper levels also highly intensified her self- learning efforts and professional motivation.

In the course of conversation, she revealed the nature of problems she encountered then and the newly emerged scenario. She found some behaviours shown by school leadership disheartening and unpleasant which were discouraging for putting additional efforts into improving teaching-learning atmosphere. She narrated school leadership’s behaviour as this

We used to get scolded by school authorities for making minor mistakes.

Teachers in the primary school were treated as laborers then; I think the scenario is changed now.

This narrative shows how the teachers were treated. Understandably, such behaviours impacted the teachers’ self- learning efforts and dedication.

On the pedagogical facet, Ramila narrated that she often used to apply conventional grammar translation method, lecture method and direct method because using communicative method was not easy as the classroom used to be noisier. She stated that teaching and its effectiveness, at that time, used to be considered just explaining the textbook’s content, memorizing vocabulary and writing answers in the exam. The school authorities used to measure the quality of a teacher based on students’ examination scores.

This reality relates to my experience in the initial days of my career as a teacher.

In those days, the school where I taught used to evaluate my performance based on what the students scored. Generally, the school administration applauded my work when the students scored higher in SLC (now, SEE).

Lokesh: An Adaptive Teacher and Headmaster

On a hot afternoon of summer 2021, there was no even tiny cloud spot in the blue sky. The outer atmosphere was entirely tranquil, and no single hunk of vehicle on the road due to lockdown. Despite some inertia, as per the stipulated schedule for the first interview with my research participant, Lokesh and I were connected through the Zoom app. I could not be connected instantly and neither could my research participant. As we both were not prettily attuned to the new technology. I came to know from my conversation with him that he had started using Zoom app after the lockdown as there was obligation to teach students online.

Lokesh is a mathematics teacher at a private school which is being conducted under a trust. He has been working for more than three decades in the same school, initially as a subject teacher and later as a key administrator, the head teacher.

After fifteen minutes of attempt, we got connected and spent a few minutes exchanging greetings, asking about family and the COVID pandemic. Then, we entered the main topic. As per the narrative inquiry approach's path, the interview continued flexibly (Clendenin, 2006) with the help of open-ended questions. My first inquiry to Lokesh was about how he started his teaching career and what he experienced as a novice teacher. He replied, "*I had an entirely different concept and perspective about teaching. I used to think I had to teach more content rapidly in a day.*" Lokesh further explained, "*I used to enter the class to provide knowledge whatever I'd accumulated. I had a concept*

that my students had to know as much knowledge as I could know.” The excerpt above epitomizes that teaching in the classroom was just to deliver a huge amount of matter to his pupils in limited time. He believed that the more content he could provide in the class, the more his learners might learn. Moreover, there was no interaction between teacher and students. His instructional approach in the past was entirely one-sided and teacher-centric.

During our conversation, I wanted to know the effectiveness of his kind of teaching style. Lokesh responded,

Students felt difficulty to comprehend the content in the initial stage. After teaching a couple of months, my other senior teachers gave me some feedbacks and hints about my teaching style. They told me that students had some grievances about my teaching performances- he teaches very fast and delivers more content in a single session.

His response revealed the importance of feedback in his teaching career. Lokesh received feedback from his students and his other teachers. Such feedback assisted him in enhancing his self-learning effort in the earlier phase of his teaching career, transforming himself to adapting new teaching strategies.

He was very excited to narrate his past story in details. In his two years of teaching, he put rigorous efforts into developing the required pedagogical skills. From the brief account of his reminiscence, I learned that a teacher can transform himself if he realizes that he has to transfigure himself.

In the same vein, I vividly recall my teaching experience as a novice teacher in my late teens at my village school after completing the intermediate level. At that time, I

lacked self-confidence and sought to address the social and professional expectations. Regarding the novice teacher, Bandura (1977) stated that a teacher's sense would determine their ability to cope with classroom situations.

Bishal: An Avid Learner

In a calm morning, as per our pre decided meeting schedule, I contacted Bishal (pseudonym), my third research participant. He is originally from Rupandehi district. He teaches Nepali language in different schools in Kathmandu. He is in his early forties now and has about two and half decades of teaching experience as a partial and full faculty member in different secondary schools.

I had pleasant and congenial conversation with Bishal through the internet for 52 minutes during the first interview. In response to my first question pertaining to his prime purpose of commencing a teaching career in life, he smiled slightly and replied "*I wanted to be a self-reliant person from the time while I was studying +2 in my village.*" This brief narrative reveals his tendency to be self-dependent with his self-effort from the beginning of the life.

Recalling the experience of classroom teaching in his earlier days, he recounted, "*The beginning phase was my learning phase, I was merely a learner (still I am now), in my standpoint, a teacher ought to be a perennial learner in his/her life.*" This statement portrays Bishal as an enthusiastic learner then and now. He is always eager to enhance his professional skills and knowledge through his animated self-learning effort. He admitted that learning is an unceasing continuous process in the life of a teacher.

During our spell bounding conversation, Bishal further unveiled his enticing viewpoint his ways of learning "*From the same time onwards, I have gradually been*

learning the required professional skills from different sources and have been teaching now.” His idea exhibited that a teacher’s self and gradual endeavour for learning to develop essential profession skills is indispensable. Such skills required for the teaching career can thrive from various sources and channels.

On the same issue of promoting the required professional skills, he further elucidated, “...*to pursue my higher studies, ...came to Kathmandu taught in different schools and level because I wanted to bring perfection in my teaching accumulating knowledge from different settings and people.*”

This narrative emphasized the significance of extending the horizon of knowledge for the teachers to excel their performance in their profession. Further, the narrative highlighted the contribution of knowledge and skills obtained from diverse places and individuals.

Harka: A Persistent Teacher

Harka (pseudonym) is a seasoned mathematics teacher with more than three decades of teaching experience in different schools in Kathmandu. He is in his mid-fifties now and currently teaching at a public school as a permanent teacher. In the morning shift, he is also partially involved in one of the colleges as a faculty of the mathematics department. He completed his intermediate level in science stream but he switched to education faculty. His serene and gentle personality has profusely made him a successful teacher.

Amid the scary period of COVID pandemic, I conducted the first interview phase with him for about 55 minutes. To understand his initial involvement in teaching career

in his life, I requested him to narrate his experience briefly. In response to my question, Harka stated:

...completing my I.Sc. from Birendra Multiple campus Chitawan, I came to Kathmandu to continue my bachelor's degree in science. However, the then situation compelled me to change science faculty, the reason was directly associated to my financial condition. I had to pursue my study being self-dependent on the one hand, and side by side I had to seek a minimum base to survive in Kathmandu on my way. So, I chose to teach as a means to solve my personal problem in the beginning.

The narrative mentioned above distinctly reveals that Harka switched the field of his study and became a teacher due to his financial obligation.

In the course of interview, he divulged into further attempts and efforts he applied to strengthen his professional competence as given under.

I got admitted to Kirtipur Education Campus to train and empower myself as a qualified professional teacher. Initially, I was a primary level teacher at... promoted as lower secondary ... then to secondary level ... due to my quality, effort, dedication and professionalism... It's been a long way now and I anticipate it will go ahead nicely....

This extract clarifies his steady motivation and endeavour to intensify his professional enhancement. Similarly, this narrative distinctly shows the temporality of his teaching career in term of satisfaction and achievement in the past, present and future. It denotes the evolution of his effort from an enthusiast teacher to a professional one.

Him Kiran: An Adaptive Teacher

My fifth study participant is Him Kiran (pseudonym), an MPhil scholar at Kathmandu University, who is a permanent inhabitant of Syanja district. He has more than a decade of teaching experience. Currently, he is teaching as a secondary-level English teacher at one of the public schools located in the rural area in Kavrepalanchowk district. I met him in his chamber following our prefixed schedule about a week before. After spending a few minutes in exchanging greetings and other formalities, we entered to our conversation.

At the outset of our interview, I requested Him Kiran to tell something about his experience of teaching and the problems he encountered in those days. The excerpt of his response was as follows-

I was not good at content in the beginning. Even I didn't know anything about the curriculum either. Mostly, the problems were related to content and English language skills. I also did not think about the measures and methods of improvement.

The above-stated narrative reveals Him Kiran's realization of his lack of fundamental ideas required for teaching. Moreover, he admitted that he did not put any self-efforts to develop the skills that were needed for his profession in the past.

Pertaining to teaching methodology, he often used deductive and grammar-translation method. He thought it was not bad approach. However, he realized it was not the only way of teaching. He expresses his view like this *"I used only deductive approach of teaching and most often grammar-translation. I thought it was not bad then but now I realize that it was not the only way to teaching."*

In response to my question about his school's initiation for running online classes immediately after the COVID pandemic, he responded that his school could do nothing as it was located in a rural area and there was no strong and stable internet connection to run online classes.

Despite the technical problem in his location, he commenced online classes using his own self-effort using a mobile data pack. However, majority of the students could not attend the classes regularly. Regarding the effectiveness of his effort in the online classes, he narrated, "*Students were enthusiastic about attending the online classes. The students who were anxious about their study found those classes more beneficial and supportive.*" Those students who were anxious, as Him Kiran said, required his time for counseling. He sometimes spent hours after class with the students to support them. This narrative, in this sense, distinctly reflects the positive impact of teacher's self-efforts on students' learning process.

Him Kiran, in the course of interview, recounted about his additional efforts he put during pandemic period so as to get the parents' support for running online classes. He said he and his colleagues repeatedly visited their parents' homes and tried to persuade them to participate in the classes. In this regard, he expressed his experience like this

We also went to the parents' homes and talked to parents about the availability of electronic devices. Some of them told us that they could manage internet only in the evening, and some other students didn't have mobile phones. And we talked about running online classes more than five

times. We contacted some key persons in the village and proposed - establishing an internet service centre in the community.

The above stated vignette vividly elucidates the teachers' initiatives and endeavor to involve the parents in conducting virtual classes.

The Themes from the Narratives

I derived the following themes from the interview transcription of the five teachers mentioned.

Transformative Relationship with Pedagogy and Technology

The theme of transformative relationship relates to how teachers developed their familiarity and consequently started using technology. A transformative process is rewiring and converting beliefs, assumptions, and experiences into new perspectives. The definition, in this sense, does not carry overtone of transformative theory.

This theme had seven codes and two sub-themes. The codes included terms like mere learner in the beginning phase, change from teacher-centric to student-centric, reciprocal learning between teacher and student, student-centric pedagogy, changed pedagogical strategies after feedback, application of different pedagogical approaches and new strategies in classroom language. The two sub-themes were transformative relationship with pedagogy and transformative relationship with technology. I initially discuss the theme of a transformative relationship with technology. The following excerpt from Lokesh's experience reveals the theme.

In the initial phase, we all teachers were in a state of a quandary as me and my teachers- did not know how to operate the zoom app, it was the first time this technology appeared in our life. So, we were like crows in

the fog. But when we started online classes, we used different platforms. Some teachers used Viber, some used messenger, and some friends also applied the zoom app. We conducted classes using various ways like this till the end of Jeshtha.

In this vignette, the initial phase refers to around three months after the government declared a nationwide lockdown and schools stopped running classes physically. The only choice for schools was online classes which was not feasible without the knowledge of software like Zoom. Teachers like Lokesh, ‘were like crows in the fog’ means they did not know these tools. Further, the teachers did not use uniform tools, indicating that they were searching for appropriate options to run the classes.

A similar revelation emerged from the account of Bishal. Here is a representative excerpt

In the beginning, I used to ask and suspect myself if teaching-learning was possible online and the students could learn. But, when I kept the online classes taking on, I continued my self- learning and got a lot of ideas. I did not have much ideas about how to prepare power point. After the online classes began, I gradually develop the skill to prepare power point and realized the fact that we could teach through the medium of it to the students.

Bishal’s experience with technology appears more rudimentary than that of Lokesh. The fact that he suspected the possibility of an online class reveals Bishal’s skepticism. His account also shows that he had no idea of even basic skills in Microsoft basic. Knowing power point is a basic skill for any teacher teaching in the modern age.

The positive change in the teacher, i.e. having the skill to prepare power point slides, took place after the COVID. This change was due to the pandemic.

Bishal and Lokesh's narratives revealed the state of total ignorance of technology before the pandemic. After their efforts, however, they knew the way they should use technology in their class. The following excerpt from Bishal shows such a transformed state.

I can directly type on the screen on the white board and present some grammatical subject matter. Those days, these devices and equipment have been my good helpers. Gradually I got motivated, encouraged and empowered.

The mention of the white board in the above excerpt indicates advanced software. Bishal's use of such software speaks to the fact that there was transformation. Bishal has accepted this reality stating that he feels empowered.

Another narrative from Ramila also provides an example of transformation. Here is the excerpt

...when I came to know that ..., we are conducting class from online, I learned a lot, I used to think and listen, let me say that two, three, I used to spend two, three- hour internet you know, how to schedule a meeting and how to do the work, how to give Homework, I used lots of time searching the ideas, exhausted to answer the questions learning the ideas, so that personally, I what I feel is it was me. Other two, three teachers were there, we initiated the class very nicely, and I did very well, because of my effort.

This excerpt unveils two facets, namely the effort of teacher and the instrumental use of technology. Spending two to three hours on the internet is a considerable effort for a teacher. Such endeavour contributed to running online classes nicely.

The second sub-theme concerns the transformative relationship with pedagogy. This sub-theme highlights changes which took place in pedagogical practice. The following excerpts of Bishal and Harka reveal the theme.

Regarding the use of language, instead of using low and medium-level respected terms like Tain or Timi, it was started to use a high level of respecting words like tapain and hajur as there was participation of guardians and other people. Everyone was inspecting our class from the background. (Bishal)

I continuously followed the students whether they were doing work regularly or not. I found students mainly being confused about the routine of radio education. In some homes, there was only one radio set or device, their children's classes collided. Consequently, students were unable to take classes effectively. Considering this reality, our school came in conclusion that we should not be merely depended on the radio education. According to the computer teachers' suggestion, as a part of preparation for online system, school had conducted one week of teachers training using Google meet technology on how to conduct classes.

(Harka)

In the first excerpt, transformation in the domain of language used in the classroom is presented. The teachers' language before COVID was colloquial and

authoritative. After COVID such language was dropped and polite language became the norm. In the second vignette, Harka reveals at least three subsequent efforts he executed. Firstly, an act of continuous monitoring was done to ensure that students performed their tasks regularly. Secondly, he surveyed assess of radio in students' house hold. Thirdly, he organized online training so that the school could run classes. These three activities elucidated different types of pedagogical activities done by the teacher. Compared to face-to-face classes, the activities carried out by Harka are entirely different.

I also retrospect my experience regarding linguistic facet that I used during the online class. I distinctly recall the event of using causal Nepali phrases '*Timiharu dherai nai alchhi bhai sakyau hai*' (You all have been very lazy) recurrently used in the English class. Guardians did not feel comfortable using such a bossy phrase in the English class's formal setting. Later, I realized it, and transfigured my linguistic expression, and made it more appropriate.

Self-effort as an Outcome of Multiple Factors

The theme of self-effort points to the roles of various factors in teachers' self-learning efforts. In a sense, self-effort appears to be non-independent; the factors such as recognition, colleagues' feedback and self-reflection are reported to impact on self-effort. I observed two sub-themes; self-effort as an outcome of external factors and self-effort as consequence of personal factors. Before I go the second sub-theme, I discuss the first one.

The first sub-theme comprises ten codes, showing the contribution of parents, school, colleagues and government. These elements are related to the second purpose of

the present research; *i.e.*, the facilitating factors for teachers' professional development.

To show this theme, I present the following three excerpts.

The school proposed that the guardians be present in the online classes, observe our teaching activities directly and decide whether it would proceed ahead.

I was continuously encouragedIf school leadership had not stimulated me, I would not have entered this mode easily.....proposed us to start online class, took our viewpoints, and inspired us to show our skills, ability and competence beyond the four walls of the classroom. School administration frequently suggested necessary things to be considered while conducting online.

Nepal government had also initiated teaching through radio or TV programme. We copied the routine, printed and distributed it along with the school calendar to students reaching their homes each. We asked our students to follow the routine for radio education and do the given tasks accordingly.

As shared in the first excerpt, guardians' participation was sought to actualize the teachers' professional efforts. The parents' role was as an integral part of school activities and pedagogical process.

In a similar vein, the interviewee, in the second vignette, focused on the importance and effectiveness of school leadership for promoting teachers' efforts, skills, confidence and professional capability. The constant inspiration of leadership and incorporation of faculty members' opinions contributed to run the class in virtual mode.

In the last excerpt, Harka shared his experience pertaining to the impact of government's initiatives on involving the teachers and students in teaching- learning process. It was said that the teachers executed a number of activities to make the programmes more effective and compatible with the local context. This government initiation intensely encouraged and contributed to self-learning efforts for their professional development during the pandemic period.

On the contrary, Him Kiran differed his opinion regarding the role of local government in encouraging and supporting them for their efforts. He interrogated, "*You talk about local government? The local government did not do anything.*" This expression shows that the role of local government was entirely apathetic to running online classes.

The excerpts presented above reveal the role of guardians, school administration and Nepal government.

The second sub-theme spotlights the role of self in the development process. Thirteen codes contributed to this sub-theme. Lokesh's narrative points to the relationship of self-learning effort with self-reflection in the following recount.

Why is there a hundred percent presence of students in a particular teacher's class and not the same level of attendance as next teacher's class? This question, in my opinion, must to be asked to ourselves.

...Students' attention, presence, motivation, interest and concentration depend upon a teacher's concept, nature, ways of dealing, effort and presentation techniques.

This story of Lokesh discloses that teachers' dealing skills and motivating efforts play an important role to involve their students in the learning process. Self-reflective teachers identify their areas of strengths and flaws assessing themselves, and set their further strategies for capturing students' attention and interest. Self-reflection is a pivotal factor in teachers' professional development and recognizing their areas of improvement. Pedagogically, the teachers who are committed to professional development need to be stimulated for self-reflection and promotion of their teaching practices (Pow & Lai, 2021).

Regarding the teachers' self-learning efforts during the COVID pandemic, Ramila had a unique experience. She accepted that the COVID crisis brought a drastic change in teaching. To cope with the new challenges, she did several activities as narrated below-

Initially, I struggled a lot to commence online class since I was just computer literate. But I was ready to learn, then I learnt how to use zoom for teaching from YouTube and started teaching. Whenever I faced new problem, I used to visit YouTube. Honestly speaking YouTube was my Guru to train me teaching in this new platform.

At this juncture, I distinctly reminisce some indelible activities of self-reflection that I applied when I was a novice teacher in my village school approximately 32 years ago. Every day, I used to jot down the reflective notes pertaining to my strengths, lapses, students' responses in the class and their interest, questions raised in the class and my way of replying them. This self-reflective process had helped me enhance my professional confidence and skills.

Sustained Effort

The theme of sustained effort focuses on persistent and prolonged learning endeavours made by teachers during online classes. Two prominent factors in such an effort are a series of activities and continuity in action. From the intensive conservation and successive probing phases of interviews, twelve codes associated to this theme distinctly appeared. The following three excerpts from Him Kiran illustrate the theme of sustained effort.

Initially, I didn't have clear ideas and skills ... it was very difficult ... I conducted the online classes by hook or by crook... Microsoft Team & Google Meet two technologies ... provided me opportunity to ... my friends taught me and helped me a lot... I persuaded friends to cope with situation.

...prepared a school operation calendar, distributed it to the students reaching to their own homes, reminded students and their parents about basic protocols of pandemic on sanitation, maintaining physical distance, use of mask, proper ways of washing hand, use of sanitizer, diet etc. .. viva, oral evaluation & written test per day.....prepared four five sets of questions for viva. ..prepared multiple parallel sets of questions in order to maintain fairness.

The first excerpt above divulges the participant teacher's scanty technical knowledge and lack of confidence in the beginning. Despite such condition, the teacher developed familiarity with two software, following which he consulted his friends to run

online class. His effort did not end there; he helped other friends as well. The series of activities done by him demonstrates his sustained effort.

As a part of sustained efforts, teachers applied the reaching, teaching and empowering strategies. In the second excerpt, the respondent reported that the responsibilities of the teachers during COVID period were diverse. Their roles and efforts were not only confined to teaching the academic content to their students but also extended to reaching their pupils' residence and teaching the parents about health protocol and other precaution. As in the earlier excerpt, the teacher also put continuous effort. Him Kiran's narrative reveals various innovative tools such as the preparation of multiple sets of questions by the teachers to assess their students' learning achievement during online classes. Mainly, the teachers' attention and efforts were focused on sustaining fairness and precision in evaluation and measurement.

Multiple Difficulties

The theme of multiple difficulties demonstrates the extent and magnitude of problems and challenges encountered by teachers during online classes. In total, 16 codes contributed to this theme. The following excerpts represent the theme showing the difficulties related to the use of technological aspects.

That mode (in persons) of teaching was abruptly interrupted from the first week of Chaitra 2076. We all entirely remained in a dilemma throughout that month. Even in the month of Baishak 2077, our school could not conduct any online classes.

I faced technical problems like basic computer operation knowledge, especially when the Nepali teacher typed in Nepali and prepared Power Points.

Government of Nepal unexpectedly announced a nationwide lockdown from March 24 after the confirmation of the country's second case of coronavirus. Along with this lockdown, all the physical teaching and learning activities were suspended indefinitely. In this regard, the expression of Lokesh, as presented in the initial excerpt, depicted the teachers' perplexing mental state after the suspension of physical activities at school. This expression points to difficulties in the initial phase itself. In due course, teachers faced many other difficulties. Bishal, for instance, shaded light on the difficulties pertaining to fundamental computer operational skills that Nepali language teachers encountered to prepare teaching materials and run the classes virtually. Yet, another teacher shared difficulties related to internet:

I faced problems related to internet. There was no easy internet access, and this problem still exists today. ... there was no reliable and consistent internet service.

This excerpt distinctly portrays the troublesome issue of internet connection as part of multiple difficulties faced by the teachers who were putting their self-learning efforts to cope with the new situation.

Along with technology related difficulty, the participants narrated hardship concerned with students. The following excerpts represent the theme, "...all the students could not be connected, number of students was very less attendance, even 1-2 students were present...might be weakness of their parents as well." As said here, teachers had to

put effort to connect the students to online class. Despite such efforts, the number of students joining the class was negligible. The conclusion ‘might be weakness of their parents’ reflects the frustration of the teacher after their efforts failed.

Parents’ Mentality

The theme – parents’ mentality – pertains to the state of parents’ mindset and their role in orienting teachers to conduct online class. Initial mindset of parents was not pro-online class. With the effort of teachers and school, the parents became gradually positive. Eight codes made this theme.

I present the following two responses by Bishal and Ramila related to this theme.

...in the initial phase, most guardians said online classes were impossible.

So, it was very difficult to convince them. (Bishal)

Guardians even said what happened if my ward did not study one year and s/he would study the following year. So, they were unwilling to keep their children in online class. (Ramila)

All these narratives reveal parents’ initial attitude of pessimism and skepticism about online class. Their skepticism was so powerful that it was difficult for the teachers to convince them. In due course, however, parents were ready to accept online class. The change was due to teachers’ effort. The following excerpt highlights this fact, “*After that only, gradually and slowly they agreed. Thus, in the initial days, it became difficult to convince guardians and parents.*” This expression reveals the gradual change at parental perceptions regarding the effectiveness of online class due to teachers’ continuous efforts.

Specific Activities

The theme of specific activities relates to the particular type of works done by teachers during online session. Education during pandemic differed from the education in face-to-face mode. Given this situation, the teachers had to perform very unique type of activities. These activities demonstrated teachers as active agents doing a number of tasks. The vignette, representing the five codes of the themes, are presented below:

I watch and evaluate my recorded class later on. I try to seek where I made mistakes, and what important thing to be given to my students I missed. I learned lesson from the first day's class and tried to improve in the next day's presentation...

I myself kept the online classes taking on, I continued my self-learning and got a lot of ideas.

The endeavour of teachers as rendered in the narratives above elucidates the activities done by teachers. To 'watch and evaluate' own recording after the class was indeed an additional activity. Had it been the case of face-to-face class, the teacher would not have done it. His retrospection and reflexivity provided a new path for his self-development.

In the second expression, the participant teacher disclosed his persistent exertion for self-empowering and self-learning effort.

To conclude this chapter, I derived six themes from analyzing five teachers' narratives. These themes include a transformative relationship with pedagogy and technology, self-efforts as an outcome of multiple factors, sustained effort, multiple difficulties, parents' mentality and specific activities.

CHAPTER V

DISCUSSIONS

From the study of teachers' narratives, I derived six major themes. Firstly, the pandemic obliged teachers to have different relationships with pedagogy and technology. I named this phenomenon 'transformative relationship with pedagogy and technology'. Secondly, I found teachers' self-efforts to be dependent. That is to say, self-effort relied on external and personal factors. Thirdly, the beginning of online classes obliged the teachers to put in sustained efforts, implying that their agency had to be continuously exercised. Fourthly, I observed that the teachers faced many obstacles in their attempt to run online class. Fifthly, teachers reported multiple instances of their role in convincing the parents to involve their children in online classes. Lastly, teachers had to be familiar and develop mastery over many unfamiliar activities. Diagrammatically,

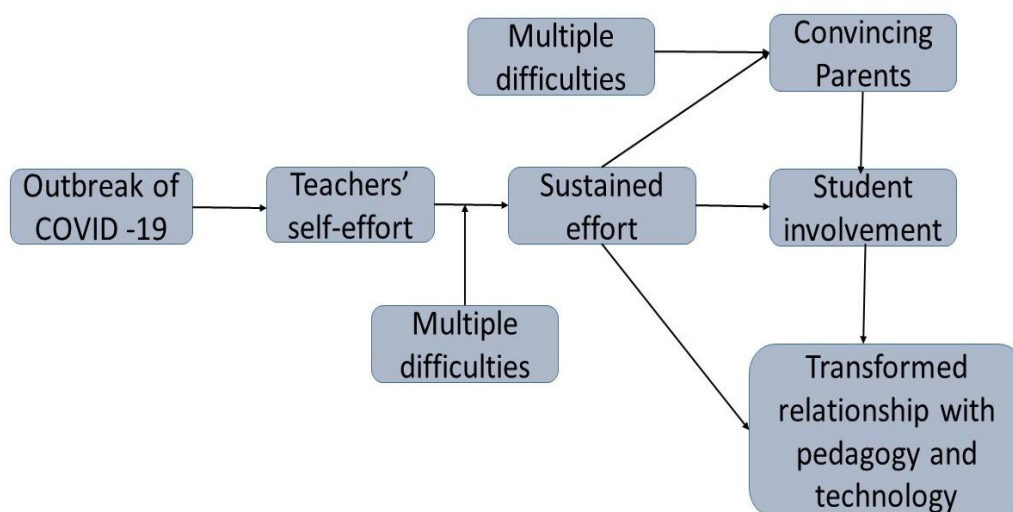


Fig.2: The themes in diagrammatic form

All these findings show that teachers' self-efforts after the suspension of the face-to-face class was multi-layered, arduous and self-motivation demanding. Importantly, teachers' professional development during this crisis appeared to be differently dynamic than the nature of professional development during normal times. A unique feature during the crisis time was urgent, unsystematic and cacophonous.

The first finding of the study – the transformative relationship between pedagogy and technology – is quite similar to the observation of Shrestha et al. (2021), Beka (2021), Trikoilis and Papanastasiou (2020) and Khalaif et al. (2020). All these studies have stated that teachers had capability of professional development. One departure in this study from Trikoilis and Papanastasiou, and Khalaif et al. is the issue of effort put by teachers; these studies have not distinctly pointed out the nature of efforts put by teachers. I found, like Beka (2021), that teachers do several activities to ensure their development. The theory of social cognitive learning, particularly the idea of self-efficacy aptly describes the belief and confidence of teachers to produce desired results (Bandura, 1997). Because of motivational factors (Hoy & Miske, 2013), the teachers could increase their self-efficacy and produce the specific results.

What I found about the relationship of teachers' self-efforts with other factors like self-reflection and colleagues' feedback resemble the study of Beka (2021), and Asgar and Ratra (2020). The finding which also echoes in Woofter (2019), who concluded that parents' support is required for the success of teachers in a virtual learning environment. Like Beka, who found teachers getting support from local organizations, the present study also found national and local government encouraged to run online classes. With the role of these agencies, teachers' self-efforts could contribute to their development.

This finding resembles the study of Joshi, Gnawali and Dixon (2018), in Nepali context, who observed teachers appearing mostly dependent on a self-directed mode of professional development, such as their teaching experience, and reflection to develop professionally. The NCED has also considered self-supported professional development as the main concept of teacher development in Nepal (Ministry of Education, 2013; Pokhrel & Behera, 2016).

This finding can be explained with the theory of self-directed learning and network learning theory. Self-directed learning states that it “is a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating those learning outcomes” (Knowles 1975, p 18). In this process (Long, 2010; Guglielmino, 2013), learners become their learning agents.

The narratives of teachers that revealed peer learning as one of the most common activities can be explained through the network learning theory propounded by George Siemens (2005). In the words of Hodgson, McConnell and Dirckinck-Holmfeld (2012), the theory encompasses the terms such as ‘connections’, ‘networks’, ‘sharing’, ‘collaboration’ and ‘participation.’ It emphasizes developing and maintaining the connection between information and people (Siemens, 2005). Goodyear et al. (2004) state that the theory promotes connections between not only the learners but also among the learners and tutors. In my study, connection and communication between teachers was narrated to play a pivotal role in improving each other’s professional development during COVID crisis.

Nepal Teachers were obliged to make persistent efforts to make online classes happen. It may be because of their prior unfamiliarity with other than face-to-face classes. This finding is in line with the statement made by Loebis and Syaifuddin (2020), who wrote “teacher should make extra effort to support education system (n.p).” Further, the conclusion can best be explained through Bandura’s idea (1977) of self-efficacy which is one’s capability to organize and execute actions. It is further stated that four sources, “mastery experience,” “vicarious experience,” “verbal persuasion,” and “emotional arousal” affect behaviour and actions. Similarly, other scholars emphasize that self-efficacy encourages teachers to intensify their effort in better classroom instruction (Hoy & Miskel, 2013; Kleinsasser, 2014; Yoo, 2016). As argued in all these studies, my participants revealed that self-efficacy played a significant role in enhancing their performance.

The fourth finding of the study – teachers, faced multiple obstacles – resembles the finding of Gurung (2021). In the study, Gurung has pointed to the problems encountered by teachers such as motivating students for learning, students’ evaluation and tracking their progress, student engagement, internet connectivity, among others. In the same line, Adnan and Anwar (2020) have mentioned that unexpected change to “click model” from a “brick-and-mortar model” of education has posed great challenge both for the teachers and students. Similar conclusion was drawn by Beka (2021), claiming that many teachers encountered problems like deficiency of technological skills. Compared to the study of Denden et al. (2020), the obstacles that I observed were limited. I did not find respondents reporting psychological challenges as prominent as in Denden et al. (2020) study.

The conclusion related to the fifth theme, parents' mentality, highlights teachers' obligation to put in extended efforts due to parents' initial reluctance. Quite different conclusions are drawn in the study carried out by Papuc (2021). In Papuc's study, parents are reported to be more willing to support for online classes. They viewed technology as essential in keeping their students involve in educational activities.

Bandura's social cognitive learning theory (1977) bespeaks this finding. According to this theory, one of the key learning processes is social interaction. As reported by the participants of the study, the teachers had to interact consistently with the parents to overcome their reluctance. This social context includes the triadic reciprocal interaction of teacher (learner), behaviour (interaction between teacher and parents) and environment (parents' reluctance).

The sixth finding of the study – teachers had to be familiar with and develop multiple skills – corroborates the conclusion drawn by Compton (2009). It is concluded in Compton's study that online language teachers had to have various skills, some of which are easy to learn and many others are challenging. Yet, all these skills are essential in effective communication. This finding aligns with the tenet of Bandura's self-efficacy learning theory.

Summing up all the findings, it can be said that teachers' personal efforts appeared in various forms and magnitude during the teachers' switch from face-to-face to online classes. Initially, teachers had to put their effort in commencing classes; in this effort, teachers were not alone: school administration as well as the community of practitioners, contributed in this process. Making students attend classes at the juncture when parents were reluctant was the major challenge for teachers. When online classes

started, the required effort increased, obliging the teachers to exercise more. Unlike in the former phase, school administration did not appear to support the teachers; peers, however, contributed. With the classes running full-fledged, teachers' efforts had to be more substantial. At this stage, they encountered multiple problems. Only those having self-efficacy could continue classes. Finally, they could have transformed relationship both with technology and pedagogy. This entire process is presented in the figure below.

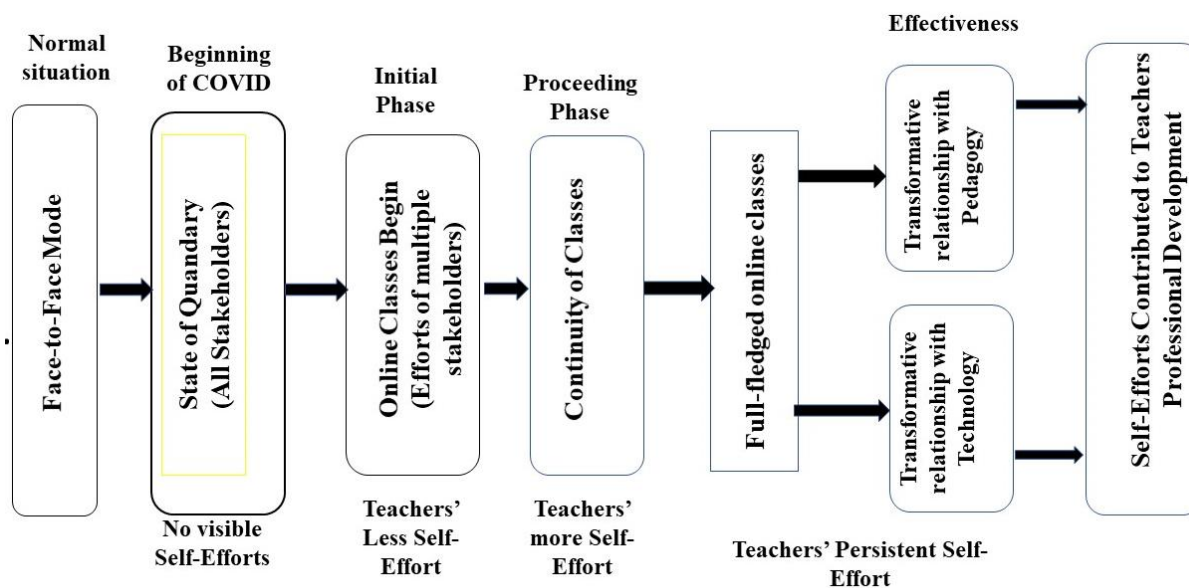


Fig.3: Layers of Teachers' Self-Efforts during Online Classes

CHAPTER VI

CONCLUSION AND IMPLICATION

My decision to study ‘Teachers’ Self- Learning Efforts’ started due to personal and professional reasons. As a teacher in a school with private investment, my profession obliged me to assess the nature of efforts made by teachers like me. Mainly, I was interested in what types of activities teachers initiated, what efforts they made regarding pedagogy and technology, and how they maintained their relationship with other stakeholders during COVID. During this time, putting substantial efforts into teaching through synchronous mode had become my everyday reality. This experience was a pivotal turning point in my teaching career, as teaching online required a remaking of myself.

My experience led me to visit relevant literature that exposed me to the experiences of other scholars. I found their narratives very similar to many of my experiences, and in some respects, they differed. This observation furthered my curiosity and I decided to answer “How do school teachers exercise their self-learning efforts for professional development during COVID-19?” For this purpose, I selected narrative inquiry as a method. Listening to the stories of teachers related to their lived experiences, feelings and insights, I synthesized what they said using narrative thematic analysis.

From this analysis, I conclude that self-effort was the crux of teachers’ realization and initiation. Such initiation in the teacher was found at least in two areas: pedagogical practice and technological application. The teachers who felt obligations to run online classes faced multiple obstacles, put sustained efforts developed various skills that

contributed to running online classes. Those who did not feel obligation and failed to develop required skills either did not run their classes or quit their jobs. It may be concluded from the narrative of five teachers that the teachers from Nepal actualized their transformative potential during the pandemic. But as this study had no aim to quantify how many teachers could transform themselves, another cross-sectional quantitative study may answer this question. I strongly recommend for such research.

Another conclusion reveals that multiple factors facilitated teachers self-learning efforts. Such phenomenon occurred only in those cases where teachers were active and exercised their agency geared towards running online classes. Those promoting factors include colleagues, school administration, governmental agencies, subject content, personal skills and self-confidence. Any further study exploring the facilitating factors may enrich the finding of this study.

Running online classes not only in the initial phase but also in various later stages was challenging for teachers from Nepal. Though teachers were skeptically self-efficacious in the beginning, they fostered and enhanced their efficacy through the sustained efforts, indicating that the teachers' self-efficacy developed enough to run online classes.

The next inference from the narratives of my study participants has to do with the problems many teachers encountered while running online classes. Those willing to conduct classes faced multiple obstacles, so much so that they were at the verge of surrendering. The role of agencies working in the same area was instrumental in scaffolding their efforts. From this conclusion, the Nepal government, particularly,

Ministry of Education and local educational bodies can be recommended to take appropriate measures during a difficult time to scaffold teachers' learning-efforts.

Resistance from major stakeholders is a characteristic feature in any new initiation. My study participants reported parents' reluctance and opposition in the teachers' endeavour to start online class which means there was resistance from major stakeholder. Teachers' effort could overcome such resistance, indicating the importance of teachers' agency.

The importance of exercising agency is another major inference from this study. As narrated by the participants, the teachers had to be familiar with and develop many skills simultaneously. Had the teachers not put self-effort from the beginning and not sustained it in the latter two phases, online classes would not have been possible.

The main implication of this study is to shading light on the difficulties that the teachers faced in their endeavour to start online classes and continue them. The teachers, in this sense, deserve great acknowledgement to their endeavour. As a human resource with no prior exposure to technology, the teachers had difficulty learning them. Yet, they made it possible. Moreover, as the parents were reluctant to send their children to online education, the teachers had to overcome this difficulty as well. However, the teachers succeeded due to their self-efficacy.

The theoretical implication of this study is to demonstrate the limitations of any particular theory in studying the phenomenon like online education that is an obliged outcome of any difficult situation like COVID. In reviewing such a phenomenon, insight from multiple theories needs to be brought as done in this study.

The policy implication of my study is to encourage commitment among teachers so that they sustain their self-effort not only to have a transformative relationship with pedagogy and technology but also to motivate the major stakeholders in making them accept online mode of education and impart education to the students through online medium.

Reflections on My Research Expedition

This section briefly presents my reflective experiences and understanding as an MPhil student from the beginning to the end of my research work. Initially, I identified my research topic from my lived experience as an insider teacher, the stories I listened from my teacher colleagues and the challenges I encountered as a teacher during COVID-19. When the corona virus exponentially proliferated globally, all the in-person classes from school to university were suspended. Teachers, school leaders, parents, students and other stakeholders were in dilemma. During that time, I, as a teacher, realized that my professional skills and experience were insufficient and incompatible to deal with the crisis. The COVID crisis induced challenges obliged me to learn additional skills, knowledge and strategies needed for adjusting newly emerged situation through my learning efforts. This situation made me flash back to the by-gone days of my life when I first commenced teaching career after completing the intermediate level (now, Grade Twelve) at my late teens in one of my village public schools about three decades ago.

In the initial days, I had an acquaintance with chalk, duster and one-way communication. These things I believed were only required. I had an illusion that I was well-trained and did not need further training and learning. Shortly after, I comprehended that my knowledge and skills would not suffice for my teaching profession. I sought

various ways and options to enhance my existing skills through collaborative efforts; however, I found them to be indifferent for that purpose. Rather most of them preferred involving in trivial issues. Realizing that I would not develop further, I decided to discontinue the permanent job of lower secondary level and set for Kathmandu for further study.

In Kathmandu, I pursued my studies and teaching simultaneously. I taught in different schools, plus two and campus. I earned bachelor's and master's degrees, attended many seminars, trainings, workshops and talks. I also worked as a subject teacher, ECA head, hostel warden, subject facilitator, head of the department, academic coordinator, and vice-principal. I thought I was a trained a teacher and an administrator. I could handle any situation easily and efficiently. However, COVID-19 came to test my professional efficiency, experiences and skills in my life. I realized that my skills and knowledge were not ample enough for the unpredictable phenomenon like COVID. I had two options: either to quit as before or to develop myself. The first option did not sound appropriate at all.

This situation enticed me to precede my MPhil dissertation inquiring about the school teachers' self- learning efforts and exercises they carried out for their professional development during COVID. It took me a long time to finalize the purpose and research question of my study. I had to reconfigure and reconsider the purpose and research question many times to give the final shape.

After finalizing my study topic, I submerged into the immense ocean of literature for reviewing. I explored the essential ideas and knowledge related to my research area. It was an arduous and time-consuming task. Literature review supported me to consolidate

my concept further better and clearer. After doing literature review, I understood different ideas, practices and policies about teachers' professional development. I carried out five types of literature reviews viz. thematic, empirical, theoretical, and methodological and policy related to my research issue.

Thematic and empirical review helped me bring further clarity on the topic that I was inquiring about. Reviewing of the previous literature provided me rich insights and information for designing my study work. However, it was really a bewildering and tough task to obtain the ideas related to my study domain from the vast body of literature.

Theoretical review supported me to link my research study with the existing learning theories. I cursorily reviewed 15 learning theories and among them three seemed relevant to my study. Since my study was not theories-laden, I followed the inductive path of inquiry. I did not deliberately bring these theories on my mind pre and during the study but they provided me enough insights to precede my research ahead. Interacting with the participants to collect data made me realize the difficulties faced by the teachers and the efforts they placed to overcome the obstacles.

Review of the previous research study facilitated me to identify the nature and types of the research associated to my study area. This review supported me to find the research gap, set the purpose and formulate the research question for my research study. To accomplish the set purpose, I employed the narrative as my research method. Narrative story was a main tool to generate information in my research work. I generated the information needed for my research from the five participants' narratives.

I deeply thought how my research participants (school teachers) exercised self-learning efforts for their professional development during pandemic time. I planned to

study this aspect through my reflections, experiences and the deeper understanding of other teachers' stories.

I prepared semi-structured interview guidelines in Nepali language for head/teachers' interviews. I purposively selected my research participants who were involved in both public and private schools in Kathmandu and Kavrepalanchok. I could not easily convince them for interviews initially as some teachers were hesitant to share their stories overtly. Meeting them personally was not feasible due to lockdown. So I carried out the interview process virtually. I tried to create a congenial ambience for them to be more expressive and confident. I posed more probing questions to divulge into experiences. From the series of conversation with the participants, I could be able to acquire adequate information for my study. This process taught me a new skill of administrating interviews.

I went through the stories of research participants and interpreted the collected data using narrative thematic analysis. Analyzing the interviews, I identified the six themes which I connected with the specific concepts of the theories. The task of theoretical blending helped me to substantiate the findings of my study. I presented the participants' views, values, voices and versions as they were. I had to work very carefully while creating themes and sub-themes from the data.

Evaluating the finding in the light of the policies of the Nepal Government and international agencies related to teachers' professional development, I found the current status of teachers' development in Nepal. It also assisted me to analyze the gap between policy and practice.

After I prepared the first draft of my dissertation, I felt extremely delighted. I was intensively involved in different tasks of my research journey such as interview conduction to data analysis, chapter-wise revision, and submitting for feedback to final approval. I wrote chapters one after another. I requested my supervisor go through each line and provide me feedback. My supervisors provided feedback to each chapter twice. After that, I submitted my work to the department and the HoD forwarded it to the external examiner. I got about twenty comments on different issues from the examiner. I addressed all the issues in time and submitted for further approval. My supervisors read it again and provided me constructive feedback. I went through their suggestions, made complete correction for the third time and submitted to the research committee. On the day of my final presentation too, I got some pertinent suggestions and comments from the professors and members of the research committee. I addressed all the genuine comments and issues.

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APPENDIX: 01

CODE BOOK

Themes	Codes	Representative Expressions (citable)	Key ideas for explanations	Related theories
1. a. Transformative Relationship with pedagogy	Mere learner in beginning phase	“The beginning phase was my learning phase; I was merely a learner.”	Reflexive self-critique	Social Cognitive Learning Theory Network Learning Theory
	Change from teacher centric to student centric	“I used to think I had to teach more content rapidly in a day... used to enter to the class with the objective of providing knowledge whatever I’d known. ...had a concept that my students had to know as much knowledge as know. Consequently, students felt difficulty to comprehend....”	Implementation of prior understanding and difficulty to the learner	
	Reciprocal learning between teacher and students	“I do not enter to classroom merely for teaching purpose. I go there to learning something. ... a teacher has to learn and recognize those skills from students.”	Teacher as a learner, classroom as a learning place for both teacher and students	
	Student-centric pedagogy	“I would like to reiterate one thing is that a teacher should not treat the students from his/her perspective and level. If we enter to the class taking a concept whatever I have learned, my students also have to learn the same things in same amount, we get failed.”	Changed set of minds, realization	
	Changed pedagogical strategic after feedback	“I instantly realized and learned was whatever I/we teachers had learned we did not have to provide to our students. If it was done so, the students could learn nothing. I was the most important knowledge I got.”	Realization, retrospection and adoption new instructional tactics	
	Application of different pedagogical	“I directly interacted and communicated with my students while teaching as it is having between	Interactive and communicative classroom	

	approaches	you and me now. I followed question-answer style like teacher asked question and students replied orally.”		
	New strategies in classroom language	“Regarding the use of language, instead of using low and medium level respected terms like <i>Tain or Timi</i> , it was started to use high level of respecting words like <i>tapain and hajur</i> as there was participation of guardians and other people. Everyone was inspecting our class from the background.”	In this excerpt, transformation in the nature of language used is presented. The teachers’ language prior to COVID was informal and domineering. After COVID such language was dropped.	
1.b. Transformative relationship with Technology	Familiar with audio and video	“I had seen and used the audio/ video teaching and learning materials of different subjects developed by curriculum development centre (CDC). I also used to use those materials for the purpose of my self-learning and teaching my students in the class as well.”	Support of past experience to cope with new situation	
	Information about app from colleagues	“My other teacher colleagues found the idea of using this app for teaching purpose and informed me.”	Cooperation from coworkers	
	Gradual learning of preparing power point	“I did not a have much ideas about how to prepare power point. After the online classes began, I gradually develop the skill to prepare power point and realized the fact that we could teach through the medium of it to the students.”	Contribution of technology for teaching learning	
	Gradually learning professional skills	“I have gradually been learning the required professional skills from different sources and have been teaching now”	Support of various technological sources for learning	
	Role of personal effort	“...when I came to know that ..., we are conducting class from online, I learned a lot, I used to think and listen, let me say that two, three, I used to spend two, three hours internet you know, how to schedule meeting and how to do the work, how to give Homework, I used lots of	Examples of multiple efforts associated with technology	

		time searching the ideas, exhausted to answer the questions learning the ideas, so that personally, I what I feel is it was me and other two, three teachers were there, we initiated the class very nicely, and I did very well, because of my personal effort.”		
	Gradual enhancement in use of technology and motivation	“I can directly type on the screen as on the white board and present some grammatical subject matter. In these days, these devices and equipment have been my good helpers. Gradually I got motivated, encouraged and”	Empowerment through technology	
2. Self-efforts as an outcome of (external & Personal) factors	Recognition motivates teaching	“Even today, despite long time, they recognize me when I go there.”	Long lasting effects of self-efforts	Self- Directed Learning Theory Social Cognitive Learning Theory
	Perception of fellow principals	“...other fellow headmasters of some schools, they never teach, spend days staying at office, without teaching anything, without visiting any class.... I took three periods daily.... while sharing this thing ... they got surprised and interrogate me how it is possible and how it can be done.”	Exemplary professional self-effort for others	
	Colleagues’ feedback	“After teaching a couple months, my other senior teachers and colleagues provided me some feedbacks and hints about my teaching style... students had some grievances about my teaching performances- teaches very fast and delivers more content in a single session.”	Power of feedback for further endeavor	
	Support from college	“I was somewhat benefited because our college (I also teach in college in the morning time) had already provided a week of preparation training on how to use Microsoft team for teaching purpose. That training had promoted my confidence a little.”	Positive impacts in learning efforts obtained identical nature of work	
	Additional benefits for teachers	“This online class compelled us to speak publicly. Consequently, it helped to develop speaking abilities. Teachers became like public speakers.”	Support of confidence for self-learning efforts	

Role of school leadership and programmes for teachers' empowerment	<p>"I was continuously encouraged If school leadership had not stimulated, I would not have entered to this mode easily...proposed us to start online class, took our viewpoints, inspired us to show our skills, ability and competence beyond the four walls of the classroom. School administration frequently suggested necessary things to be considered while conducting online classes."</p>	Supportive roles of organization for consolidating teachers' self-efforts for running online classes
School's initiatives for guardians' persuasion	<p>"School proposed the guardians to be present in the online classes, observe our teaching activities directly and decide whether it would be proceeded ahead or not."</p>	Participatory roles of guardians
Government's initiation	<p>"Nepal government had also initiated teaching through radio or TV programme. We copied the routine, printed and distributed it along with school calendar to students reaching their own homes each. We asked our students to follow the routine for radio education and do the given tasks accordingly."</p>	Government's moves and plans help to conduct online classes, Positive impact on teachers' efforts and motivation
No curbing of freedom from management	<p>"I have never found any inconvenience from there. Although they are not directly involved and facilitated showing their own skills and initiations, they have provided me and my team a full fledge of freedom pertaining to financial resources and other things to manage everything."</p>	Autonomy increases teachers' efforts
Subject related effectiveness	<p>"The teachers like me as a mathematics teacher, this way of teaching is more challenging and complex one."</p>	Effectiveness depend on the nature of subjects/ Mathematics teachers encounter more challenges and put more efforts
Effectiveness depends on subjects	<p>"In my perception, teaching of language-based subjects more effective in comparison to the</p>	Language based teachers feel more convenience

		technical subjects like mathematics and science.”		
	Personal endeavor	At the beginning I struggled a lot to commence online class since I was just computer literate. But I was ready to learn, then I learnt how to use zoom for teaching from YouTube and started teaching. Whenever I faced new problem, I used to visit YouTube. Honestly speaking YouTube was my Guru to train me teaching in this new platform.	Constant efforts to self – empowerment in technology	
	Personal readiness of teachers	“Young teachers are very smart in handling information technology. They are well versed in IT. They need not be taught IT concept. We are getting help from these fresh friends.”	Personal readiness and age - factors of learning and helping others	
	Self- reflection for transformation	“Why is there hundred percent presence of students in the class of a particular teacher and not the same level of presence to next teacher’s class? This the question, in my opinion, must to be asked to ourselves. Students’ attention, presence, motivation, interest and concertation depend upon a teacher’s concept, nature, ways of dealing, effort and presentation techniques.”	Self-assessment supports to self-learning efforts better	
	Application of previously learned language skills	“The previous skills I had learn about the use of four language skills like listening, speaking, reading and writing in the class became more helpful.”	Past learning is a supportive key to learn further learning	
	Impact of interest in learning	“Depends on an individual’s interest. Even old teachers have developed their skills very well who have keen interest to learn. They can nicely operate. But those who do not have interest at all are lagging behind.”	Interest – key influence factor of putting the self-learning effort	
	Time spent for learning from institutions	“I spent that time to study and understand on how other schools and educational institutions were initiating online mode.”	The experience of other institutions provided new insights to run online classes	
	Role of	“I repeatedly involved him (trainer)	Supportive sole of	

	facilitators and trainers	in to train our teachers. He nicely taught us how to teach through online mode. He helped us on many things. Gradually we learnt.”	trainer for strengthening teachers’ learning	
	Learning through connecting and collaborating with others teachers	“We learned from the friends who had good knowledge on computer and they cooperated us. I learned my things from senior teachers during school meeting. I realized that I got chance to learn and understand a lot from the collaboration of teacher colleagues. This sort collaboration was carried out through online mode. “	Teachers’ collaborative work increases learning efforts	
	Contact to colleagues	“There was no next option except this way. I contacted to other friends.	Fellow teachers’ assistance is essential for learning	
	Disinterestedness in model classes (negative aspect)	“I’d proposed this among the teacher friends but nobody showed their interest. I myself thought that it was not good to say other teachers to observe my class.”	Attitude of indifference hinders the learning efforts	
	Pessimistic view of fellow teachers (negative aspect)	“Teacher colleagues also expressed their doubt about the significance and effectiveness of virtual class.”	Skepticism discourages learning	
	Sharing and discussion	“...organized a faculty meeting through ZOOM App.”	Sharing of ideas is beneficial for learning efforts	
3 Sustained Efforts	Efforts for independency for further study	“I had to pursue my study being self-dependent on the one hand and side by side I had to seek a minimum base to survive....”	Continue efforts for career redevelopment	Network Learning Theory Social Cognitive Learning Theory
	COVID as a new threat to profession	“...thirty years of long span of my teaching career, the problems posed by COVID was entirely new experience to my life....”	Appearance of new experience	
	Quest of new options	“.... All the activities were stopped... stayed at home ... ignoring COVID fear to some intensity...took initiation ...involved in task.”	Suspension of regular nature of works and effort to start new options	
	Carried out some academic activities	“...new text books distributed and new admission process started... involved in admission....”	Some additional efforts as a part of new initiation	

Persistence in putting efforts	“Initially, I didn’t have clear ideas and skills ...very difficult ... conducted by hook or by crook.... Microsoft Team & Google Meet two technologies...provided me opportunity to ... my friends taught me and helped me a lot.... I persuaded friends to cope with situation.”	Constant endeavour despite difficulty and quest of new opportunity
Intensification of efforts and mobility with plan	“...increased mobility...sought alternative...school prepared a separated special action plan for this pandemic period.... I involved in planning... plan presented at staff meeting, got feedbacks , revised, finalized & implemented.”	Influence of plan and surveillance for learning endeavor
Efforts to address the absentees	“...collectively thought and planned to address such students... prepared a separate schedule fixing days ... called at school in limited numbers.... I guided them for one/two hours on the subject matter and assigned home work.”	Combined efforts to minimize the rate of absenteeism
Effort in Preparation of calendar	“...prepared a school operation calendar, distributed to student to their own homes, reminded students and their parents about basic protocols of pandemic on sanitation, maintaining physical distance, use of mask, proper ways of washing hand, use of sanitizer, diet etc.”	Additional activities and efforts to prepare the students
Established a positive identity in short span of time	“I could be able to impart positive image or perception to the students and taught effectively and nicely.... I could leave a sort of positive recognition and impression.”	Impacts of teachers’ positive efforts
Additional activities and efforts for teaching and assessment	“...viva, oral evaluation & written test per day...prepared four five sets of questions for viva. ...prepared multiple parallel sets of questions in order to maintain fairness.”	Use of multiple method to evaluate students’ achievement
Self-management of required devices	“...managed the required devices oneself... some problems related to solve by our family members as well”	Support from family members in teachers’ personal efforts
Self- evaluation	“I cannot evaluate myself...other	Independent

	as a teacher	people ought to evaluate and rate me....”	evaluation	
4 Multiple Difficulties	Lack of self-confidence in teachers	“And next problem was not familiar to technology and had lack of self-confidence as well.”	Technology related obstacle which causes personal in-confidence	Network Learning Theory
	Reluctance to learn	“... some four, five teachers discontinued school prior to commence new session. It might be due to the obligation and difficulty to teach virtually.”	New challenges compelled to discontinue the efforts	
	Online class after COVID	“I knew the concept of online class only after COVID pandemic spread....”	Lack of knowledge about online class which hindered self-effort	
	Pedagogical ways of in person class	“I and my teacher colleagues used to teach in the physical classes were by showing something, lecturing, demonstrating, interacting and inspiring our students.”	Infectiveness of previous pedagogical approach – posed challenges	
	Emergence of new COVID scenario and state of dilemma	“That mode (in persons) was abruptly interrupted from the first week of Chaitra 2076. We all entirely remained in dilemma throughout that month. Even in the month of Baishak 2077, our school could not conduct any online classes.”	New situation creates confusions	
	Classes amid the quandary	“... I found students mainly being confused about the routine of radio education. In some homes, there was only one radio set or device, classes of their children were collided....”	Difficulties due to devices	
	New test of online class in my life	“I had never heard and learned about online class in my life. However, I had listened about distance education and radio education programme. I had heard that learning through online study could take place only in foreign countries.”	Partial concept assisted to run the online classes	
	New opportunity for learning and updating	“I took this situation as an opportunity to learn. I thought that if I learned skills; it would help me to establish in the field of technology	Challenge creates opportunity	

		and I should not flee from this challenge. I took this crisis as a process of learning and update myself.”	
	Constraints of public school	“All students could not be involved ... weaker economic condition...some parents could not manage even a simple set of radio... no devices...”	Parents’ economic status affects learners’ learning
	Indifferent tendency of students	“All the students could not be connected, number of students was very less attendance, even 1-2 students were present...might be weakness of their parents as well.”	Parents’ role in student attendance
	Lack of skills on social platforms	“I did not have any idea about ZOOM and its feature but I didn’t use to operate Gmail, Viber and Messenger....”	Deficiency of skills hinders learning efforts
	Lack of students’ motivation	“Even students were not regular, there was not cent percent attendance of the student. Only about 20 to 25% were present in the beginning.”	Students’ attendance might impact teachers’ efforts
	Evaluation of students’ learning	“I evaluated using two ways -first asking orally while teaching and next sending written questions.”	Modes of evaluation
	Problem in computer operational skills	“I had to encounter some problems in regards to operational skills of laptop. Still I am facing obstacles on this aspects as there are a lot of things to be learned.”	Lack of computer skills, as a hurdle for learning efforts
	Problems in power point preparation	“I could not prepare my teaching power points and make presentation without laptop so I managed it by hook or crook.	Lack of computer skills, as a hurdle for learning efforts
	Problem in power point preparation and typing	“I faced technical problems like basic knowledge on computer operation, specially Nepali teacher faced problem typing in Nepali and preparing Power Points.”	Lack of computer skills, as a hurdle for learning efforts
	Issue of internet for self-learning	“I faced problems related to internet issue. There was no easy access of internet and this problem is still existing today. Although there was (still is) no reliable and consistent internet service.”	Internet related issues created obstacles for learning efforts.

5. Parents' Mentality	Doubtful about online learning	"In the beginning, I used to ask and suspected myself if teaching learning was possible through online and so did the parents."	Skeptical mental status of parents and teachers	Self-Efficacy Theory
	Pessimist feeling	"They expressed the feeling of hopelessness. Even I had some doubt in the beginning."	Pessimist attitude of parents	
	Doubt and dilemma in initial phase	"In the initial stage, I was not prepared; students and parents as well...asked myself if that mode of teaching possible."	Unprepared mentality of the parents about online class	
	Difficult in convincing guardians	"In the initial phase, we had to struggle a lot to convince the guardians as well as the students about the way of online teaching and learning."	Problem in persuasion	
	Guardians' initial skepticism	"I have already stated, in the initial phase, most of the guardians said online classes were not possible. So, it was very difficult to convince them."	Huge doubt in guardians about online classes	
	Parents' reluctance for online	"Guardians even said what happened if my ward did not study one year and s/he would study the following year. So, they were unwilling to keep their children in online class."	Pessimistic attitude of parents	
	Parents' involvement	"The responsibility of decision was given to the guardians. We kept on presenting demo classes in front of parents preparing materials and slides, parents liked our efforts and agreed."	Parents' appreciation encourages for learning	
	Gradual participation of guardians	"After that only, gradually and slowly they agreed. Thus, in the initial days, it became difficult to convince guardians and parents."	Parental involvement enhances teachers' efforts	
	Parents' involvement beneficial	"I got positive feedback and comments both from students and guardians. Their comments made me more encouraged and excited."	Parents' positive reaction helped to promote teachers' efforts	
	Students' participation	"...all the students could not be connected, number of students was very less, even 1-2 students were there in some classes."	Less participation of student – related to different reasons	
Continuity of online	"I regularly started to conduct online classes and still we are carrying out	Continuous efforts of learning		

		teaching learning activities till date.”		
	Students’ response regarding online mode	“Later on, I had asked my students about the effectiveness of online classes but most of their replies and reactions were not positive....”	Learners’ feedbacks for new strategies	
6. Specific Activities	Self- reflection of past efforts and errors	“I was not that much confident to conduct online class. Now, when I remember and reflect the activities I did in the beginning, I realized I had committed many errors at that time.”	Reflection of the past provides new insight in learning	Self-Directed Learning Theory Social Cognitive Learning Theory
	Ways of self-correction	“I watch and evaluate my recorded class later on. I try to seek where I did mistakes and what important thing to be given to my students I missed. I learned lesson from the first day’s class and tried to improve in the next day’s presentation....”	Self-evaluation and analysis help to enhance learning	
	Gradual learning and improvement	“In the later phase, I am in the stage of gradual learning and improving condition.”	Progressive impacts of learning efforts	
	Continuous use beneficial	“I myself kept the online classes taking on, I continued my self-learning and got a lot of ideas.”	Persistent effort is advantageous	
	Support of pre skills and knowledge	“The pre skills and knowledge which I had gained previously from various medium helped me. Every teacher has to have per knowledge of subject matter. Skills regarding how to speak to the students and how to talk to the parents were learnt.”	Multiple sources and channels of developing skills and efforts	

APPENDIX: 2 A

सामुदायिक तथा संस्थागत विद्यालयका शिक्षकहरूसँग लिइने अन्तरवार्ताको प्रारम्भिक असंरचित प्रश्नहरु

१. कोभिड-१९ पछि तपाईंले शिक्षण-सिकाइ क्रियाकलापका सन्चालका लागि शुरुका दिनहरुमा गर्नु भएको प्रयासका बारेमा बताइदिनुहोस् न ।
२. अनलाइन कक्षा सन्चालन भए पश्चात यहाँले गर्नु भएको प्रयास र अनुभवका बारेमा पनि बताइदिनुहोस् न ।
३. शिक्षण-सिकाइ क्रियाकलापलाई प्रभावकारी बनाउन यहाँले आफ्ना सहकर्मीहरूसँग गर्नु भएका प्रयासका बारेमा पनि बताइदिनुहोस् न ।
४. तपाईंले आफूले गर्नु भएको प्रयासमा सम्बन्धित संस्थाहरुको कस्तो भूमिका पाउनु भयो ?
५. आफ्नो व्यवसायिक वृत्तिविकासका लागि यहाँले गर्नु भएको प्रयासमा तालीम लगायतका क्रियाकलापको भूमिका कस्तो रह्यो ?

APPENDIX: 2 B

सामुदायिक तथा संस्थागत विद्यालयका शिक्षकहरूसँग लिइने अन्तरवार्ताको क्रममा असंरचित प्रश्नहरूसँगै

सोधिएका केही संरचित पुरक प्रश्नहरू

१. स्वनिर्देशित सिकाइसँग सम्बन्धित प्रश्नहरू

- क) तपाईंले अनलाइन मार्फत कक्षाहरू सन्चालन हुने रहेछन् भन्ने कुराको जानकारी कसरी पाउनु भयो ?
- ख) सुरुमा कक्षा सन्चालन गर्नका लागि कसरी प्रेरित हुनु भयो ? आफैले कति खोज गर्नु भयो ? कुन-कुन स्रोतबाट खोजी गर्नु भयो ? कस्ता कस्ता सीप र ज्ञान आफै सिक्नु भयो ? कसरी सिक्नु भयो ?
- ग) सिक्नका लागि आवश्यक स्रोत-सामग्रीहरू कसरी जुटाउनु भयो ?
- घ) तपाईंको व्यक्तिगत प्रयासबाट विद्यार्थीहरूले सिके कि सिकेनन् भनेर कसरी मूल्याङ्कन गर्नु भयो ? मूल्याङ्कनका लागि के कस्ता उपायहरू अपनाउनु भयो ?
- ङ) तपाईंले पढाएका कक्षाहरू प्रभावकारी भए नभएको स्वप्रतिविम्ब (Self- reflection) कसरी गर्नुभयो ?
- च) तपाईंको विचारमा नयाँ ज्ञान, सीप र क्षमता हाँसिल गर्नका लागि व्यक्तिगत स्वक्षमता, संज्ञान र अवलोकनको भूमिका कस्तो हुन्छ भन्ने ठान्नु हुन्छ ?
- छ) कोभिडको समयमा तपाईं आफ्नो व्यवसायिक सीप अभिवृद्धिका लागि केके प्रयासहरू गर्नु भयो ?
- ज) आफ्नै प्रयासले पनि केही नयाँ सीप र ज्ञान सिक्नु भयो ?
- झ) तपाईंसँग सूचना प्रविधिका बारेमा केकति ज्ञान थियो ? त्यो पूर्व ज्ञान र सीपले तपाईंलाई केकति सहयोग ग-यो? प्रविधिले तपाईंलाई कति मद्दत ग-यो ?
- ञ) कोभिडका समयमा तपाईंले के कस्ता समस्याहरू भेल्नु भयो ? ती समस्याहरूको समाधानका लागि तपाईं आफूसँग सीप र दक्षता थियो ?

२. स्वक्षमतासँग सम्बन्धित प्रश्नहरु

- क) तपाईंसँग अनलाइन कक्षा सन्चालनका लागि चाहिने आवश्यक उपकरण र प्रयोग सीप थियो ? केके कुरा जान्नुहुन्थ्यो ? गर्नु सक्छु भन्ने लागेको थियो ? नजानेको कुरा कोबाट सिक्नुभयो ?
- ख) अरुले कसरी अध्ययन अध्यापन भइरहको छ भने ? अरुले यसो गरिरहेको देख्दा आफू पनि सक्छु भन्ने लाग्यो कि लागेन ?
- ग) म सक्छु भन्ने लागे पछि तपाईंमा थप motivation जागृत भयो कि भएन ?
- घ) कोभिड अगाडि तपाईंसँग कम्प्युटर सम्बन्धि केकस्ता सीपहरु थिए ? तपाईंमा कम्प्युटर साक्षरता थियो कि थिएन ? कति समय पछि अनलाइन कक्षाहरु सुरु गर्नु भयो ?
- ङ) अनलाइन कक्षा सन्चालनका लागि तपाईं कुन device प्रयोग गर्नु हुन्थ्यो ? Laptop, Mobile or Desktop? अनलाइन कक्षाहरु सन्चालन गर्दा कस्ता किसिमका समस्याहरु समना गर्नु भयो ? ती समस्याहरु केसँग सम्बन्धित थिए ? जस्तै इटरनेट, विजुली आपूर्ति, डिभास, सफ्टवेअर आदि केसँग?
- च) कुन सफ्टवेअर चलाउन भयो ? Zoom, Good Meet, or any other?
- छ) सफ्टवेअर चलाउने क्रममा समस्या आउँदा कसरी समाधान गर्नु भयो ?
- ज) प्रविधिले तपाईंलाई आफ्नो व्यवसायिक ज्ञान, सीप र क्षमता अभिवृद्धिका कतिको भूमिका खेलेको ठान्नुहुन्छ ?
- झ) तपाईंले प्रविधिको सन्जालमा उपलब्ध भएको ज्ञानबाट के कति सिक्नु भयो ? तपाईंले उक्त माध्यमबाट सिक्न कतिको सहज महसुस गर्नु भयो ? यो विधि तपाईंका लागि कतिको उपयोगी भएको ठान्नु भयो ?
- ञ) समस्याहरुको समाधानका क्रममा तपाईंले केके नयाँ सीपहरु सिक्नु भयो? कसरी र कुन माध्यमबाट सिक्नु भयो? नयाँ सीपहरु सिक्न कतिको कठिन भयो?
- ट) यसका लागि तपाईंको विद्यालयको प्राचार्य र अन्य सहकर्मी साथीहरुको भूमिका कस्तो रह्यो ?

३. सहकार्य सिकाइसँग सम्बन्धित प्रश्नहरु

- क) कोभिडको समयमा सहकर्मी साथीहरूसँग भेट्नु हुन्थ्यो कि हुँदैनथ्यो? हुन्थ्यो भने कसरी भेट गर्नु भयो ?

- कसरी र कति समयको अन्तरालमा भेट हुन्थ्यो ? भौतिक रुपमा कि अनलाइनमा भेट्न भयो ? अनलाइन कक्षा सन्चालनका सम्बन्धमा औपचारिक वा अनौपचारिक कसरी छलफल गर्नुभयो ? तपाईंलाई उक्त समयमा सहकर्मी साथीहरूले आवश्यक ज्ञान र सीप विकासका लागि कसरी सहयोग गरे ?
- ख) साथीहरूसँग भेटमा अनुभव साटासाट गर्नु हुँन्थ्यो कि हैनथ्यो ? केही सहयोग लिनु भयो ?
- ग) साथीहरूले यो स्रोत वा सामग्री अध्ययन गर्नुहोस् भन्नुभयो कि भएन ? साथीहरूको सुझाव र सहकार्य तपाईंका व्यावसायिक सिकाइ तथा सीप विकासका लागि कतिको उपयोगी रह्यो ?
- घ) सहकार्यबाट यहाँलाई अनलाइन कक्षा सन्चालनका लागि कस्तो फाइदा भयो ?
- ङ) तपाईंलाई कुनै पनि विशेष क्षेत्रमा चाहिने ज्ञान त्यही क्षेत्रमा कार्यरत व्यक्तिहरू बीचको आपसी सहकार्य र अन्तरक्रियाको भूमिका कस्तो हुन्छ जस्तो लाग्छ ?
- च) तपाईंको विद्यालयले कोभिड कालमा कक्षा सन्चालनका लागि कस्ता- कस्ता कामहरू ग-यो ?
- कोभिडको समयमा तपाईंको विद्यालयमा के भयो ?
- छ) विद्यालयले अनलाइन कक्षा सन्चालनको आवश्यकता र उपायका विषयमा तपाईंसँग छलफल ग-यो कि गरेन? यसो गर्ने भनेर निर्णय मात्र सुनाइयो कि तपाईंसँग छलफल, अन्तरक्रिया र राय पनि लियो ?
- ज) विद्यालयले कक्षा सन्चालनका लागि उपलब्ध भएका केके सुविधाहरू तपाईंलाई प्रदान ग-यो ? नयाँ के के सुविधाहरू थप ग-यो ?
- झ) विद्यालयले अनलाइन कक्षा सन्चालनका सम्बन्धमा विभागीय, विषयगत र तहगत बैठक तथा छलफलको आयोजन ग-यो ? यस्ता बैठक तथा छलफलहरू कुन माध्यमबाट र कति पटक भए ?
- भौतिकरूपमा, अनलाइन या फोनमार्फत कसरी भए ? तपाईंको विद्यालयको कुनै किसिमका तालीमहरू आयोजना ग-यो ?
- ञ) नयाँ परिस्थितिका लागि तपाईंलाई चाहिने प्रविधिक ज्ञान, सीप र दक्षता अभिवृद्धिका लागि विद्यालयले केके कार्यहरू ग-यो ?

४. सम्बन्धित संस्थाहरुको भूमिका सम्बन्धित प्रश्नहरु

- क) कोभिडको समयमा विद्यालय नेतृत्वले अनलाइन कक्षासँग सम्बन्धित समस्या समाधानका बारेमा तपाईंलाई सोध्यो कि सोधेन ? कतिपटक कसरी सोध्यो ?
- ख) समस्या समाधानका लागि विद्यालयको प्रतिक्रिया र प्रयत्न कस्तो रह्यो ?
- ग) अनलाइन कक्षा पढाउने सिलसिलामा विद्यालय नेतृत्वबाट केकस्तो सहयोग प्राप्त भयो ?
- घ) विद्यालय नेतृत्वले तपाईं गरेको कामका विषयमा कसरी जानकारी लियो ? तपाईंलाई पृष्ठपोषण कसरी दियो ?
- घ) विद्यालय नेतृत्वले तपाईं काम गर्नका लागि कतिको उत्प्रेरित र प्रोत्साहित बनायो ?

५. व्यावसायिक वृत्तिविकासका लागि तालीमको भूमिका सम्बन्धित प्रश्नहरु

- क) तपाईंलाई कुनै तालीम दिइयो कि दिइएन ? तपाईंले कोभिड अगाडि वा कोभिड कालमै कुनै तालीम लिनु भएको थियो ? ती तालीम वा सिकाइले तपाईंका समस्या समाधानका लागि कतिको लाभदायी भए ?
- ख) तालीमका अलावा अन्य कुनै कार्यक्रमहरुको आयोजन भयो ? कसबाट, कतिपटक र कुन modality अपनाएर भए ?

APPENDIX: 3 A

सामुदायिक तथा संस्थागत विद्यालयका प्राचार्यहरूसँग लिइने अन्तरवार्ताको असंरचित प्रश्नहरु

१. कोभिड-१९ पछि तपाईंले शिक्षण-सिकाइ क्रियाकलापका सन्चालका लागि शुरुका दिनहरुमा गर्नु भएको प्रयासका बारेमा बताइदिनुहोस् न ।
२. अनलाइन कक्षा सन्चालन भए पश्चात यहाँले गर्नु भएको प्रयास र अनुभवका बारेमा पनि बताइदिनुहोस् न ।
३. शिक्षण-सिकाइ क्रियाकलापलाई प्रभावकारी बनाउन यहाँले आफ्ना सहकर्मीहरूसँग गर्नु भएका प्रयासका बारेमा पनि बताइदिनुहोस् न ।
४. तपाईंले आफूले गर्नु भएको प्रयासमा सम्बन्धित संस्थाहरुको कस्तो भूमिका पाउनु भयो ?
५. आफ्नो व्यवसायिक वृत्तिविकासका लागि यहाँले गर्नु भएको प्रयासमा तालीम लगायतका क्रियाकलापको भूमिका कस्तो रह्यो ?
६. तपाईंको विद्यालयका शिक्षकहरुले गर्नु भएको प्रयासमा विद्यालय नेतृत्वका हैसियतले तपाईंले केकस्तो भूमिका निर्वाह गर्नुभयो ? बताइदिनु होस् न ।

APPENDIX: 3 B

सामुदायिक तथा संस्थागत विद्यालयका प्राचार्यहरूसँग लिइने अन्तरवार्ताको क्रममा असंरचित प्रश्नहरूसँगै

सोधिएका केही संरचित पुरक प्रश्नहरू

विद्यालय नेतृत्वलाई सोधिएका प्रश्नहरू

- क) तपाईंको विद्यालयले कोभिडको समयमा अनलाइन कक्षा सन्चालनका लागि कस्ता- कस्ता कामहरू ग-यो ?
- ख) विद्यालयले अनलाइन कक्षा सन्चालनको आवश्यकता र उपायका विषयमा तपाईंले शिक्षकहरूसँग छलफल गर्नु भयो कि भएन? यसो गर्ने भनेर निर्णय मात्र सुनाउनु भयो कि वहाँहरूसँग छलफल, अन्तरक्रिया र राय पनि लिनु भयो ?
- ग) तपाईंले कक्षा सन्चालनका लागि केके सुविधाहरू उपलब्ध गराउनु भयो ? के के नयाँ सुविधाहरू थप गर्नु भयो ? चाहिने स्रोतसाधनको प्रबन्ध कसरी मिलाउनु भयो ? को कोबाट सहयोग प्राप्त भयो ?
- घ) अनलाइन कक्षा सन्चालनका सम्बन्धमा विभागीय, विषयगत र तहगत बैठकहरूको आयोजन गराउनुभयो ? यस्ता बैठक तथा छलफलहरू कुन माध्यमबाट र कति पटक भए ? भौतिकरूपमा, अनलाइन या फोनमार्फत कसरी भए ?
- ङ) नयाँ परिस्थितिका लागि तपाईंका शिक्षकहरूलाई चाहिने प्रविधिक ज्ञान, सीप र दक्षता अभिवृद्धिका लागि केके कार्यहरू गर्नु भयो ? कुनै किसिमका तालीमहरू आयोजना गरिए ?
- च) अनलाइन कक्षा सन्चालनका बेला शिक्षकहरूले केकस्ता समस्याहरू भोगे ? उनीहरूले भोगेका समस्याहरू तपाईं समक्ष राखे कि राखेनन ? राखे भने ती समस्या समाधानका लागि तपाईंले के गर्नु भयो?
- छ) शिक्षकहरूलाई काम गर्नका लागि कसरी अभिप्रेरित गर्नु भयो? तपाईंको अभिप्रेरणा र पृष्ठपोषणले उनीहरूको सिकाइ प्रयास र कार्यशैलीमा कस्तो प्रभाव देख्नुभयो ?

- ज) कक्षा सन्चालनका क्रममा केकस्ता समस्याहरु सामना गर्नु पर्यो ? समस्या समाधान र प्रभावकारी कक्षा सन्चालनका लागि विद्यालय सन्चालक समिति, व्यवस्थापन समिति वा अन्य सरोकारवालहरु कत्तिको सकृय र चिन्तित थिए ? तपाईंले अन्य कसकसबाट सहयोग पाउनु भयो ?
- झ) शिक्षकहरुलाई यस समयमा चाहिने सीपसिकाइका लागि आफ्ना सहकर्मी साथीहरूसँग सहकार्य गर्न प्रेरित गर्नु भयो ? उनीहरुले कसरी सहकार्य गरे ? सहकार्यका लागि कुनै सन्जाल बनाइएको थियो ? उनीहरुले सहकार्यबाट कसरी सिके ?
- ञ) तपाईंको विचारमा शिक्षकहरुको व्यवसायिक सिकाइ र विकासमा विद्यालय नेतृत्वको भूमिका कस्तो रहन्छ ? अनि विद्यार्थीहरुको सिकाइमा नि ?