

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND
OBSTACLES TO LOWER SECONDARY LEVEL
ENGLISH LANGUAGE TEACHERS**

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

**Submitted by
Rabina Rana Magar**

**Faculty of Education
Tribhuvan University
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Chitwan, Nepal**

2015

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Proposal Approval: Sept. 09, 2015

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DECLARATION

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

Date: Dec 01, 2015

.....

Rabina Rana Magar

DEDICATION

Dedicated

To

My Parents and Teachers who made me strong to break many more walls
of challenges in my life.

ACKNOWLEDGEMENTS

I am glad to offer my gratitude to my research supervisor, **Mr. Padam Lal Bharati**, for his kind help and enlightening ideas from beginning. He has contributed a lot for my research and it would have been impossible for me to carry out this study without his valuable input and feedback.

I am very much grateful to **Mr. Dharma Raj Ghimire**, Head of the Department of English, Saptagandaki Multiple Campus, for his valuable suggestions and encouragement.

I am grateful to **Mr. Dipak Adhikari**, Lecturer of Saptagandaki Multiple Campus, for his support.

Similarly, I am extremely grateful to **Dr. Anjana Bhattarai**, Professor of the Department of English Education for her valuable suggestions.

I would like to extend my gratitude to **Mr. Khadanada Prasai**, Lecturer of Shaheed Smriti Multiple Campus, for his constructive comments, His support helped me to carry out this study.

My hearty thanks goes to my sister, **Jyoti Rana**, for her help and inspirations in the period of data collection.

In the same way, I am extremely thankful to my husband **Mr. Lal Bahadur Rana Magar**, for his support and encouragement during preparation of my thesis work. Thanks to all my friends and colleagues as well as teachers who directly and indirectly helped me in my research work.

Date: Dec 01,2015

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ABSTRACT

The present study entitled **Professional Development Opportunities and Obstacles to Lower Secondary Level English Language Teacher** of government aided and private schools of Chitwan district was carried out with the objective to find out professional development opportunities and obstacles lower secondary English language teachers face in term of government vs. private schools and to measure if there are significant differences in teachers' perceptions on the basis of gender. The lower secondary level English teacher were the primary sources of data. The researcher used questionnaire as a research tool to get required information and thirty teachers of government aided and private school were taken as the sample for the study. The main finding of this research was government aided schools' teachers were more facilitated with opportunities than private schools' teachers. Female teachers were less supported from both schools than male teacher.

This thesis has been divided into five chapters. The first chapter deals with introduction, statement of the problem, objective of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with review of theoretical literature, review of empirical literature, implication of the review for the study and theoretical framework. Similarly, third chapter deals with methodology which includes design of the study, sample population and procedure data collection tools and procedure. In the same way, fourth chapter talks about analysis and interpretation of obtained data. The final chapter lists conclusion and recommendations of the study.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language is the means of communication which enables us to survive and express our thoughts. There are many languages in the world among them English language is an international language because of its worldwide political and business importance. English is the formal means of communication in several different parts of the world from North America to East Asia, and it is the language of modern technology and internet. Consequently, companies and publishing houses have been working hard to enrich the field of English language teaching through printing and producing teaching aids to facilitate learning. Different types of dictionaries have been published, and all latest technologies have been dedicated to help learner's master the language with minimum effort and within the shortest time.

Although, many learning resources have been published, it remains incomplete without the skilled hand of teacher and their technique. Teaching is both an art and a science. Good teachers listen and watch and use both professional and personal skills to respond to what they see and hear. Good teachers have a knack of responding by doing things 'right' and that is most definitely an art. Understanding the language systems and finding the best ways to explain it is some kind of a scientific endeavor. "Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress know that we have helped to make it happen "(Harmer, 2008, p. 23). Teaching can be extremely enjoyable at its best, though some lessons and students can be difficult and stressful at times.

The effective English language teacher should have the three characteristics. First of all, he/ she have the personality factors that qualify him / her to be a teacher such as patience, perseverance, punctuality and generosity. Secondly, the valuable English language teacher needs to be aware of the teaching methods and techniques needed for

successful teaching such as presentation techniques the different types of practice. Knowledge of classroom management tactics, discipline and behavior control ideas, annual and daily planning methods are also included. A good teacher of English is also supposed to be very competent in English and very fluent as a language user because it is the subject matter of the teaching and learning processes.

Motivation is some kind of internal drive which encourages somebody to perform certain actions in order to achieve something. If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal (Harmer, 1991, p.3). Students of lower-secondary stage are the group of initial teenagers. And it is the period where they are facing several physical and psychological changes as the teacher needs to play role of best friend to whom they can easily express their problems so that teacher can motivate them in learning . English language teachers are strongly looked for be responsible person for the future leaders. Such an interdisciplinary complicated job makes teaching English language to lower secondary students a challenging profession that needs lifelong learning through well- planned formal and informal procedures. English language teachers face several professional difficulties such as classroom management problem, students with learning disabilities, lack of technological teaching aids and working environment. Professional development of lower-secondary English teachers need to be the first priority for classroom teachers, school principals, methods positively affect students learning, which is the ultimate educational goal and leads to success in educational field.

Teacher's professional development is affected by different factors such as teachers, students and colleagues. Teachers themselves are considered in terms of their education and their commitment to their teaching and development, students also affect their teachers' career development as students' challenging questions and special needs will pose a great impact on teachers' future teaching. Similarly, colleagues and peers affect teachers' career development because teachers enhance their profession participating in collaboration, discussing and exchanging information.

Lange(1990) defined teacher development as a process of continual intellectual experimental and attitude growth of teachers some of which is generated in pre-professional and professional in - service programs (as cited in Bailey 2010, p.318). Pre-service training for the English language teacher is very demanding; however, keeping a teacher up to date and skilled is much more difficult and challenging. More surprisingly, professional development is more vital than teachers college training since in-service professional development helps teachers find practical solutions for problems they actually face in teaching learning activities. Since English teachers always encounter classroom troubles, they need to have opportunities of ongoing professional development. Professional development can be achieved through high quality in-service training courses with a perfect teacher. Besides, extensive reading contributes in developing teachers especially reading specialized periodicals. According to Richards and Farrell(2010) other opportunities of EFL teachers' professional development might be open discussions, teacher' diaries, peer observation, collaborative action research and self-evaluation methods. English teachers professional development faces several different obstacles such as the number and the quality of in-service training courses, lack of specialized periodicals and books, heavy teaching load , lack of confidence, working in isolation, and uncooperative colleagues. Moreover, lack of facility which invites the absence of intrinsic motivation and the authoritative nature of educational supervision are central English teacher' professional development hindrances. The researcher believes that lack of facility and general training courses are insufficient in context of Nepal since they do not help teachers' to enjoy their job. These obstacles must be elaborate and shape it properly.

ELT today is highly demanding and therefore, English language teachers have to keep up with the innovations and recent changes in this field. They need to participate in professional development which is a continuous process and to maintain this ongoing professional development; they get involved in many professional activities or build up their own self-development strategies either individually or collaboratively. Supervision is not the same as evaluation. Supervisors usually aim at guiding the

teaching practice and offering a variety of teaching models and styles. Assessment is also an aim of educational supervision as school principals usually practice educational supervision to evaluate teachers. However, it is mentioned that a professional development a healthy practice which helps teachers maximizes learning output. Pajares (1992) noted that the goal of supervision focuses on "helping teachers discover and construct professional knowledge and skills" (p. 318). Gebhard (1984) lists several different choices of educational supervisions For EFL teachers. First, the directive supervision that focuses on directing and informing teachers. In this style, the teacher follows the suggestions and the directions of the supervisor. However, advantageous directive supervision makes teachers feel inferior to supervisors (Gebhard, 1984). Therefore, teachers constitute a negative attitude towards supervision and supervisors.

Clinical supervision assumes the supervisor and the trainee are seen as colleagues. It is a problem-solving activity and therefore needs to be dealt with clinically and collaboratively. From its name, it is like a clinic when the supervisor diagnoses the problems a teacher faces and providing suggested solutions. Alternative supervision promotes free decisions making. It intends giving teachers the chance to choose from alternatives. For example, Gebhard (1984, p.158) says it helps "widen the scope of what a teacher will consider doing." Therefore, the supervisor is an advisor that provides a variety of suggestions.

English Language teachers have been facing many challenges in teaching English some challenges in ELT in general are students of different learning levels and mixed ability class, class size, use of their own language etc. Teaching English in Nepal is one of challenging job and particularly some challenges faced by ELT in Nepal are teacher training, large classes, no sense of professionalism, mixed ability classes, use of mother tongue, low students participation, lack of facilities and equipments, teaching system, Examination system and lack of strict government policy.

Many teachers are untrained and unqualified in Nepal. So they don't know the proper way of teaching English. If they get training, there is no follow up after the training.

Similarly, teachers teach English just for job. They lack professional devotion in teaching and it is also one of the problems in teaching. Moreover, Nepal is developing country and we can find many students in one class, so large class is another challenge for ELT. Most schools, particularly the government schools, lack of physical facilities (classroom, furniture, libraries etc) and the necessary equipments (visual aids, CD players, tapes, OHP etc). English language can't be taught purposefully and effectively in the absence of facilities and equipments.

There are many ways of professional development such as workshops, self-monitoring, teacher support group, keeping a teacher journal, peer observation, case study, peer coaching etc. A workshop is "an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills" (Richards and Farrell, 2010, p.23). It is led by a person who is considered an expert in the workshop topic. English teachers need to be up-to-date to develop their profession.

1.2 Statement of the Problem

Teaching is the dynamic triangular interplay among teachers, learners and the subject matter. Effective teaching depends on the efficiency of the teacher. Having taught English for around six years, the researcher has noticed English language teachers face class problems on a daily basis since some young learners of English suffer from language learning difficulties and it requires a professional teacher who is able to overcome such problems. The researcher has also noticed lower- secondary English teachers do not have effective solution, for the problems they face or they do not have such wish to attract themselves in this field. As they belong to different education stream, they do not either have the needed skills to search and conduct action researches or they might not have sufficient time to think of professional development due to the heavy teaching load. There are several obstacles lower secondary English language teachers face while practicing to be a good teacher. In this context, the researcher has conducted a survey of professional development opportunities and obstacles among Lower-secondary level English teachers in Chitwan district.

1.3 Objectives of the Study

This study was conducted with the following objectives.

- To find out the professional development opportunities and obstacles of lower Secondary English Language teachers face in term of government VS private Schools.
- To identify if there are significant differences in teachers' perceptions on the basis of gender.

1.4 Research Question or Hypothesis

This study basically wants to find answers to the following research questions.

- What are the professional development opportunities and obstacle of lower Secondary English language teachers?
- What are significant differences in teachers' perception regarding the role of gender?

1.5 Significance of the Study

The researcher believes that this piece of work enhance to improve teaching activities for teachers of both government and private boarding schools. This study was related to professional development opportunities and obstacles Lower-secondary level English teachers and it would be beneficial for those teachers who involved in government and private schools. In the same way, this piece of writing would be a guideline for policy makers and new researcher who wanted to investigate research in this field.

1.6 Delimitations of the Study

This study was limited in the following way:

- This study was limited only to the study of professional development opportunity and obstacle faced by lower Secondary English Language teachers.

- This study was limited only to the lower secondary English teachers who were teaching English in government and private Schools.
- This study was based on the only 30 teachers of lower secondary level.
- The area of study was confined to Chitwan district only.
- Only a set of questionnaire was used as data collection tool.

1.7 Operational Definition of the Key Terms

1. Professional development: It includes all formal and informal activities teachers do or receive for the sake of in-service professional growth. It refers to the continuous learning of teachers that focuses on improving classroom practice and increasing students learning. Problem solving and practice monitoring are the two most approaches of professional development since they deal with practical field problems rather than theoretical studies.

2. Obstacles: the hindrances that prevent something to happen effectively. In this research, an obstacle refers to the problems face by male and female teachers in their professional development.

3. Lower-secondary English Language teachers: they are teachers of English who teach learners from the sixth grade to the eighth grade.

CHAPTER TWO

REVIEW OF RELATED LITERATURE OF CONCEPTUAL FRAME WORK

2.1 Review of Theoretical Literature

It is believed that everyone involved in education or teaching must have ability, a greater capacity, if every student is to succeed. For example, teacher must have the knowledge and skills to create lessons tied to standards and to develop standards based assessments. They also need to learn and use new grading methods or understand new formats for reporting students' progress by individual's standards. Teachers' professional development refers to professional development activities which enhance teachers' knowledge and skills to improve the quality of the teaching and learning process.

We can find different types of professional development. According to Wallace (1995) the craft model, the applied science model, and reflective model are three models of teacher's professional development.

The craft model is the oldest form of professional education. This model represents the idea of apprenticeship of observation by which a novice or trainee learns from observation and talking with a more experienced teacher who is assumed to be expert. In this model, a novice teacher serves an apprenticeship with a master teacher. By observing the master, imitating his or her behaviors and getting feedback, the novice teacher learns how to teach effectively.

The applied science model is heavily based on the transmission of knowledge from language educators to student - teachers. The knowledge to be imparted comes from the research findings. The findings are used to develop theories of learning, pedagogical knowledge, which are applied to practice in a particular field. In the field of education, the applied science model takes ideas from linguistic and pedagogical theory and this theoretical component is usually supplemented with practice based

subjects like applied linguistics. This model helps teacher for professional development by the help of language educators.

The reflective model is based on the assumption that teachers develop professional competence through reflecting on their own practice. In other words, a teaching experience is recalled and evaluated to improve future planning and actions. The basic idea is that a teacher learns about his / her teaching and how to improve it by trying to observe and understand what is happening in their own classroom. It enables teachers to think about a problem in a variety of ways.

Similarly, a teacher finds different ways for their professional development. It is said that the field of language teaching is subject to rapid changes due to many reasons such as new educational trends, new challenges faced by institutions, changes in curriculum, students' needs, and national goals and so on. As a result, teachers need regular opportunities to update their professional knowledge and skills. The ways for professional development of teachers are workshops self-monitoring, teacher support group, peer observation, peer coaching, and Team teaching and action research. A workshop is led by a person who is considered an expert in the workshop topic and a teacher can learn many things from such a program. The teachers can themselves evaluate their teaching behaviors, which help them for their professional development in a better and more effective way. This way of assessing one's own teaching behaviors is known as self - monitoring. Self- monitoring provides an opportunities in order not only to better understand one's own strengths and weaknesses as a teacher. According to Dickinson (1987)Self - monitoring as an effective self- measurement device. The teacher can became self-directed by keeping records of his/ her own progress. It can be in the form of simple checklist of the items covered or it may include a self-rating scale on each item.

One of the collaborative ways of teacher professional development is to set up a support group with colleagues. It is believed that working in groups or in collaboration with others always yields better results than working individually. In teacher support groups, teachers get to know their colleagues better and as a result, they build a

community of learning. A teacher's support group is also known as study groups, teacher networks and learning circles. Richards and Farrell (2010) define a teacher support group as two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually that working with a group is usually more effective than working on one's own. Team teaching, peer observation, peer coaching and action research are other ways of professional development. The idea of teacher as researcher has received much attention in the language teaching literature. Teachers are often presented with ideal theories as of which cannot practically be attained. In action research, teachers themselves reach their own solutions and conclusions and there is really far better than being presented with theories. Richards and Farrell (2010) define action research as teacher. Conducted classroom research that seeks to clarify and resolve practical teaching issues and problems (p. 171)

2.2 Review of Empirical Literature

The existing research works carried out under the department of English as well as the department of English education is not directly related to the present topic. However, the researcher has made an attempt to reviewing the very nearer ones which are presented chronologically as specified as follows.

Yadav (2004) has studied on Problems in Teaching Oral Skill in English. His objective was to find out the problems in teaching oral skill in English. In his study, the enlisted many problems and their causes found out through questionnaire, observation and interview. From his research, he has concluded these problems in teaching oral skill in English.

They are: lack of properly trained teacher lack of the teaching material, lack of the interest of the teacher and student, lack of the physical facility, and lack of the proper time.

Katy (2008) carried out the research entitled "Challenges Faced by English Language Teacher" in Tanzania. The main purpose of her study was to find out the challenges Faced by Tanzania teacher while teaching English as a Foreign

Language. She found the various challenges in teaching English in Tanzania. They are lack of good command of English language both spoken and written form, no confidence from the part teachers, the teachers are not assisted by teaching materials, lack of subject knowledge, lack of differentiation between pupils and teachers, and lack of knowledge of students level.

Dhamala (2011) carried out a research entitled A study of Primary Teachers Perception towards English. The main purpose of his study was to find out the perception of primary English teacher towards in English. He selected 40 teachers from private and government aided school of Bhaktapur district. Questionnaire was the main tool of his study. He found out the following perception of teacher towards English.

- Sixty two percent of teacher of the primary level had positive perception towards teaching English.
- Very few teachers encourage the student to speak in English in the classroom.
- Seventy percent teachers were unaware of the use of audio-video material.
- Private school teachers had more positive perception towards teaching English at primary level then government aided schools teachers.

Khanal (2015) carried out a research on "Professional Development Opportunities and Obstacles to Primary Level English Language Teachers". The objectives of his study were to determine the professional development obstacles and opportunities to primary English language teacher face as well as to suggest solutions for them. Interview and questionnaire was the main tool of his study.

From the review of the related literature aforementioned, it seems that there has been no search undertaken on "Professional Development opportunities and obstacles to

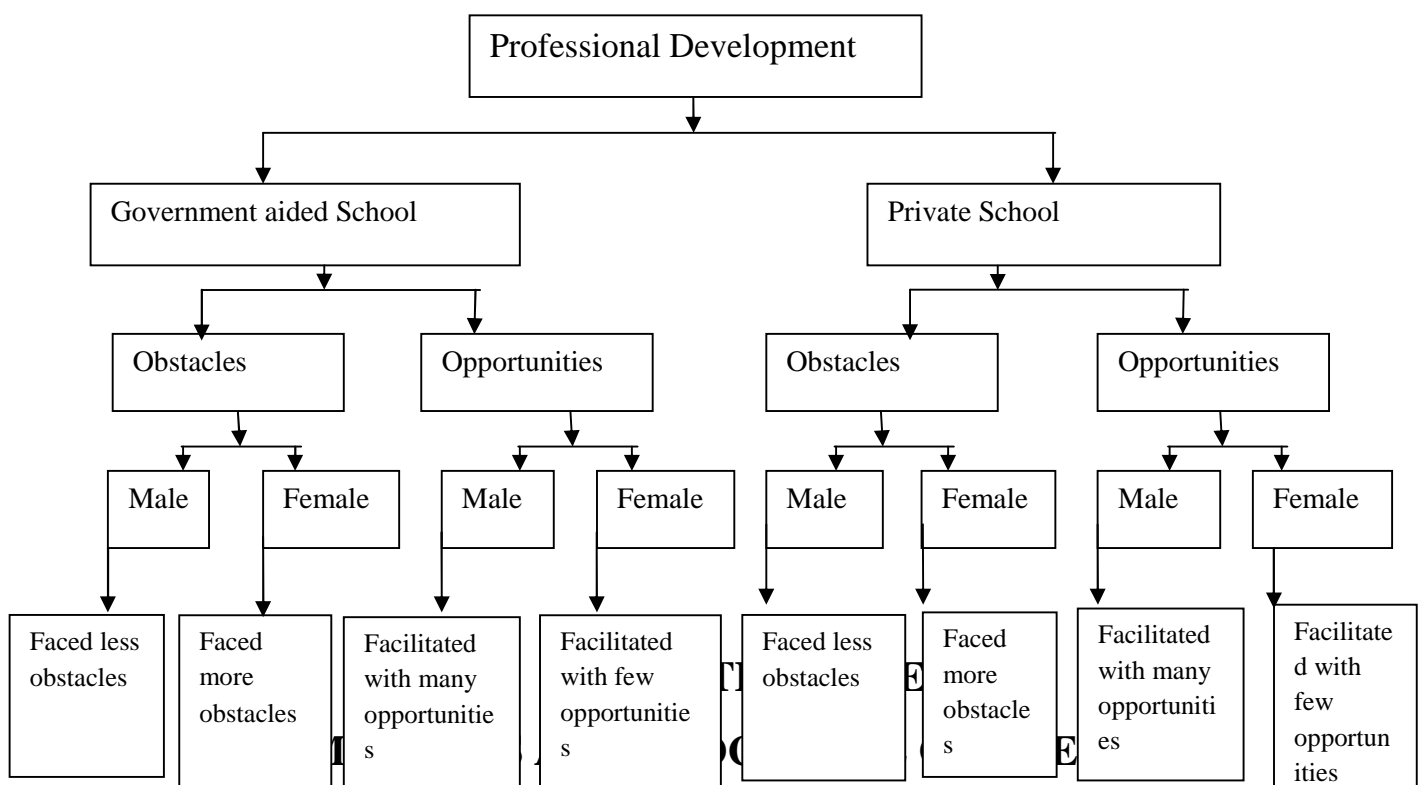
lower-secondary English language Teacher". The researcher, therefore, is interested in analyzing the problems.

2.3 Implication of the Review for Study

Those existing research works carried out under the department of English as well as the department of English education are not directly related to the present topic. Khanal (2015) has carried out research on professional development opportunities and obstacles to primary level English language Teachers. He has studied only the situations of private schools. The current study covers both government and private schools. This study unlike Khanal's also concentrates on finding of differences in male and female teachers' perception with regard to professional development opportunities and obstacles.

2.4 Theoretical/ Conceptual Framework

The thesis is based on questionnaire to the teachers who are directly involved in ELT at Lower secondary level to selected government and institutional schools in Chitwan district.



3.1 Design of the Study

The researcher adopted survey method in this study. This method helped the researcher to find out related facts regarding the obstacles and opportunities of Lower secondary English teachers in teaching English.

3.2 Sample Population and Sampling Procedure

As we know that primary and secondary data are very much important to draw required information. The study populations for this research were Lower- secondary level English teachers from government aided and private schools of Chitwan district.

The researcher selected 11 schools in Chitwan district, 5 Government and 6 Private on the basis of geographical distance convenient to herself. Similarly, 30 teachers were the sample of my data from the selected schools. They were selected purposively on the basis of gender.

3.3 Data Collection Tools

The main tool for the collection was questionnaire. The researcher planned to prepare both subjective and objective questions. The researcher formed 43 questions for the study.

3.4 Data Collection Procedure

Researcher visited schools to accomplish her task. First, she took permission from selected schools. Then, she informed to the respondents with fixed time and distributed questions in order to get their opinion.

3.5 Data analysis and Interpretation procedure

- The primary data which we obtain from the field survey was analyzed.
- The analyzed data was interpreted in a qualitative way.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION

This section consists of the result from the data which were gathered during the field survey. The data were achieved through the use of questionnaire. The chapter also presents an analysis of various aspects of professional development and obstacles to both government and private schools as shown by the data.

4.1 Analysis of Data in term of Governments VS Private Schools

In this section the researcher has tried to analyze the data in term of government and private schools. The researcher also analyzed the data on opportunity and obstacles in government and private schools separately.

4.1.1 Professional Development Opportunity

Teacher can develop their profession when they are provided with opportunity. One cannot perform well unless she gets chance. The teachers were asked how many trainings have they attended in a year. In the same way, they were asked question about leave on exam period, working environment, workshop program, peer coaching and support from administration. Their responses are summarized in the table below.

Table 1
Professional Development Opportunity

S. N.	Factors	Percentage	
		Government	Private
1.	Training	90	70
2	Leave in Exam period	90	60
3.	Working environment	50	40
4.	Workshop program	30	40
5.	Peer coaching	20	30
6.	Support from administration	80	60

The table lists various opportunities for teachers in both government aided and private schools. Ninety percent respondents from government aided schools opined that they are trained for teaching. They got trainings regularly whereas 70% respondents from private schools told that they got hardly sometimes. Similarly 90% teachers of government aided schools were given leave on their exam period and 60% respondents of private schools agreed with same view. Half of the respondents from government aided schools agreed that they had good working environment in their school whereas 40% respondents: from private schools agreed that they had good working environment. Thirty percent respondents from government aided and 40% from private schools teachers believed that they involved in workshop program. In the same way , 20% respondent of government aided schools and 30% of private schools agreed that they had done peer coaching. Support from administration in government aided schools was higher than in private which was 80% and 60% respectively.

In conclusion, the researcher found that most of government aided schools teachers were facilitated with many opportunities in comparison to private schools teachers.

4.1.2 Professional Development Obstacles

The table presents various obstacles to professional development. Teachers have different problems in their teaching which is obstacles for their profession. Teachers were asked whether they were satisfied with their salary, both government aided and private schools teachers replied that they were not satisfied as salary was not enough for them to run their family and fulfill their basic needs. Similarly , the teachers were asked about heavy work load, self-appraisal, lack of pre- service training and job security and promotion. The table summarizes their responses to the question.

Table 2
Professional Development Obstacles

S. N.	Factors	Percentage	
		Government	Private
1.	Salary	40	50
2	Heavy work load	60	70
3.	Self-appraisal	40	50
4.	Lack of pre-service Training	50	50
5.	Job security and promotion	30	40
6.	Educational supervision	20	30

The table lists various factors as obstacles in profession of a teacher. Salary plays vital role in professional development. Teachers from government aided schools agreed that they had got a handsome salary but 40% of teachers opined that it was one of obstacle for the development of teachers. Half teachers from private schools believed that their salary was not sufficient for them. Sixty percent respondents from government aided schools thought that their heavy work load had become obstacle in professional development whereas 70% respondents from private schools opined for the same problem. Self-appraisal was another problems in schools , 40% from government aided schools and 50% from private schools teachers believed that it was also an obstacles in professional development. Similarly, fifty percent

respondents from both schools teachers agreed that lack of pre-service training was obstacles for them. In the same way, 30% respondents from government aided schools and 40% respondents from private schools opined that job security and promotion was one obstacle in professional development. Educational supervision was one obstacle for both government aided and private schools which was 20% and 30% respectively.

To sum up, most of the teachers from private schools' were facing obstacles in teaching than government aided school's teachers.

4.2 Analysis of Data in terms of Gender

The researcher had analyzed the data in term of gender. She had analyzed the data of male and female teachers separately.

4.2.1 Professional Development Opportunity in Government aided Schools: Male Vs Female

Government aided schools are run by fund of country as teachers are provided with many opportunities but it may not be equally provided for both male and female teachers. Female teachers were asked whether they were getting equal leave on exam period as male. Similarly, both male and female teachers were asked about other opportunities such as training, workshop program, peer coaching, support from administration and working environment. The teacher's responses are summarizes in the table below.

Table 3

Opportunities in Government aided School: Male Vs Female

S. N.	Factors	Percentage	
		Male	Female
1.	Training	60	30
2	Leave on Exam period	70	40
3.	Workshop program	50	20

4.	Peer coaching	50	50
5.	Support from administration	80	40
6.	Working environment	60	50

The table lists different factors which enhance teachers in government aided schools for both male and female teachers. For male teachers in government aided schools, they had high opportunity that was 60% whereas only 30% female teachers were provided with such training. Seventy percent of male respondents had achieved leave on exam period but only 40% female respondents agreed that they had got such opportunity. Half of the male respondents said that they have attended workshop program whereas only 20% female respondents had attended that program. Both male and female respondents believed that they had taken part in peer coaching which was 50%. Male respondents opined that they had gained support from administrations that was 80% but female respondents agreed that they gained only half percent than male teachers. Working environment was one of golden opportunity for both male and female teachers in government aided schools that was 60% and 50% respectively.

In a nutshell, male teachers were more facilitated in government aided schools in comparison to female teachers.

4.2.2 Professional Development Obstacles in Government aided Schools: Male Vs Female

There are many obstacles in the professional development way in teaching. Mainly female teachers are facing more obstacles in comparison to male. Moreover, male and female teachers are suffering from different obstacles Female teachers were asked whether they were receiving equal salary as male. They were asked question about heavy work load, job security and promotion, self-appraisal, lack of pre-service training and educational supervision. The teacher's responses are summarizes in the table below.

Table 4

Obstacles in Government aided Schools: Male Vs Female

S. N.	Factors	Percentage	
		Male	Female
1.	Salary	30	50
2	Heavy work load	20	30
3.	Job security and promotion	10	20
4.	Self-appraisal	50	40
5.	Lack of pre-service training	30	30
6.	Educational supervision	40	50

The table describes many factors which is obstacles in government aided schools for male and female teachers. Thirty percent of male respondent viewed that salary was one obstacle for them where as 50% female responded that it was one obstacle for them. Heavy work load was another obstacle for both male and female teaches that was 20% and 30% respectively. In comparison to male teachers female teachers had less security and promotion in job which was 10% and 20% respectively. Self-appraisal was another obstacle for both male and female teachers that were 50% and 40% respectively. Similarly, 30% male and female teachers opined that lack of pre-service training was also obstacles for them. Forty percent male and 50% female teachers replied that educational supervision was obstacles for their professional development.

Overall, female teachers had faced many obstacles in comparison to male teachers in government aided schools.

**4.2.3 Professional Development Opportunity in Private Schools:
Male Vs Female**

Private schools are run by private fund and they make rules and regulation themselves. The researcher has tried to find out either male or female were equally treated in private schools. Teachers were asked whether they were supported from

administration due to gender. They responded that sometimes they had faced biasness among male and female teachers. Similarly, they were asked questions about training, leave on exam period, workshop program, peer coaching and working environment. Their views are listed in the table below.

Table 5
Opportunity in Private Schools: Male VS Female

S. N.	Factors	Percentage	
		Male	Female
1.	Training	40	20
2	Leave on Exam period	60	30
3.	Workshop program	40	30
4.	Peer coaching	40	40
5.	Support from administration	70	30
6.	Working environment	60	40

The table presents various factors for opportunity of a teacher in private schools as male and female teachers. Forty percent male teachers agreed that they had provided training whereas only 20% Female teachers had given such training. The male teachers had responded they got leave easily on exam period which was 60% but 30% female teachers replied that they hardly got leave on exam period. Forty percent male teachers and 30% female teachers responded that they had facilitated with workshop program. Both male and female teachers were equally taking part in peer coaching which was 40%. Seventy percent male teachers and 30% female teachers believed that they were supported from the administration. In the same way, 60% male and 40% female teachers believed that they had good working environment in private schools. To conclude, male teachers from private schools' were supported with opportunities than female teachers.

4.2.4. Professional Development Obstacles in Private Schools: Male Vs Female

In private Schools many teachers are facing different obstacles. Male and female are not treated equally. Teachers were asked whether they were promoted according to their qualification. Female teachers replied that they were not promoted according to their qualification but according to gender or some other reasons. In the same way, they were asked question about salary, heavy work load, self-appraisal, lack of pre-service training and educational supervision. And their responses are listed in table below.

Table 6
Obstacles in Private Schools: Male Vs Female

S. N.	Factors	Percentage	
		Male	Female
1.	Salary	40	60
2	Heavy work load	30	50
3.	Job security and promotion	40	50
4.	Self-appraisal	20	30
5.	Lack of pre-service training	50	60
6.	Educational supervision	40	40

The table presents different obstacle for teachers in their professional development in private schools. Forty percent male teachers agreed that their salary was obstacle for them whereas 60% female teachers agreed that salary was great obstacle for them. In the same way 30% male and 50% female teachers believed that heavy work load was another obstacle for them. Male teachers seemed that their job security and promotion was obstacles for them as 40% male agreed for it whereas 50% female believed it was obstacles for their professional's development. Similarly, 20% male teachers and 30% female teachers opined that self-appraisal was obstacles for their professional development. Fifty percent male teachers agreed that lack of pre-service

training was another obstacle for them whereas 60% female teachers opined for the same problem. Both male and female teachers viewed that educational supervision was obstacles for them which was 40%.

To sum up, female teachers were facing many obstacles in comparison to male teachers in private schools.

4.3 Summary of Findings

From this research, the researcher has found out the following obstacles and opportunities faced by the English teachers at lower secondary level in both government and private schools.

- Most of the opportunities were available in government aided schools than in private schools. The cause of it was government schools were run by national fund and private schools were run by personal fund.
- The researcher found that most of the teachers were not satisfied with their salary. They thought it was one obstacle for professional development. The cause of it was high price in market which was increasing day by day.
- Female teachers were facing many obstacles in both government aided and private schools. Similarly, they were backward in opportunity too. The causes of being so were gender discrimination in school administration.
- The majority of teachers replied that they had heavy work load which has become obstacle in professional development. The cause of it was lack of time.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

After a close analysis of data gathered for this purpose, the researcher had drawn summary, conclusion and recommendation of my thesis writing. As it is one of the important chapters of my thesis writing. The researcher had presented conclusion and recommendation here.

5.1 Conclusion

The researcher found that the majority of the teachers were not satisfied with their salary in private schools whereas government aided schools teachers were satisfied in comparison to private schools. The majority of the teachers replied that they did not get professional development training from the school due to financial problem as well as others.

The researcher found that in both governments aided and private schools female teachers are not equally treated as male. In every field either in promotion or salary, female teachers had to get less facility than male. In Nepal many rules and regulations have formed to uplift Nepali women but still even well-educated people were not able to eradicate the discrimination between male and female.

The Researcher strongly believes that there must be equal behavior within male teacher and female teacher. She found that in some schools, female teachers are getting less payment though they were teaching in same level in school. A female teacher who had got high level education than male but she compelled to teach only lower secondary level but male teacher who has got low level education than female is taking classes in secondary level. For professional development of a teacher, schools should organize continuous programs which will be the cornerstone of good teaching and learning. Professional development activities reflect teachers' progress in mastering the complexities of classroom practice and also reflect on how teachers learn to teach, how they mature intellectually and professionally, and how they sustain

engagement in their work overtime. There should be an action plan, how teacher professional development programmes should be implemented, and how often it would be facilitated in order to have clear and positive impact on teaching and learning.

The Ministry of Education should have funds for both government aided and private schools, so that every teacher can get professional development activities and solve the obstacles in their teaching learning activities. Both schools are contributing equally in education of nation and researcher believes that equal opportunity must be provided for all teachers.

5.2 Recommendations

The researcher believes that the thesis has very important matters which can be implemented for the upliftment of professional development opportunity and obstacles of Nepal's educational system especially of Lower secondary level English teacher.

It holds important implications at various levels which are given below:-

5.2.1 Policy Level

- The Ministry of Education of Nepal can incorporate its findings to its policy.
- It can bring change in both private and government schools for its existing policy
- MOE can adopt different rules for female teacher's help.
- It can adopt the finding of thesis as its policy.
- It can be helpful to make its rules and regulation.
- MOE can adopt its findings as its strategy.
- MOE can use it as certain directives and guidelines to its subordinate departments.

5.2.2 Practice Level

Head teachers should use the finding in existing practice and discrimination between male and female teachers should be eradicated. Teachers from government aided and

private schools should use this research for skill developing activities. Principals should develop positive attitude towards female teachers. Teachers from private and government school should apply the findings for self-appraisal activities. Concerning authority should provide professional development training programs for both male and female teachers equally. The teachers without any gender discrimination. The supervisors should supervise the class regularly and should give constructive suggestion, reward and feedback for English language teachers in both government aided and private schools.

5.2.3. Further Research

The researcher has limited her research on only city areas teachers, further researches can be carried out including rural areas teachers. Researcher has limited her research on all ethnic group but new researcher can investigate in ethnic group as well as backward community teachers. The research was limited to only 30 teachers of government aided and private schools of Chitwan district, further researches can be carried out including more teachers of the country. The research was limited within 5 government aided and 6 private schools. So, further researches can be carried out including more schools of different parts of country to make the findings valid.

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APPENDIX: I

Name of Teacher:-

Name of School:-

Questionnaire For lower-secondary English language teachers:

A. Socio-economic conditions of teachers.

1. Salary

- Are you satisfied with your salary? If not why?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

- Can this present salary survive you in long term for future?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

- Do you think the salary motivates you in teaching?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

- Are you getting equal salary like male teacher ?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

2. Working Environment

- How often have you been assisted by your colleagues?

(i) Many (ii) Few (iii) Never

Give reasons to support your view.

.....
.....

- Are you working in stress-free environment? If not why?

(i) Yes (ii) No

Give reasons to support your view.

.....
.....

- Do you think a teacher is leading a prestigious life? If not why?

(i) Yes (ii) No

Give reasons to support your view.

.....
.....

- Are you evaluated according to your gender?

(i) Yes (ii) No

Give reasons to support your view.

.....
.....

- What do you suggest to improve working environment of your school?

.....
.....

B. Institutional Professional Development Obstacles

1. Educational Supervision.

- How many times did the supervisor visit you in school during the one year?

.....
.....

- What are the issues the supervisor focus on when he/she visits you?

.....
.....

- Do you think the supervisor helps you improve your teaching performance? How? or Why?

.....
.....

- Does your supervisor evaluate you according to gender?

- (i) Yes
- (ii) No

Give reasons to support your view.

.....
.....

- How do you evaluate the role of the educational supervision as an essential professional development way?

.....
.....

2. In-Service Training

- How many in-service training courses have you attended?

.....
.....

- What are their topics?

.....
.....

- Are they fruitful for your teaching?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

- Are you getting equal training like male teacher ?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

- How do you evaluate the training topics?

.....
.....

- How do you evaluate the trainers?

.....
.....

- How do you evaluate the training strategy as an essential professional development way?

.....
.....

- What do you suggest to improve in-service training to be an effective professional development activity?

.....
.....

3. Peer Coaching

- How many times have your colleagues attended a lesson you taught during this academic year?

.....
.....

- How many times have you attended a lesson for one of your colleagues?

.....
.....

- Are male and female equally involve in peer coaching ?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

- Why do you think some teachers do not practice peer coaching?

.....
.....

- How do you evaluate peer coaching strategy as an essential professional development way?

.....
.....

- What do you suggest to improve peer-coaching to be an effective professional development activity?

.....
.....

4. School Administration

- Have you ever been asked about your professional needs?

.....
.....

- Are you getting less help by school administration due to gender ?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

- What are the technological teaching aids available in the school?

.....
.....

- How do you evaluate the role of the school administration in promoting professional development?

.....
.....

- What do you suggest to improve the role of the school administration for enhancing English teachers professional development?

.....
.....

C. Self-directed Professional Development Obstacles

1. Self- appraisal

- How many times do you assess your teaching performance?

(i) Many (ii) Never

Give reasons to support your view.

.....
.....

- Why do you think some teachers do not practice self-assessment tools?

.....
.....

- What do you suggest to improve self evaluation to be an effective professional development activity?

.....
.....

2. Reading and writing

- How often do you read books and articles during your career?

(i) Many (ii) Never

Give reasons to support your view.

.....
.....

-Why do you think some teachers do not read?

.....
.....

- How often do you write action research?

.....
.....

- What do you suggest to improve action research to be an effective professional development activity?

.....
.....

D. Further study

- Are you getting help for your study?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

- Have you got leave on your exam period?

- (i) Yes (ii) No

Give reasons to support your view.

.....

-Have you supported for your study without any discrimination of gender ?

- (i) Yes (ii) No

Give reasons to support your view.

.....
.....

APPENDIX –II

**The Lower – Secondary Level English Teachers who were given questionnaires
for my research**

Schools' Name	Teacher's Name	Designation
Chaturmukhi Higher secondary school	Hari chandra Dawadi	Teacher
Jana Jagriti Higher Secondary School	Rajeev Poudel	Teacher
	Dharati Rijal	Teacher
	Bishnu Prasad Adhikari	Teacher
	Santosh Khanal	Teacher
Nepal Ma. Vi.	Durga Bahadur Gadai	Teacher
	Guru Prasad Adhikari	Teacher
Ni.Ma.Vi.Pithuwa	Prabha Pandey	Teacher
	Sanju Dhakal	Teacher
Ni.Ma.Vi. Chepedhap	Sandhaya Joshi	Teacher
	Radhika Pandey	Teacher
Skyrider Higher Secondary School	Narayan Prasad Tiwari	Department Head
	Bikash Puri	Teacher
	Dipendra Nepal	Teacher
	Dasarath Gotame	Teacher
	Tez Pd. Mahato	Teacher
	Saraswoti Timilasila	Teacher
	Ambika Amgain	Teacher
Unique Academy	Gopal Jaisi Sharma	Teacher
	Kamal Adhikari	Teacher
Marigold Secondary School	Bishnu Maya Kandel	Teacher
	Dinesh Subedi	Teacher
Panchakanya Vidhya Mandir	Dolnath Neupane	Teacher
	Satish Gupta	Teacher
	Sahana Shrestha	Teacher
Ekata Shishu Niketan	Puja Lamichhane	Teacher
	Tanu Malla	Teacher
Sainik Awasiya Mahavidhalaya Chainpur	Sharada Poudel	Teacher
	Mira Poudel	Teacher
	Puspa Aryal	Teacher