

ROLE OF HEAD TEACHERS IN THE PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS

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

**Submitted by
Surja Kumari B.C**

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

2019

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T.U. 2019**

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Date of Submission: 24-07-2019**

DECLARATION

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

Date: 24-07-2019

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Surja Kumari B.C

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms. **Surja Kumari B.C.** has prepared this thesis entitled **Role of Head Teacher in Professional Development of English Teachers'** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated

To

My family, friends and teachers

Who always encourage me to

Take challenges and

Inspire me for

My betterment.

ACKNOWLEDGEMENTS

I am indebted to all the respected teachers and mentors who helped me to bring this work in this form. Here, I would like to acknowledge the help, support and encouragement of those whose collaboration made this journey possible.

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Surja Kumari B.C

ABSTRACT

This research entitled **Role of Head Teacher in the Professional Development of English Teachers** was an attempt to explore the head teachers' roles in the professional development of English teachers in terms of opportunities given, cooperation and support extended and creating working atmosphere. I adopted narrative inquiry as the research design. This study was entirely based on primary sources of data. The sample of the study included three English Teachers and their Head Teachers of secondary level from Lalitpur district. They were purposively selected. I collected data through face to face open ended interview. The collected data were first studied, edited, scrutinized and then analyzed thematically. The findings from head teachers' narratives showed that head teachers were positive for teachers' professional development. They supported English teachers by co-operating and by providing continuous encouragements and feedback to the teachers. But, the finding from English teachers showed that English teachers perceived that head teachers did not show kind and responsive attitude to them for their professional development. They found head teacher as authoritative and non-supportive.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definition for the key terms are included. The second chapter consists of the review of related theoretical literature, review of empirical literature, implication of the study and conceptual framework. In the same way, chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is about analysis of data and interpretations of the result. The chapter five deals with findings, conclusion and recommendations based on the analysis and interpretations. The references and appendices have been included in the last part of the thesis.

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REFERENCES

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ABBREVIATIONS AND SYMBOLS

Dr.	-	Doctor
et.al	-	And other people
Etc.	-	Etcetera
Mr.	-	Mister
Prof.	-	Professor
Regd.	-	Registration
T.U.	-	Tribhuvan University