

**ATTITUDES OF ENGLISH LANGUAGE TEACHERS  
TOWARDS TEACHER TRAINING FOR THEIR  
PROFESSIONAL DEVELOPMENT**

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

**Submitted by  
Rishi Ram Thapa**

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

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

Date:

.....

**Rishi Ram Thapa**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Rishi Ram Thapa** has prepared this thesis entitled "**Attitudes of English Language Teachers towards Teacher Training for their Professional Development**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date:

.....

**Mr. Raj Narayan Yadav (Guide)**

Reader

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following  
**"Research Guidance Committee"**.

### Signature

**Dr. Anjana Bhattarai**

Reader and Head  
Department of English Education  
TU, Kirtipur

.....

Chairperson

**Mr. Raj Narayan Yadav (Guide)**

Reader  
Department of English Education  
TU, Kirtipur

.....

Member

**Dr. Tara Datta Bhatta**

Professor  
Department of English Education  
TU, Kirtipur

.....

Member

Date:

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following "**Thesis Evaluation and Approval Committee**".

### Signature

**Dr. Anjana Bhattarai**

Reader and Head

Department of English Education

TU, Kirtipur

.....

Chairperson

**Mr. Raj Narayan Yadav (Guide)**

Reader

Department of English Education

TU, Kirtipur

.....

Member

**Dr. Tara Datta Bhatta**

Professor

Department of English Education

TU, Kirtipur

.....

Member

Date:

# DEDICATION

**Dedicated**

**to**

*My parents and teachers who devoted their life to make me what I am today.*



## ACKNOWLEDGEMENTS

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**Rishi Ram Thapa**

## **ABSTRACT**

The thesis entitled "A Study on Attitudes of Secondary School Teachers towards Teacher's Training for Professional Development" is an attempt of the researcher to find out the attitudes of secondary level English teachers towards teacher training. For this purpose, I selected forty five secondary level English teachers from Banke district through purposive non-random sampling procedure. I used both close-ended and open-ended questionnaires to collect the necessary data. There were altogether fifteen questions in each set. I personally visited secondary schools and requested secondary level English teachers to fill up the questionnaire form to assist in collecting data. The data were analyzed and interpreted on the percentage basis. The study showed that secondary level English teacher had positive attitude towards teacher training for professional development. However, they were very critical towards the evaluative system that was adopted after training programme.

This study consists of four chapters. The first chapter consists of general background, review of related literature, objectives and significance of the study. Chapter two includes methodology of the study. It encompasses the sources of data, population of the study, sampling procedure, tools for data collection, procedure of data collection and limitations of the study. Similarly, chapter three consists of the analysis and interpretation of the collected data. The data were analyzed on the basis of percentage. Likewise, chapter four incorporates the major findings and recommendations of the study.

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## **SYMBOLS AND ABBREVIATIONS**

%	:	Percentage
&	:	and
ARNEC	:	All Round National Education Committee
B.Ed.	:	Bachelor of Education
BPEP	:	Basic and Primary Education Project
CUP	:	Cambridge University Press
ELT	:	English Language Teaching
etc.	:	Etcetera
i.e.	:	That is to say
INGOs	:	International Non-Governmental Organization
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
PEDP	:	Primary Education Development Project
T.U.	:	Tribhuvan University