

CHAPTER ONE

INTRODUCTION

This study is on the **Role of Head Teachers for the Professional Development of English Teachers**. This chapter consists of background of study, problem of statement, objective of study, research questions, and significance of the study, delimitation and definition of key terminologies.

1.1 Background of the Study

Teachers are the major stakeholders of teaching learning processes they have great responsibility to bring changing the teaching. Teachers are learners; they need to learn continuously the new knowledge, skills and innovations to keep them updated in this changing world. When they engage themselves continuously for newer knowledge, they happen to make their professional career more appropriate and advanced. Teachers need knowledge and skills to be an expert in their profession. But, they should also get the opportunity to develop their professional skills. Teaching is a profession and teacher is a professional. Profession refers to teachers' teaching job. A profession is something a little more than a job; it is a career for someone who wants to be part of society, who becomes completed in their chosen sector. Profession is a type of job that needs special training or skills and higher level of education. It is a kind of occupation, vocation of career where specialized knowledge is applied. The profession includes training, skill, self- discipline, self-regulation and high social status. In this regards, Wallace (1991, p. 5) states, "Profession is a kind of job or occupation which can only be practiced after long and rigorous academic study which should be well rewarded because of the difficulty in attaining it and public good it brings". The professional teacher aims or need to develop their excellencies that should create better circumstances and result for professional career development.

Professional development is the skills and knowledge an employee gains to optimize his/her professional development. Simply, professional development is the state when a job holder gains the quality of highest degree of expertise and capabilities in the field where he /she is working. Professional development is the internal reformation of one's ability being exposed to the outer world. For professional development an employee should have a passion for job growth. All types of professionals require change and growth after they have joined a career. The growth starts from the very beginning and it continues up to the optimum maturation of career growth.

Teachers' professional development, in a broad sense, refers to the development of a person in his career more specifically, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examines his or her teaching systematically and the growth that occurs as a teacher moves through the professional career cycle (Glatthorn, 1995, p. 41). Generally, teacher development is the growth seen in the career of the teachers. Moreover to this, professional development includes formal experiences such as attending workshops, professional meeting, mentoring and informal experiences such as reading professional publications, watching TV documentaries related to an academic discipline (Ganser as cited in Reimers 2003, p, 11).

Professional development involves teachers in researching their practice to construct their own theories of teaching. Nevertheless, the closest he comes to defining teacher development is to offer an interpretation of professional development: professional development can be seen as a process of professional growth (Keiny, 1994, p. 158). Teacher development can be viewed as teachers learning rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing (Keiny, 1994, p. 493).

Teacher development generally refers to the professional growth not specified in any field but overall aspects of the teachers. In general, the teachers require to be changed in personal, professional and social aspects for their perfect professional development (Bell & Gilbert, 1994). Further, teacher professional development is not possible only with a single effort of a teacher. But it also requires the supportive hands of various individuals who are involved in teacher learner practices, for example role of institution, role of school administration, role of leadership, role of head teachers and so on.

1.2 Statement of the Problems

Teacher professional development is not possible over a night. It is a long term journey to teacher professional development. It requires the support and cooperation of concerned authorities, institutions and other educational programs. The issue so far I have risen in this study is related to how English teachers are supported by the head teachers for their professional development. It is in a sense that the head teachers or the principal of a particular school is the most important figure in the particular institution. He/she has to play an active role to enhance the human resource as well as the name and fame of the organization. If the main character of the organization is passive then there will never be the progress of the teachers as well as the organization.

It means, the head teacher has to conduct some training and workshop in his schools for the teachers by inviting some resource persons or sending them to different training, workshop, seminars or conferences for participation. But, the head teachers are not playing crucial role for the professional development of teachers so this topic is a burning issue to be researched. Teachers should be engaged in some training to develop some methods which would be applicable in their schools. The issues like to focus on the study included on how the head teachers are helping English teachers of their schools what opportunities they are provided to them in order to develop their profession had become the major concern of this study. In addition to this, how well the head teachers are

conscious for the professional development of English teachers had also been the major focus of my study. There have not been too many researches conducted regarding the role of head teachers in the professional development of English teachers. That was the reason for which I selected this topic and completed this study.

1.3 Objectives of the Study

The objectives of this study were as follows:

- To explore head teacher's roles in the professional development of English teachers in terms of: opportunities given, co-operation and support, and creating working atmosphere.
- To list the professional development opportunities for teachers.
- To suggest some pedagogical implications.

1.4 Research Questions

The following were the research questions of this study:

- Do head teacher support English teachers for their professional development?
- In what ways the head teachers are supporting to the English language teachers for their professional development?
- What opportunities do English teachers get from their head teachers for their professional development?
- In what kind of professional development programs the English teachers are participated?

1.5 Significance of the Study

This study has analyzed and discussed the role of head teachers to support the professional development of the English teachers. This study can be significant to the teachers because the findings of the study show the managerial role of the head teacher for the professional development of

the teachers. Similarly, the head teacher can be beneficial because the findings help them to realize managerial roles. Moreover, it also helps the head teacher to heighten the institutional development and their personnel professional development. In the same way, it also helps the Head teachers to get expertise in teaching and managing profession. This study is supposed to play a crucial role to all who are directly or indirectly involved in teaching learning activities. Being different from other researches, mainly the administrators are the beneficiary of this study. Moreover, the head teachers as the institutional manager, administrators and language trainers, etc. are significantly benefited from this study. In the same respect, the findings of the study also have a significant contribution for those who are interested in evaluating the role of teacher as a manager as well. This provides the theoretical information, previous research on role of teacher and professional development and regulations made by the government.

1.6 Delimitations of the Study

This research had the following limitations:

- This study was limited to the role of Head teacher in the professional development of the English teachers' in terms of opportunities given, cooperation and support, and creating working atmosphere.
- The study was carried out from the teachers of Lalitpur district.
- The study followed purposive non-random sampling technique to select sample from population.
- It was based on the story of three head teachers and three secondary English teachers.
- Similarly, the data was carried out through in-depth open ended interview and informal conversations.

1.7 Operational Definitions of the Key Terms

Role: In my study the term role refers to the support and cooperation that school head teachers provide for English teachers' professional development.

Head Teacher: The teacher in charge of a school.

Professional: Professional here means engaged in a specified activity as one's main paid occupation rather than as an amateur. Further, professional means a member of a profession or an individual who earns their living from particular professional activity.

Development: Here, development means the activities that enhance the knowledge, skills, experiences, expertise and other characteristics of teachers in their professional career development.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Every researcher needs to observe the fundamental background of the related subject and past studies. This chapter simply consists of theoretical literature, empirical literature implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Theoretical literature simply refers the theoretical insights on the topic to be explored. In this research the following discussions have been made as the part of theoretical review:

2.1.1 Professional Development of Teacher

Profession refers to an occupation, vocation, or career where specialized knowledge of a subject, field, or science is applied. Wallace (2010, p. 5) argues "in profession, one has a kind of occupation which can only be practiced after a long time and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public goods it brings".

Nowadays, teachers are regarded as professionals and teaching is a profession. Teachers like other personnel such as doctors, pilots and engineers require a special type of skills or expertise in their respective jobs or fields. They also provide public goods and need prolonged academic study to perform their jobs. So teaching is a profession. Teachers are the major elements of the entire education system and they are placed at the heart of education system and thus, they have to be more professional in their jobs. Wallace (2010, p. 5) further mentions that structured professional education

should include two kinds of knowledge. They include received knowledge and experiential knowledge.

Professional development in broad sense refers to the development of a person in his or her professional role. It includes both received knowledge and experiential knowledge. It often involves examining different dimensions of a teacher's practice as a basis for reflective review. It is a continuous and never ending process in which teachers change themselves. They update new skills, knowledge, information and techniques in order to deal with the new experience, challenge and opportunities in teaching profession. It is said that all types of professionals require change and growth once they start their career. So, teacher development is always "bottom-up". Head and Taylor (1997) mention:

Teacher development builds on past, because recognizing how past experiences have or have not been developmental helps to identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self reflective process, because it is through questioning old habits that alternate ways of being and doing are able to emerge (p. 1).

Similarly, Underhill (1986, as cited in Head & Taylor 1997, p. 1) argues that teacher development is the process of becoming the best kind of teachers. Teacher development draws on the teachers' own inner resources for change. So, it is the process of developing professional excellence by learning, experiencing, practicing and preparing oneself for new challenge and responsibilities to be encountered in teaching. Once teacher starts teaching, he/she always needs to struggle for keeping growing and this struggle requires his/her voluntary will and effort.

Thus, teacher development is the process of adding professional knowledge and adding up to date with theory and practice in the fields and improving teaching skills to build confidence. It is also concerned with understanding various principles and values of teaching. According to Richards and Farrell (2010, p. 4), the examples of goals from a development perspectives are; a) understanding how the process of second language development takes place, b) understanding how our roles change according to the kind of learners we are teaching, c) understanding the kinds of decision making that occurs during lessons, d) reviewing our own theories and principles of language teaching, e) developing an understanding of different styles of teaching, and e) determining learners' perceptions of classroom activities.

In the same way, Rossner (1992, as cited in Head & Taylor, 1997, p. 4) lists some essential characteristics of teacher development. They are described further as a) it is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or technical expertise, b) much of TD is seen as relating to new experiences, new challenges and the opportunities for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their career as well as themselves, and c) teacher development is not just to do with language teaching or even teaching; it's also about language development (particularly for teachers whose native language isn't English), counseling skills, assertiveness training, confidence building, computing, mediation, cultural broadening almost anything in fact.

Similarly, Fullan (1987, pp. 24-31) mentions that there are four crucial factors for successful teacher development. They include; redefinition of staff development as a process of learning, the role of leadership at the school level, the organizational culture at the school level, and the role of external agencies, especially at the local and regional level.

2.1.2 Characteristics of Professional Development

The teacher is the heart of classroom instruction (Hawes 1979; Galabawa 2001, as cited in Komba, 2008, p, 70). Teacher's motivation is the most important of all factors. The effectiveness of the teacher depends on his/her competence (academically and pedagogically) and efficiency, (ability, work load, and commitment), teaching and learning resources and methods; support from education managers and supervisors (Rogan 2004, as cited in Komba, 2008, p.70). Teacher professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals. Teacher Professional development is defined as a process of improving both the teacher's academic standing as well as acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom. According to Barbara (2004, p, 9), the characteristics of quality professional development are: a) the teachers should assimilate continuous learning process, not only attending a onetime seminar, b) the educational activities of the teachers should be focused on classroom practice and increasing student learning, c) the teachers' activities should be embedded in daily work of teaching not neglected to special occasion or separated from the learning need of the students, d) the teachers' activities should be centered on crucial teaching and learning activities i.e. planning lessons, evaluating students' works and developing curriculum, e) the teaching techniques should be based on investigation of practice through case study, analysis and professional discourse, f) the teacher should cultivate a culture of collegiality that involves sharing knowledge and experience, and g) the teachers should be supported by modeling and coaching that teaches problem solving techniques.

Professional development is the state in which one becomes academically efficient and competent. Regarding teaching profession, the teachers are supposed to be professional when their performance and the achievements they cause to bring high in the students is competent. To be professional teacher,

he/she should meet and do the following activities according to the report presented by TALIS (2010, p. 62):

Courses and Workshops: Participation in training and workshop seminars is an essential element of professionalism. There is an assumption that professional teachers often attend workshops and do training courses for the better performance of their educational activities which help them nurture their inherent ability.

Educational Conferences and Seminars: Attending education conferences and seminars is another characteristic of teacher professional development which helps them to keep them updated with new technology and new methods and techniques emerged in the field of teaching and learning activities.

Qualification Program: Getting a higher degree preferably in education stream is a necessity for a professional teacher. As the teaching profession preferably demands teachers of the education background in Nepal so is the chemistry of the world scenario in the sector of the education.

Observation Visits to Other Schools: For the increase in the proficiency of the teachers they need to be taking to the visits to other schools and institutions. This activity helps them share their teaching experiences with others and gain more new knowledge and skills from others.

Participation in the Networks of Teachers: As the NELTA in Nepal is providing a pious service to the English teachers, both of school and colleges imparting them new skills and techniques from the worldwide experts and participation in those types of networks of teachers undoubtedly help teachers to gain professionalism.

Individual and Collaborative Research: The existing knowledge of the teachers relating to the teaching learning activities improves with the collaborative and individual research activities by which teachers make them

engage with those activities. The issues of teaching learning are tried to be adjusted with collaborative works guided by subject experts.

Mentoring and Peer Observation: Mentoring is an activity which is aimed to provide an advisory support to the novice and inexperienced learner and performer. Peer observation and mentoring programs provide an opportunity to gain more professional capacity which can be used in the further professional career.

2.1.3 Activities for Professional Development

Professional development activities like seminar, conference, self study are type of programs for teacher professional development. Similarly, peer observation is another key approach for professional development because it is a basic part of learning and providing an essential feedback to the observed one. In the field of teaching learning it provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it. Peer observation brings teachers together to interact and provides an opportunity for the sharing of ideas and expertise as well as to discuss problems and skills. Team teaching enables the pair of teachers to plan, teach and follow up. The teachers share equal responsibility for planning the course, teaching and follow up work including evaluation and assessment. The team teaching approach promotes collegiality among teachers in a school. The teachers' combined expertise will lead to a stronger lesson plan. It helps create opportunities to teacher development as it helps develop creativity among teachers involved in a team.

Action research is concerned with social practice, aimed towards improvement, a cyclical process, pursued by systematic inquiry, a reflective process, participative and determined by the practitioners. Action research helps teachers to be more professional towards their profession (Elliot, 1991). It is a process of eliminating the teaching drawbacks experienced in the course of teaching. Teachers need to reflect to their own teaching and should plan,

implement and reflect. It is a cyclical process that helps develop professional knowledge of teachers and improve education as a discipline. It is a systematic, considered process of deliberation enabling analysis, reconstruction and reframing in order to plan for further teaching and learning.

Teachers directly being involved with the educational and pedagogical situation and activities to increase their practical understanding can carry out action research. As action research is a continuous process, this helps teachers continuously reflect about the action and re-plan, re-action, re-observe and re-reflect. This is a reflective process to be done by teachers. Action research is an approach for professional development.

To be a professional teacher, they need to attend seminar, write articles in the newspaper, consult internet, hold subject teacher meeting and seminar, be encouraged to E-learning, take part in focused group discussion. Furthermore, a teacher needs to have subject knowledge. A teacher with a sound foundation in his/her subject matter will be better able to plan for students' learning based on content outcomes and to keep abreast of current developments in that specific field of knowledge. Sharing expertise, knowledge and skills of teachers in the same and other schools being guided by consultant if provided in-school program will be milestone for teachers' professional development. From the above discussion the following activities are supposed to be the activities for building teachers' professional development:

Professional development broadly defines that professional development of teachers begins with initial training, induction courses in the first hand and continues through in-service training and continuous professional development in school setting (TALIS, 2003, p, 19). Onetime training in the beginning of the teaching career cannot sustain the work of the teachers for a long time, for an effective work of the teachers they should be inquisitive, curious and hard working to build professionalism in them. They can do many activities for empowering the working strength in them.

2.1.4 Need for Teachers' Professional Development

Professional development refers to skills and knowledge attained for both personal development and career advancement. Teachers' professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal course book conferences and informal learning opportunities situated in practice. The best professional development is ongoing experiential, collaborative, and connected to and derived from working with students and understanding their culture. In this regard, Lucas (nd, p. 12) mentions:

Teacher preparation programs provide educators-to-be with the tools, mentors and hands –on experience they'll need once they begin their career. It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more.

Teachers' professional development plays a very important role in the improvement of professional development of teachers and students. Teacher can perform their job perfectly and confidently only when they are professionally grown up. A teacher needs to be up to date for the new innovations to be successful. But a newly appointed teacher may not have the knowledge of environment, student's psychology, their needs and expectations. So, it is essential for qualitative improvements of any system of higher education. Improvements depend on the sense of purpose and commitment of teachers who feel teaching profession as a matter of deep satisfaction in teaching profession.

According to Head and Taylor (1997, p. 11) say “stale or narrowly subject bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers are proliferate”. Hence, learning to teach is a lifelong process. In most schools and institutions today, language teachers are expected to keep up to date with development in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution. Thus, professional development is a key factor to bring the positive effect on the educational products. So, a teacher should advance in professional expertise throughout his/her career and this advancement does depend on formal courses or external input alone. So, a head teacher's role in developing a teacher is crucial. A head teacher is a person who is a teacher and parents of the teachers. He has various roles than the teaching only. The head teacher is a manager of the program and he is a controller of the program too. For this purpose a Head teacher should give the opportunity to the teachers to be developed.

2.1.5 The Role of Head Teacher

Head teacher is the most responsible person of the school who has to manage everything for teaching. While it is generally assumed that the principal's role as instructional leader includes attention support of teachers' professional development (Glanz, 2005 & Holland, 2004), the literature and research is surprisingly thin on what it is that principals should actually do to support such development, particularly of teachers in their early years of practice. While it is clear that principals must attend to English teachers' instructional needs and performance, the knowledge and skills, principals need to discharge this responsibility are not well understood or defined. In an effort to better understand the principal's role in furthering English teachers' professional growth, this study analyzes the views held by seven principals about what English teachers need to learn and grow, and examine what these principals are doing to meet these needs. Hord (1988) outlined a role for principals as

teacher educators. It is interesting that since that time there has not been scholarship or research that defines the principal's role in this way. Instead, scholars within the field of teacher education quickly turned to describing the principal's role as one of directing, overseeing and participating in teachers' professional development. Morine- Dersheimer (2002), for example, in her editorial introduction to an issue of *Teaching and Teacher Education* that included articles on teachers' development, focused on teachers' need to administration supports for principals who support professional development of English teachers. Lieberman and Miller (1990) described the importance of principals' active involvement in teachers' development in professional practice schools. These examples illustrate a subtle but important shifting of focus from what the principal does to what the teacher needs. It is a distinction that can be argued as having deflected teacher educators' attention away from specifically delineating the principal's role in supporting teachers' development. What attention that has been paid to the principals' role has come, perhaps not surprisingly, from scholars in educational administration regarding the role. Similarly, Liethwood (1992) described teacher development as "arguably the most central function of educational leadership" (p. 86).

2.1.6 Components and Activities for Teachers' Professional Development

Professional development of teachers' is tough phenomena because it requires continuous learning and personality development of teachers. If an individual does not change himself/herself from his or her own self he/she would not be able to keep oneself updated. Getting a higher degree of education cannot be a development factor for professionalism. Generative and enthusiastic manner help teachers' to be professional. Only going to classroom and pursuing teaching learning activities cannot be supposed to be a professional activity. The success of professional teacher depends on the preparedness how a teacher gets ready for carrying out activities in-self that can be seen through the

performance and achievement of the students. Education policy of Nepal states one is highly qualified and eligible for teaching if s/he has a high degree in education and a teaching license. However, these two factors for teachers' profession are not enough for their professional development. These minimal requirements, however, do not constitute concrete standards for professionally developed teachers. Once taken degree in education stream may not be useful and fit forever in classroom teaching. If the teachers do not renew, review and refine their previously acquired knowledge they are sure to remain to the on-going traditional routes.

The first step in any process of developing a professional teacher in any field is the initial professional preparation. In teaching, this preparation takes very different shapes and forms and varies from country to country. Different conceptual orientations about the role of the teachers and their preparation have shaped the nature of initial preparation of teachers. The academic orientation emphasizes teachers' subject expertise and checks the quality of the teachers' own education as their professional strength. Similarly, professional orientation emphasizes classroom teaching of teachers. Teachers require personal orientation too which helps them extend their knowledge and behavioral skills so as to they require. The teachers should have the knowledge of content and pedagogical skills and these skills are only acquired by the professional activities. The following are the components of teachers' professional development:

2.1.7 Approaches to Teachers' Professional Development

Teacher development is an age demanding element for the development of a nation since the fate of the nation relies on the teachers. The hoist of the teachers can change the futurity of the nation by producing high quality man power needed for its rapid development. Producing the needed human resources for the development of a country is only possible through the efforts of the teachers of the country. For this, the teachers should be well-trained,

well-developed and well-fed with the teaching learning skills. Not only they should get higher education but also they should be dedicated, trained and accountable to teaching. Professional development can be acquired only through the feeling of accountability and when the teachers do confess that they are teachers they are sure to develop their professionalism. The professionalism of the teachers is contextually being checked with the achievements and the performance of the students in the fashion nowadays that this will neither measure the actual PD of the teachers nor reveal classroom changes as a result of teachers' professional development. The international literature indicates that traditional approaches to professional development such as short workshops or conference attendance do foster teachers' awareness or interest in deepening their knowledge and skills. However, these approaches to professional development appear insufficient to foster learning, which fundamentally alters what teachers teach or how they teach (Shields, Marsh and Adelman, 1998, Weiss, Montgomery, Ridgeway and Bond, 1998). Recent research has shown that professional development activities now take the form of collaborative action research (Levin and Rock, 2003 as cited in Bill Boyle, 2005, p, 4).

There are various approaches to professional development. One approach is the case study method, It is a teaching approach in which the teacher gives the students a case, making them the primary decision makers in solving a related problem. Consultation is another strategy. By utilizing a specific problem-solving process, individuals learn how to address their immediate concerns.

A key approach for professional development is continuous promotion of deep cognitive self or collegial learning not only attending a seminar once a time. The teachers should work to teach in new ways for that they should always be in touch with the new inventions of methods, techniques and philosophy evolved in the field of education. They should always remain and work in collegial teams for better performance. Developing a collective intelligence can be a boon for the professional development of teachers. The greatest challenge that could appear in the course of the teachers' professionalism is

accountability. One of the qualities of the teachers' professional development is being accountable for the progress of the students and the societies (Hargreaves, 2003, p, 24).

Certain types of professional development activities are more likely than others to offer sustained learning opportunities. They provide teachers with sufficient time, activities and content necessary to increase knowledge and encourage meaningful changes in their classroom practice. These 'reform' types of professional development activities include: study groups in which teachers are engaged on regular, structured and collaborative interactions around topics identified by the group; coaching or mentoring arrangements in such situation, teachers work one-on-one with an equally or more experienced teacher. networks which link teachers or groups, either in person or electronically, to explore and discuss topics of interest, pursue common goals, share information and address common concerns; immersion in inquiry, in which teachers engage in the kinds of learning that they are expected to practice with their students (Loucks-Horsley et al. as cited in Reimers, 2003, p, 4).

Attending workshops is another approach to be beneficial for professional development. Workshop is an intensive short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills. Workshops offer teachers practical classroom applications raising motivations and developing collegiality in them. In the present practice of TPD program teachers are invited to attend the five days workshop in the RCs/LRCs where they find their problems solved related to teaching learning activities.

Self monitoring helps teachers to put forward their steps towards professionalism as it is a systematic approach to self observation, evaluation and management of one's own behavior in order to achieve a better understanding and control over the behavior. Teachers can self-monitor about their activities through the achievement acquired by the students and apply new skills if they reflect any problems. Similarly, collegiality is another approach of

professional development for teachers. Two or more teachers collaborating together to achieve either individual or shared goals is a form of collegiality. Nepal government's policy in the TPD program is associated to collegial learning. In the second phase of each modules the trainees are required to work in the school as in the principle learning by doing and learning by sitting together. Research shows that teachers frequently discuss their teaching strategies with other teachers.

2.1.8 Teacher Development Efforts in Nepal

The government of Nepal has repeatedly been making some good efforts for the development of the internal quality of the Nepalese teachers through the medium of terminal and periodical teacher training programs since the establishment of the Durbar High School by the Rana Prime minister Jung Bahadur Rana in 1854 A. D. (Awasthi, 2003). The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training Centre in Kathmandu in 1948 with a view to training the primary school teachers. However, the Centre had to discontinue its functions after the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of College of Education in 1956 to provide two-year and four-year teacher education program to the prospective lower secondary/secondary level teachers of Nepal

2.1.9 Teachers' Professional Development Program

Teachers' Professional Development program is an ongoing program. This program has been launched to make the role of the teachers an effective, productive and desirable for the students of school level. Nepal government has implemented this program from the fiscal year 2066/67. This program aims at providing a necessary and demand based skills to the teachers of basic and secondary levels. This program has a period of thirty days to be completed in three different modules each containing ten days. According to the policy basic

level TPD training workshops are conducted in the RCs and the secondary level TPD training workshops are conducted in the LRCs/ETCS

Keeping journal enables the teachers to keep a record of classroom events and observations that could be a source of information to be shared with others in collegial learning. The process of journal writing about teaching events may lead to new insights. This helps the teachers to be more professional and can be an indicator of professional development.

2.1.10 Issues in ELT Teacher Education in Nepal

ELT teacher education has its own history in Nepal. Although this situation is gradually improving with the change of time, there are many challenges and issues in ELT teacher education in the context of Nepal. As given by Awasthi (2009, p. 44), there are various issues regarding ELT teacher education in Nepal, which are as follows:

- The main issue of English language teaching in Nepal is the lack of adequate English language proficiency of English teachers teaching from primary level to university level.
- The class size of the teacher training classroom is still large and this makes the training very theoretical.
- Both newly set up primary teacher training centers and university campuses lack appropriate physical facilities. No teacher training institution is equipped with even a language lab.
- The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.
- The findings of the researches carried out so far, mostly by Master's degree students, have not yet considered for implementation.
- There is a lack of co-ordination between/among the in-service and/or pre-service teacher training programmes run by different agencies and institutions.

- The government policy regarding the training of teachers has always been inconsistent because sometimes it is made obligatory and sometimes it is optional.
- There is no policy regarding the training of teachers teaching at higher education level. As a result the teacher teaching at the higher level/classes are virtually untrained.
- Availability of materials and access to electronic resources has been a luxury until now for a large majority of teachers.
- There is a lack of database of English teachers of all levels of education.
- Refresher training for the teacher educators and trainers is more or less infrequent.

The above points indicate that the various issues regarding ELT teachers education in Nepal .such as lack of resources, lack of adequate English language proficiency, large class of teacher training ,theory based knowledge lack of coordination .higher level teacher are virtually untrained so there is issues.

2.2 Review of Related Empirical Literature

There are several studies carried out by different scholars in the field of Teacher Professional Development (TPD). However, they have not touched the issue that I have explored throughout this study. Teacher professional development is the area that I have diagnosed here. Besides this, I explored the issues, challenges and opportunities lying in this filed. Similarly, I did this research to explore the role of Head teachers in professional development of English teachers. Regarding the review of related empirical literature, I have reviewed some researches that are closely related to my present study. They are presented as follows:

Neupane (2001) carried out a research with the title "An Investigation into Short- term English language Training provided by SEDUs". The objective of

the study was to see the impact of short term English Language Training provided by SEDUs. The study particularly aimed at examining whether or not the knowledge and the skills acquired by the trainees were implemented in the classroom practice. It also aimed to see the overall impacts of the training in the students' achievements. The researcher found that SEDUs training had a positive impact to the teacher development but not satisfactory when compared to students' performance.

Galami (2004) carried out a research on the "The teachers' Professional development in Higher Education". The major objective of the study was to identify and assess teacher development programs in higher education. The research report says that university does not have enough programs for the professional development of its teachers. Only limited teachers get opportunity for their professional development.

Similarly, NCED (2004) carried out a research entitled "Effectiveness study of teacher Training". The main objectives of the study were to find out the effectiveness of the teacher training program through real activities performed by the trained teachers and to find out the barriers that hinder teachers translating the acquired skills into the classroom practice. The findings were not satisfactory. The skills from the training were not translated into the real classroom practice due to lack of physical facilities and favorable pedagogic environment.

Ghimire (2005) investigated on "The Impact of Teacher Development Program: A Case of Global Action Nepal". The main objectives the researcher had concluded were to assess the impact of the teacher development program comparing the performance of students taught by trained and untrained teachers. In order to collect the data from the informants the tools used were observation checklist, questionnaire and records and the findings of the study were that the program had a positive impact upon the students learning since

there was a marked difference between the students' performance taught by trained and untrained teachers.

Gautam (2011) studied the “Perception of Teachers on NELTA activities for professional development of teachers”. The primary sources of data that he used were the responses provided by NELTA members of Morang NELTA branch. He used questionnaire as a main tool and found out that hundred percent teachers viewed that one can develop his profession by joining his related professional organization and also found out that NELTA has been able to develop professional awareness among the English teachers. Head teachers are not merely school manager. They are also teachers. The tasks assigned to the Head teacher are different from teachers who are assigned the task to teach. Thus, the role of the teacher is different from the Head teacher.

Poudel (2017) carried out a research entitled “Teachers Perception on Teachers’ Professional Development Training and its Implications”. The major objectives of this research were to find out the perception of basic level English language teachers on TPD trainings and its contribution in classroom teaching. The population for this study was the entire basic level English language teacher at Parbat district. Thirty basic level teachers were the sample of the study. Poudel had purposively selected the school and the respondents. Questionnaire was the tools for data collection. From this study, he has concluded that TPD training was fruitful for basic level English language teachers in terms of different skills and subjects effectively.

Rokaya (2017) carried out a research entitled “Identity Construction in Female English Language Teachers’ Professional Development: A Narrative Inquiry. The major objectives of this study were to analyze the identity construction of female English language teachers in relation to the supporting and hindering factor in their teacher identity construction and to explore the role of dominant gender stereotype in their professional lives. For this study, she used narrative inquiry strategy to select her participants using purposive

sampling procedure. Similarly, she used in-depth interview and written narrative as the data collection tools and techniques. The major findings of her study were that all the female English teachers were very positive towards teaching and they have been struggling for constructing their teacher identity disregarding the challenges they encountered in their professional and social lives.

Finally, though many researchers have conducted their studies in the area of role of teachers and students and professional development of teacher, few research works have been conducted to explore the role of Head teachers to support English teachers. But, this study explored the role of head teachers for the professional development of the teachers.

2.3 Implications of the Review for the Study

Reviewing the related literature is the central and most important task for researcher in any research. It assists to bring clarity and focus on research problem, improve methodology and contextualize the findings. It provides insights about objectives, research questions, and methodological procedures and other important aspects of research.

In literature review, the central focus is to examine and evaluate what has been done before on a topic and establish the relevance of the information to our own research. Likewise, theoretical review is implied to express the concept of teacher induction, its historical background, its nature, its types, its areas, its components, its goal, its views, its importance and its practices in Nepalese context. Different people have various perspectives toward teacher induction which are represented in the literature review section.

Similarly, empirical literature review is equally important for all operational steps. Basically, components of the study and their real examples are found from the empirical review. Moreover, it has helped me in the important steps of research for determining research objectives, framing research questions,

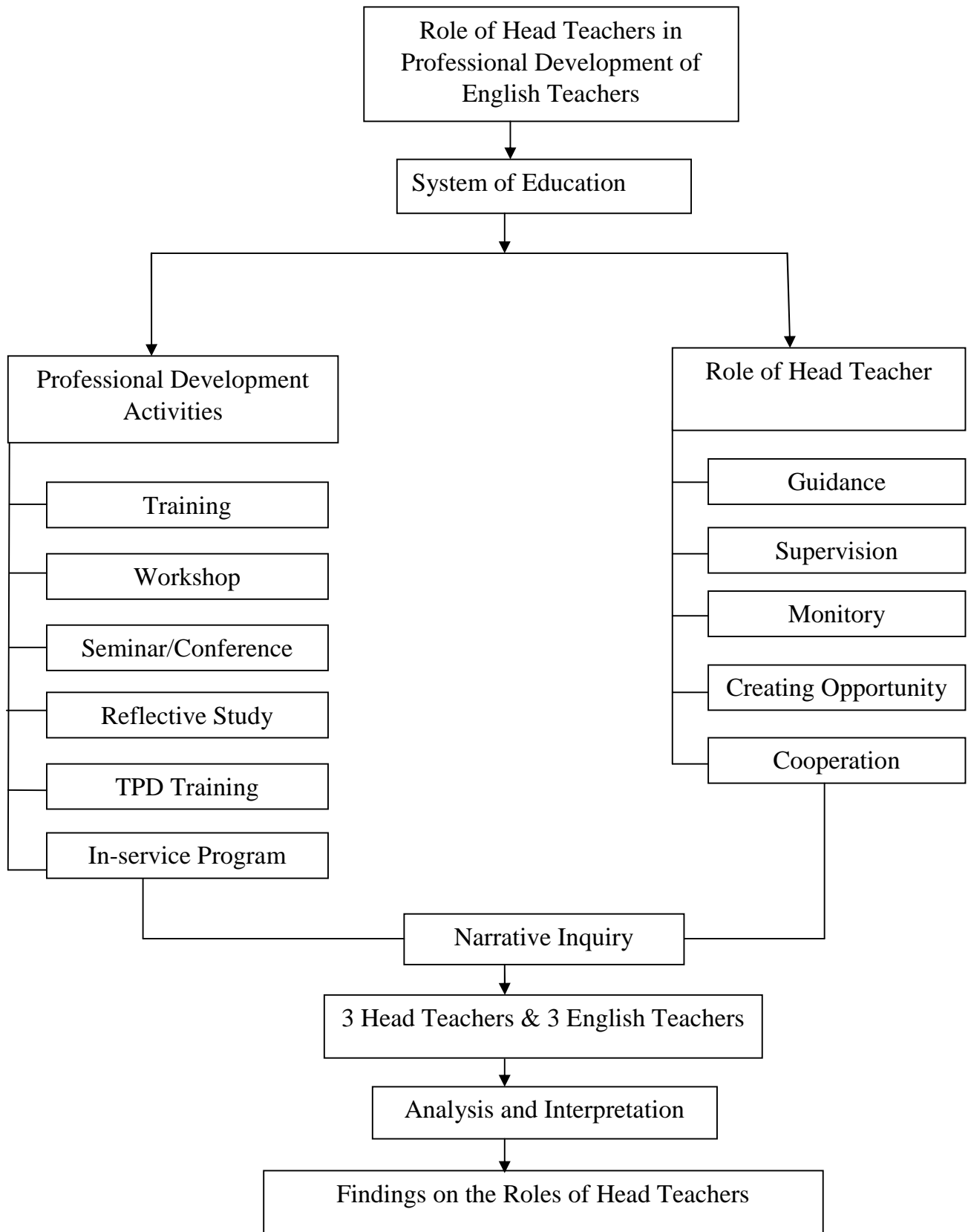
constructing research design, data collection procedure and tools, selecting appropriate sampling procedures and so on. And it obviously has become significant to collect and analyze data and also to derive findings. Besides that, literature review has some implications to develop the better mechanism of academic writing.

From the review of the study of Gautam (2011), I got information about developing the tools and ways of data collection procedure. Besides, Neupane' (2001) study helped me to develop the tools for data collection and its analysis in better ways. In the similar vein, Galami (2004) assisted me to discover the necessary finding with proper discussion and interpretation of data in order to reach in required outcome. In the same way, Ghimire's (2005) study supported me to develop appropriate research questions for my existing study. Finally, the report of NCED (2004) mainly helped me to review and link the Nepalese context of teacher in my review to fulfill my short-comings concerning literature review.

2.4 Conceptual Framework

Conceptual framework is the graphic or narrative form of a research which represents through a diagram. It is a visual representation of the research. It is the representation of the different variables and their relationship with researcher's thought or understanding on the topic. While conducting this research, I also consulted different concept and theories, researches, books and literature of teacher induction etc. and develop my conceptual framework for this study. These above ideas interrelated to each other have been shown in the other side of the page with the help of conceptual framework. Please see overleaf.

Conceptual framework continued.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter includes the design of the study, population, sampling procedures, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration.

3.1 Research Design

Design refers to the specific guideline to carry out the research. To carry out this study, I adopted the narrative inquiry research design. Narrative inquiry focuses on the study of lived experiences of the participant. It is a way of thinking about, and studying, experience. So, in my present research, I focused on understanding the experiences of the participants i.e. my focus was on how school head teachers play a vital role in the professional development of English teachers in their school. O'reilly (2005) uses the term 'interactive inductive research' to relate to narrative inquiry. While conducting this narrative research, I visited the respective field site and interact with participants, bring their ground understandings and draw the final result as findings. I frequently made contact with the participants within the context of their culture of professional development through the help of head teachers. To achieve intended objectives, I asked questions through informal and formal interview. In this way, I planned that I was able to address my research questions or reach the destination set in the form of objectives and raise the awareness about the teaching and learning English language for their professional development.

3.2 Population, Sample and Sampling Strategy

The population of this study consisted of all English teachers as well head teachers who had been teacher at different schools of Lalitpur district. Among them, I selected three English teachers and three head teachers as participants. To make the research more valid, I tried to maintain the inclusiveness and

gender balance. I used purposive sampling strategy to select the sample for this study. The reason behind the selection of this strategy is that most of narrative research use purposive sampling strategy. Similarly, it helped me to identify the population who have particular characteristics and interest which enable to answer my research questions. Furthermore, this technique helped me to sample the population convenient to me.

3.3 Research Tools

Research tools are instruments that help to carry out the information from the sample. In this research, interview with head teachers and written narratives from the English teachers were used as research tools to collect the necessary data.

3.4 Sources of Data

Data are unit of information that can be numbers, opinions, image, figures, facts and other relevant materials from which further analysis can be drawn up. It helps the researcher to justify, analyze, and draw appropriate findings. Mainly, there are two types of data. They are primary and secondary sources.

In my study, three English teachers and three head teachers were the primary sources of data. Similarly, teacher professional development related books, journal, theses, articles and dissertations were the secondary sources of data for my study.

3.5 Data Collection Procedures

I adopted the stepwise procedures to collect the required data for this study. At first, I prepared questionnaires as a tool for data collection. I took a consent letter from central department of English education, TU. Then, I went to the field and visited the selected schools of Lalitpur district. I built rapport with principals of selected schools. Then, I used purposive non random sampling strategy to select the teachers and principals. Then, I met with them and clarify

the purpose of my study and took permission to take interview. After getting permission from them, I conducted interview of the selected teachers by using a recording device. Then, I transcribed the recorded data and made their summary into narrative. I also conducted semi-structured interview with the English teachers to extend the information.

3.6 Data Analysis and Interpretation Procedures

The obtained data were analyzed systematically, descriptively and presented thematically. While doing so, the collected data were put under different themes and the analyzed descriptively.

3.7 Ethical Considerations

Ethical consideration is one of the most important aspects of any research. While conducting any research we as researchers should consider the ethical value. So, to keep ethical values for this research, I built rapport with the principal and take permission from the respondents to take interview with them. I kept the responses of informants' confidential and present it by using pseudo name. To maintain the ethical consideration of this study, I did not use the collected information for any other purpose. Similarly, I could not disclose the data without the permission of the participants for any other purpose.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter includes the analysis and interpretation of the collected from narrative. The data collected from narratives were coded and presented under the two broad themes. The necessary sub-themes were developed and data were analyzed descriptively on the basis of my research questions.

4.1 Analysis of Data and Interpretation of the Results

The data collected through narrative interview include the lived experience of the teachers and head teachers. Their stories reflected their personal and professional development. The information included in this section was obtained from three head teachers and three English teachers.

I collected the data with an aim of identifying the supports of head teachers to fulfill this aim of the participants are in the professional development of English teachers selected from different schools of Lalitpur district. The details of the teachers' lived experiences regarding the head teacher's roles, support, co-operation have been discussed in the following part. All of the respondents teachers said that they had good idea of professional development.

I used conventional listening and note technique to analyze and interpret the data on the basis of which the data was coded and decoded and then broader themes were generated. Therefore, I have presented the general and specific themes in the analysis and interpretation. This has been done in order to critically analyze and explore the role of head teacher in professional development of English language teachers. The data analyzed and interpreted under the two broader headings and follows:

Background of the participants

In this section, I have presented the background of the participants. In my study three head teachers and three English teachers were purposively selected for my research. I have given pseudo name to each of them for confidentiality. The first three pseudo names (i.e. Gandu Maharjan, Rita Majhi and Punit Pathak) are head teachers and the last three pseudo names (i.e. Samsher, Anil Chhetri and Amit K.C.) are the English teachers in this study.

Gandu Maharjan (pseudo name)

Gandu Maharjan has been working in this school for the last 10 years as a head teacher. He got the opportunity to become the teacher at Divya Gyan boarding school. He is very dedicated person. He believes in democracy and he always support to other teachers. He stated that he choose to become teacher because of financial problems at the beginning. But, now he is leading this school. He thinks head teachers have many duties and responsibilities like supervise, mentor, appreciate their own contributions, the difficulties they faces in their personal and professional career.

The area of his interest is teaching. It is so because he believes that teaching is a profession where students and teachers are involved in constructive interactions and that can be highly productive if it is taken in right ways.

Nandu (pseudo name)

Nandu is a well experienced teacher who has been in teaching for 39 years and the name of my school is ABC. She is from Kirtipur, Kathamndu. But, she has been working as head teacher for 10 years. At the beginning she had choosen science faculty but later on she joined teaching profession because her father is also teacher and she was motivated her father. When she was appointed as the permanent lower secondary level teacher she was very happy, her passion in teaching is more increased. Then she became positive towards leading this institution for more than 10 years. She thinks female is also capable for the leading every field. Therefore, many people respect her or inspired her. She

mentioned due to her family problem she attended different professional activities held inside and outside the school. She faced more challenges at family due to the deep rooted gender ideology. This is why, still she could not failed their profession she was very positive towards herself and wants to horizon her knowledge that's why she is a successful head teachers in this school. She believes head teachers' roles is to provide continuous encouragements and feedback to the teachers and supervise, reward them based on their contributions.

She is highly motivated teacher in this school. She is one of the examples of successful female head teacher.

Punit Pathak (pseudo name)

Punit Pathak is from Kathmandu valley. He had been teaching as a principal for the last 8 years at this school. He completed his master's degree from Kathmandu University in MBA. But, he joined teaching profession because he enjoys teaching lot. He said that teaching is my passion, right from my early age; I had great desire to be an English teacher. He was inspired by his mother because his mother was an English teacher, he is always positive teaching profession. So, I am a head teachers and I am leading this school. He thinks that head teacher have lots of duties and responsibilities at school. He said that I am one step ahead in hierarchical structure. I do appreciate all teachers because they do best in their respective subjects. I always encourage the other teachers.

Smasher Thapa (pseudo name)

Smasher Thapa is 28 years old. He was born in Dharan but right now he has been staying in Kathmandu for last four years. He has been teaching English for the last 7 years as a secondary level teacher. He used to teach in different private schools in Kathmandu. He is currently engaged in one of the schools as full time teacher. He completed master's degree from Tribhuvan University.

His area of interest includes phonetics and phonology, poetry, teacher motivation, critical pedagogy and so on. He wanted to be an English teacher right from his early age and he is highly influenced by his father who is also a teacher. Accordingly, he was enrolled at the faculty of education and majored English. So, now he feels good to be a teacher.

Anil Chherty (pseudo name)

Anil Chherty is originally from western part of Nepal, Kailali. He has been teaching as a secondary level English teacher at Lalitpur district for last 6 years as a private teacher. His major subject is English. He completed his master degree from Tribhuvan University Kathmandu. He enjoys teaching a lot since he finished his mater degree from faculty of education, majoring in English, he was motivated to this field because his English teacher was very smart and knowledgeable.

His area of interests includes critical discourse analysis, poetry, and teacher professional development. He enjoys teaching a lot as he finished his master degree from the faculty of education. Teaching is his passion.

Amit K.C. (pseudo name)

Amit K.C. is from western part of Nepal, Doti. He has been working as a secondary level English teacher in private school when he completed his master degree from Tribhuvan University. He has been working there for the last 2 years.

His area of interest is especially literate and poetry. He enjoys teaching.

Role of Head Teachers

Head teachers are the leader of school. They are responsible and have to play vital role to manage classroom teaching environment and so on. They can play significant role in teachers' life for their professional development. Therefore,

head teachers help school teachers or not were matter of my discussion.

Regarding this, the head teachers responded in the following way.

Regarding this, head teacher 'A' said:

Very interesting question. Head teacher has many roles to make the teachers professionally growth, ... umm... I as a head teachers, I have many duties and responsibilities ... that he supervise them, mentor them ... appreciate their contributions if found worthily ... and also he do sometimes take the teachers on trip for making them fresh ... and so on...

From the responses of head teacher 'A', it can be said that the head teacher are the responsible person. They are leader and manager. Similarly, they can help teacher in number of ways. Moreover, the excerpt shows that head teachers have many different roles.

Similarly, regarding this, head teacher 'B' said:

As a head teacher, I have been playing different roles like I provide continuous encouragements and feedback to the teachers ... if they are found to be doing well, I reward them based on their contributions that they have been making at the school.

From the responses of head teacher 'B', I found that head teacher should be very supportive supervise all the teaching and non-teaching staff and other things like management tasks and so on.

Furthermore, head teacher 'C' regarding the same factor articulated in the following way.

Well ... you know that as a head teacher, we have lots of duties and responsibilities at school. I have already told you about the roles that I do play.. Some of further are like, I frequently call the teachers for meeting once a week ... I do organize the refreshment programs ... take the teachers for tour ... from recreation ... I always listen to the teachers, if there ideas are found to be worthwhile.

From the responses of head teacher 'C', it can be concluded that the head teacher should organize the refreshment programs, take the teachers for tour and so on.

Finally, it can be concluded that there are a lot of roles of the head teachers at schools, like supervising, facilitating, and so forth.

Relation with other teachers

Head teachers' relationship with other teachers in the school is very important. Regarding the teacher and teacher's relationship, the participants shared the following ideas.

Head teacher 'A' stated:

Well..... the relation of a head teachers with other teachers in considered to be so crucial ... and yes I do have a good connection with the teachers at my school ... I help them at the time of need ... whenever they come across with different difficult situations.

This excerpts shows that the head teachers and other teachers relation with them were very good.

Similarly, the head teacher 'B' shared the following ideas:

....to be a good relation with the other teachers. They said that all the teachers at this school are so dedicated and committed to teaching, and disciplined; I do value and respect them...

Similarly, the head teacher 'C' shared the following ideas:

Well...umm...I do have a good relation with the teachers at my school...yes am the principal does not mean that I am everythingi would say that we were at the same level even if I am one step ahead in hierarchical structure....I do appreciate all the teachers ...because they do best ..and I am also learning many things from themtry my best to satisfy my teachers...

From the discussion above, it can be said that head teachers' roles for the professional development is very crucial. They should be responsible for building a good relation among the teachers. Head teacher should provide guidance, supervision and monitory for the English teachers' professional development.

Organizing Professional Development Program

Here, I asked head teachers about their role in organizing professional development program. The head teacher can organize different activities that could help other teachers. Regarding organizing different professional development program, the head teachers responded in the following ways.

Head teacher 'A' said

Well ... very difficult question to answer to ... well to be honest we have not organized any sort's professional development events so far...

According to the responses of head teacher 'A', it can be concluded that head teacher does not organize any program which helps in the professional development of the teacher.

Head teacher 'B' said,

... I have been teaching for the last 39 years. well ... we have not organized that many professional event. But, we had a couple of months back organized that workshop and training for the better student's achievements

From the narratives of head teacher 'B ', it can be said that she is not that much concerned with such stuffs due to the lack of collegiality.

Similarly, head teacher 'C 'said,

... um ... we have organized a couple of trainings last year, but apart from that we have never organized such a professional development programs. Yes you know that these are very supportive to the English language teachers.

From the narratives of the all head teachers, it can be concluded that some of the school teachers are well known about different teacher professional development programs whereas some are still unaware of that. Similarly, some head teachers were found to be positive in organizing the professional development events but due to the lack of financial support they were unable to organize such programs.

Supports for professional development

Here, I asked head teachers about the kind of support they provide for the professional development of their teachers in organizing professional development program. The head teacher can support in many ways to the school teachers. For example, by organizing different activities that could help them. Regarding supports for professional development, the head teachers responded in the following ways.

Regarding this, head teacher 'A' said:

Of course, now we are thinking of organizing a conference in the coming year...you have to see everything... Like we have to satisfy the teachers...And therefore schools like ours in Nepal to organize such events on regular basis from financial point of view ... but you know the teachers are pretty aware

about keeping updated regarding such. Professional development programs ... he always appreciate that

The above excerpt indicates that head teacher has not organized any specific activities at present but he was thinking and planning to conduct a program to support in the professional development of the teachers.

In the same way, head teacher 'B' articulated the following ideas:

We had organized the workshops and trainings for the better student's achievements and Punit Pathak also said I'm always in side of teachers ... I support them by providing the required materials of English only if possible ... if they put their problems, I help them. S, for the example all head teachers are positive for the supports of professional developments programs they said many as part their salary in advance ... ask them to take part at different professional development events, like workshops, seminars ... and so on.

From the above ideas, it can be concluded that head teachers were in favor of teachers' support. But, the thing is that it should be possible in spite of many challenges. The head teacher supported them by providing the required materials and encouraging them showing the way to be a better.

Monitoring and supervision

Here, all the head teachers ware aware about the monitoring and supervision in order to help in the professional development of the teachers. They stated that monitoring and supervision are important in the sense that it makes teaching and learning effective. They also shared that monitoring and supervision help them in knowing what is happening on the part of the teachers and institution.

Arranging meeting

Regarding the arrangement of meeting in the school for teacher professional development, all the head teachers shared the following ideas:

Yes ... we also call the teachers for meeting twice a month in fact we do have such as provision that we do respect all the teachers and their contributions ... if any teachers are found to have been doing good ... their names are spoken out at the meeting which, guess, inspire the teachers .. And also we occasionally provide refreshment trainings ... and specifically, the teachers and provided trainings when the syllabus is chanted....

On the basis of above ideas, it can be said that meeting plays vital role in bringing changes in students' and teachers' academic career because in the meetings many agendas regarding teaching and learning are discussed.

Specific roles

According to my research participants, head teachers play vital role for the English language teachers' professional developments. The head teacher can play different roles like they can provide opportunity, maintain cooperation and support by creating good working atmosphere. Regarding this, the head teachers shared the following ideas:

Head teacher 'A' said:

Head teachers are the responsible person of that school. The relation of a head teacher with other teachers is considered to be so crucial. So, I believe that I should have good connection with all the teachers at my school. I always want to help them by organizing different types of professional development programs. But, it is not possible for the private schools. And if the English teachers want to participate TPD programs, they usually go being funded by themselves. I respect all the teachers and their contributions. If any teachers are found to be doing good then their names are spoken out in the meeting. I encourage for the teachers' professional development. I guess, inspire the teachers ... and also I occasionally provide refreshment, training. Head teacher have many duties and responsibilities ... like they supervise them, mentor

them... Appreciate their contributions if found worth. While ... and also I do sometimes taken the teachers need things from the another

Similarly, head teacher 'B' said:

.. I have been playing different roles like I do provide continuous encouragements and feedback to the teachers ... if they are found to be doing well, I reward them based on their contributions that they have been making at the school. She said we have not organized that any professional events ... but she always supports the other teachers who want to go for the professional development program.

Moreover, the head teacher 'C' said:

... With other teachers have good relation, they think I'm principal does not mean that I am everything ... they think we were at the same level. He always appreciate all teachers. He said I'm always in side of teachers I support the by providing the required materials of English teachers, if possible. He said we never organized specially for English language teachers but we always support them organized the refreshment programs ... take the teachers for tour ... always listen to teachers, if their ideas are found to be good, appreciate that ... So crucial .. On which I play high attention by motivating them ... I do coordinate with other schools.

From the narratives above, it can be said that all head teachers are very supportive. They were aware about the English teachers' professional development but they could not organize any short of professional development program because they had lack of money and collegiality. However, head teachers were found to be positive for teachers' professional development.

English Teachers' Perceptions

In this section, I have included the discussion that I have made with the teachers. The ideas they shard have been presented in the following sub- topics.

Relationship with head teachers

In my research relationship means head teachers and English teachers connections. Here, I have discussed about how head teachers and English teachers are helped by each to build a good relationship between each other.

Regarding the relationship with English teachers and head teacher for their professional development, the English teachers responded in the following ways:

Teacher 'A' said:

...The school administrators think about firing them and hiring new teachers ... mm ... yes umm ... I have been ... I do have a good relation but I am not satisfied with the head teachers or school....In private school, employees relationship with the head teachers is quite dubious and doubtful for few reasons ... school administration thinks using teachers till the day he is productive ... right after he gets older.. And he turns a bit unproductive.

From the above ideas, it can be concluded that private school head teacher did not maintain good relationship with their teachers.

In the same way, teacher 'B' said:

In similar way, "Said to well to be honest with you ... I do have a good relation with my principal personally but do have that sound relation professionally ... the reasons are ...He looks so angry and torture ...giving.. he behaves with me in a way that I am his servant working at this house for a wage ... this is so frustrating ... and so on ... so to be honest with you I do not have a good connection with him ..."

So, according to him, head teachers did not seem to be supportive and cooperative ... he never called the teachers for discussion on different difficulties related to students' disruptive behavior, school management tasks.

Likewise, teacher 'C' said:

. is mixed kind of relations. "I fairly neglected. Sometimes I suggest for good things but they don't listen to us. I feel bad when they misbehave to me.

So, there is mixed kind of relation (i.e. good and bad) with English teachers and head teachers. In this institution they were working as co-worker in secondary level, but not a good relation with principal. They only impose and impose.

From the above narratives, it can be concluded that the relationship with all the teachers is needed for the professional development. In the narratives, all the teachers said that there was no any good rapport with each other.

Attending Professional Development Program

Teacher 'A' said:

"I have attended multiple national and international conferences, workshop, seminars, like NELTA, and Applied linguistic and ELT conferences held in Nepal ... I have also presented my papers at these events being funded by myself but the school has never financially supported me to attend these programs, I wish my school would support the EFL teachers like me ... English teachers professional development program need to be English teacher, but so to be further sharp ended, one has to attend different professional programs, like, seminars, webinars, conferences and so on English teachers are very careful about the such types of professional development programs.

Similarly, Teacher 'B' said,

... Of course, I have attended and presented many papers at different national and international conferences myself....

According to him, he attended different types of professional development programs but schools and head teacher never supports them.

Likewise, teacher 'C' mentioned:

...Yes I have attended in the seminar but I did not get any financial or personal principal I paid myself when I participated in NELTA and presented there.....

From the above narratives, it was found that all the teachers attended the professional development programs by them. All three English teachers attend different types of professional development program ourselves but they were not supported by the head teachers or others.

Head teachers' Supports

Head teachers support means in what ways the head teachers support to the English teachers for their professional development. Let's talk about the participants' narrative; in my first participants.

Teacher 'A' said:

"I don't like the way he behaves with the other teachers, including me. He always presents himself in front of us in a furious manners ... he never appreciates our hard work rather than keep dominating as if we are his servants working for wages which I loathe to the fullest".

Here, teacher 'A' pretends to be hard working only in the presence of the head teacher. But, in his absence he just gives a damn to him. To sum up, he doesn't have a friendly relation with principal personally. School has never financially supported them to attend any professional development programs.

My second participants; teacher B said:

...where I teach ... no any teachers share their problems that they are facing related to subject matter, pedagogy, students and so on and neither do ... truly, I have been working at this school as a compulsion ... I'm not wholeheartedly dedicated".

From this excerpt, it can be said that teacher 'B' was not positive about the head teachers supports. He thinks collegiality is supposed to be a key to enhance the height of the institution.

Similarly, teacher 'C' said:

I am also not satisfied with my head teacher ...If I have to tell you in word, I would say, "No", if am in any difficulty I don't get leave even for one day. How could be possible to be a professional teacher.... So, I feels monotonous in this case. I'm secondary level English teacher I completed master's degree head teacher think that it's enough for your level why do you need to go conference.

He was very disappointed from the head teachers because he did not get chance to participate in any professional development programs like conference; seminar, training and so on. He does not provide any opportunity for our professional growth. It narratives above showed that there should be supportive roles of the head teachers.

Imagined Roles

In this term, imagined role refer to the wishes to be an ideal teacher. For this, I asked about the roles that the head teacher could play for English language teachers' professional development. And, in the response, the participants responded the following ideas:

Teacher A said:

... Well it's truly question for me to answer ... however, if were a principal I would play a number of roles, like I would think of salary factor of the teachers because without satisfactory remuneration, there cannot be as academic excellence".

Head teachers is responsible person because they can organize different professional development programs, like seminar, webinars, conference on regular basis, would reward the teachers on the basis of students' achievement

and teachers' contributions ... would appreciate all the teachers hard work equally.

Similarly, teacher 'B' said:

If I were a principal I would help the teachers to teach and the learners to learn because I believe that student progress only if teacher progresses.

Likewise, teacher 'C' said:

... I would encourage the teachers to participate in different professional activities like conference, seminar, training, etc. help them to read and encourage them to update knowledge.

From the narratives above, it can be said that the head teacher should be responsible for any circumstances. They should encourage teachers to learn new things and help them to engage the different types of professional activities listen their suggestion value their hard work, listen their problem.

From their narratives, I come to know that the head teachers are the leader of the school. They are responsible person. They play vital role in managing class teaching. They can have significant role to help to teachers for their professional development. Whether the head teachers help or not was the matter of my discussion. So, I asked English teacher actually the head teacher support or not. I found all teachers attended professional development programs, but could not support for head teachers. So head teacher roles were passive. The head teachers dominated the English teachers thinking themselves as superior.

CHAPTER FIVE

FINDINGS CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings of the study. Similarly, it also deals with the conclusion and recommendations of the study. These findings, conclusions and recommendation have been made being based on the analysis of the data and interpretation of result looking once back to the objectives of the study.

5.1 Finding

From the lived experiences of head teacher and English teachers, it was found that the role of head teacher is very important for the professional development of English teachers. Their stories gave me lots of insights while analyzing and interpreting the data. The findings of the study have been presented being based on two sub topics. They are as follows:

5.1.1 Role of Head Teacher for professional development

The head teachers' narratives helped me to find out various roles of head teachers. Such as responsible person, co-operative, provide continuous encouragements and feed back to the teachers. They can also perform managerial task by making crucial relationship with other teachers. They can organize the different programs for teacher professional development, monitoring and supervising person, arranging meeting and talking about the teachers problem. Based on the results, I have mentioned the major points as the finding of this study in the following ways.

- (1) The narrative showed that head teachers (i.e. 3 head teachers) supported English teacher by playing various roles like supporter, feedback provider and manager.
- (2) They created opportunities for the professional development of the teachers.

- (3) The three head teachers' roles were found to be responsible person, cooperatives, provide continuous encouragement and feed back to the teachers' professional development.
- (4) The head teachers (i.e. 3 head teachers) were found to be supportive with other teachers.
- (5) Private schools (i.e. three private schools) could not organize any professional development program due to lack of financial supports.
- (6) Head teachers (i.e. three head teachers) always monitored and supervised the other teachers by arranging meeting, monitoring the teaching, making learning effective and organizing other professional development program.
- (7) Their roles for the teachers' professional developments of English were found to be little bit supportive. Though they could not organize any professional development program they knew about their responsibilities and duties.

5.1.2 English Teachers Perception

The following findings have been made on the basis of the narratives made by three English teachers. They are presented as below:

- (1) The head teachers of three English teachers were not much co-operative for them.
- (2) The head teachers could not organize any types of professional development programs for three English teachers.
- (3) Both head teachers and English teachers' relation was not good.
- (4) Similarly, all teachers (three) had attended professional development programs by investing their own money.
- (5) The head teachers (i.e. three head teachers) could not support English teachers. They dominated most of time.
- (6) Three English teachers' stated that salary should be according to their performance appreciating all the teachers equally.

(7) All teachers (i.e. three) were not satisfied with head teachers.

5.2 Conclusion

The objectives of the study were to find out the role of head teachers in professional development of English teachers in terms of opportunities given, co-operation and support and creating working atmosphere and to provide some pedagogical implications for teachers' professional development. For this, I had also framed some research questions.

I posited my study on narrative inquiry because truly I wanted to explore the role of head teacher's in professional development of English teachers. It was quite difficult for me to elicit the head teachers roles but it English teachers elicit the lived stories of the teachers that they had faced professional development they were taught through in-depth interviews because all the informant English teachers were my good friends.

I read many related literatures on the area of teacher professional development but I didn't find any researcher to have talk about the role of head teachers in professional development of English teachers. Next things other research only narrative the head teachers perception but my research also focused on English teachers perception. So I carried out the research.

It took me long-time to transcribe the interview on the teacher respondents that I had recorded my cell phones, however, I did it rigorously and coded for the general and specific themes, and intensively analyzed and interpreted the data collected through in-depth interviews from 3 English teachers and 3 head teacher's.

I derived some pertinent findings based on the analysis and interpretation of the results. The data showed that head teachers were very positive about his/her role, cooperation support for the professional developments. The head teacher's roles were found to be responsible person, cooperatives, provide continuous encouragement and feedback to teachers' professional development. On the

other hand, the data also revealed the fact the English teachers were found to be frustrated because head teachers dominated to the English teachers. Head teachers were not supportive roles to other teachers.

Finally, it can be concluded that role of head teachers in professional development is a most important for English teachers' professional development because if head teachers supports them by maintaining cooperation, and creating good working atmosphere, teachers can professionally develop themselves. And thus, head teachers should play the vital role for English teachers' professional development.

5.3 Recommendations

Based on the findings and conclusion of my research, the following recommendations have been made to be applicable at policy level and practice level.

5.3.1 Policy Related

On the basis of research finding and conclusion, I have made some recommendation which will be supportive for the policy makers regarding the things that they need to take into account in the professional development of English teachers. The recommendations based on findings are given below:

- (1) The English teachers felt dominated by the head teacher so it would be better if the government make clear role of head teacher in private schools.
- (2) The government should establish some training centers for the private schools so that it will train the teachers for their professional development.
- (3) Likewise, the policy makers should provide the finical supports for the professional development of teachers.

- (4) The government should clearly mention the role of head teachers, established management committee and others teaching and non-teaching faculties according the educational acts and policies.

5.3.2 Practical Level

I believe that this research will be a guideline and supportive tool for the English language teaching practitioners, like teachers, teachers educators curriculum designers, textbook writers, and principals, and many more to there we are involved in teaching profession. Based on the findings and conclusions of the research, I have made some of the following recommendations that are applicable at practice level. They are:

- i. The school principals should organize different forms of professional development programs.
- ii. Head teacher and English teacher didn't have good relation. So, they should help in creating good working atmosphere of the classroom.
- iii. The school principals, coordinators, and administrators should behave with the teachers in a friendly manner without any discrimination.

5.3.3 Further Research Related

I believe that no work in final and no research is complete enough in itself the study also could not cover all the areas of research, I confess there might have been some limitations as well while carrying out this thesis, I came across several insights and possible topics to be further explored in this section. I have mentioned some of the most relevant topics that can be studied by prospective researchers. They are mentioned to the points as follows:

- (i) This study was limited to only four English language teachers who are teaching at Lalitpur district. It would be more interesting to see, how other English language teachers from remote areas see themselves as English language teachers practitioners.

- (ii) Similarly, another possible area of the study could be methodological section. This research is underpinned in narrative inquiry followed by in-depth interview. And therefore, the prospective researchers can employ other methods, like diary writing, observation, and writers' narratives and so on to explore further intended insights.
- (iii) This study does not talk about the school's roles for the professional development of the English language teachers so, this could be a possible research topic for the future research.

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Appendix

Head teacher-3

Hello, Namaste sir ..I am Surja BC , from Central Department of English education , TU.

I am carrying out a research on Role of Head Teachers in professional Development of English Teachers . The objectives of my research are to explore the head teachers' roles in professional development of English teachers in terms of opportunity given, cooperation and support and creating working atmosphere .. and on that basis I have framed some research questions as well.. they are : in what ways the head teachers are supporting to the English Language teachers for their professional development ? , what opportunities have they been provided for their professional development of the English teachers ? , and what kinds of professional development programs have the teachers participated in ? so are you sir clear about my objectives and research questions.. and make sure that the information that you give to me will be kept a top confidentialshall I start now sir....

...ok sure ..

Briefly introduce yourself.

Well....My name is Punit Pathak.....I come from Kathmandu....I have been teaching as a principal for the last 8 years at this school....I completed my Masters from Kathmandu University in MBA

Do you actually enjoy teaching ?

Of course, I do enjoy teaching lot because it is my passion....right from my early age , I had a deep passion to be an English teacher...

How is your relation with other teachers at your school?

Well...umm...I do have a good relation with the teachers at my school...yes I am the principal does not mean that I am everythingi would say that we were at the same level even if I am one step ahead in hierarchical structure....I do appreciate all the teachers ...because they do best ..and I am also learning many things from themtry my best to satisfy my teachers...

In what ways are you supporting for the professional development of your teachers?

Well,...i am always in side of teachers..i support them by providing the required materials of English only if possible....if they put their problems, I help them , for example money as a part of their salary in advance.....ask them to take part at different professional development events , like workshops, seminars.....and so on ..

How often have you organized professional development events at you school in your leadership ?

Well..to be honest, we have organized a couple of trainings last year, but apart from that we have never organized such professional development programs ..yes, I know that these are very supportive to the EFL teachers to know the contemporary ELT trends in the globeso now we are discussing about this the meetings next month....

What further roes have you been playing as ahead teacher ?

Well..you know that as a head teacher, we have lots of duties and responsibilities at school....

I have already told you about the roles that I do paly ..some of further are like, I frequently call the teachers for meetings once a week..i do organize the refreshment programs..... take the teachers for tour ..for recreationi always listen to the teachers, if their ideas are found to be worthwhile, I do appreciate that ...I am always worried about school's reputation ...for that students' achievement is so crucial...on which I pay high attention by motivating them.....I do coordinate with the other schools, with the ministry of education, with PABSON.....

What would you like to say finally?

I said many things ...your research topic seems interesting ..i would say good luck for your successful thesis completion ...

English teacher-1

Hello, Namaste sir ..I am Surja BC , from Central Department of English education , TU.

I am carrying out a research on Role of Head Teachers in professional Development of English Teachers . The objectives of my research are to explore the head teachers' roles in professional development of English teachers in terms of opportunity given, cooperation and support and creating working atmosphere .. and on that basis I have framed some research questions as well.. they are : in what ways the head teachers are supporting to the English Language teachers for their professional development ? , what opportunities have they been provided for their professional development of the English teachers ? , and what kinds of professional development programs have the teachers participated in ? so are you sir clear about my objectives and research questions.. and make sure that the information that you give to me will be kept a top confidential. ...shall I start now sir....

...ok sure ..

Please briefly introduce yourself .

Well..I am Samsheer Thapa...I haven been teaching for the last 7 years as a Secondary level English teacher at different private academics here in Kathmandu....currently I am engaged at one of the schools a full time teacher..and the name of the school is Town Valley AcademyI come from eastern part of Nepal, Gaighat , Udayapur . My major areas of interest include phonetics and phonology, poetry, teacher motivation , critical pedagogy and so on...I finished my masters from the central department of English education T.U. last year..

Do you enjoy teaching ?

Of course, I do enjoy teaching a lot ..you know...I wanted to be an English teacher right from my early age ..i was highly influenced by the get up my father as a teacher ..accordingly , I was enrolled at the faculty of education and majored English. So now I feel good...

R: Are you satisfied with the remuneration that you are being paid at your academy?

RT: Well...definitelythe salary that I am being paid by school right now is goodbut it's not sufficient for me.. you know.. I do have a family.....and there are altogether 4 members including me.....so in the capital city like kathmandu..the salary that I am getting from school is not sufficient for me

even to fulfill my basic needs. ..yes ..i have been able to fit myself and family members..but apart from that I not been able to ...save even a single penny...

R: What about your relation with administration?

RT: Well, in private sector, employees relationship with the administrators is quite dubious and doubtful.for few reasons ..school administration thinks using teacher till the day he is productive ..right after he gets older ..and he turns a bit unproductive ..the school administrators think about firing them and hiring new teachers....mm..yes..ummm...I have been...I do have a good relation but I am not satisfied..with the policy they implement the school.

Now, let's talk about your relation with the principal.

Well...I do have a good relation with my principal outwardly, but inwardly I don't like the way he behaves with the teachers, including me.....he always presents himself in front of us in a furious manner...he never appreciates our hard work rather keeps dominating as if we are his servants working for wages which I loathe to the fullest, and therefore we pretend to be being hard working only in his presence but in his absence we just give a damn to him....to sum up I don't have a friendly relation with my principal personally neither professionally...

Have you ever attended any professional development programs?

Well.. to be honest with you, I am a professional English teacher, so to be further sharpened, one has to attend different professional programs, like seminars, webinars, conferences and so on....and so do I... i have attended multiple national and international conferences, workshops, seminars, like NELTA, and Applied Linguistics and ELT conferences held in Nepal....I have also presented my papers at these events being funded by myself, but the school has never financially supported me to attend these programs, I wish my school would support the EFL teachers, like me....

Now, let's talk about your relation with other general teachers?

Well...umm.....I do have a good relation personally, but professionally I am not sure because all the teachers seem to be hurried in their dutybecause if we are found to be not doing our job rigorously, we are sure to be interrogated

....and therefore, we don't have frequent talks with them and so do not have good relation ..

What roles would you play if you were the principal?

Well...it's truly tough question for me to answer....however, if I were a principal , I would play a number of roles , like I would think of salary factor of the teachers because without satisfactory remuneration, there cannot be an academic excellence , second , I would organize different professional development programs, like seminars, webinars, conferences on regular basis, would reward the teachers on the basis of students' achievement and teachers' contributionswould appreciate all the teachers' hard work equally ...

What would you like to add finally ?

Well.. I told you many things about my experiences ..i found your research topic interesting...and thank you so much for this golden opportunity...I wish you all the best