

**ROLE OF HEAD TEACHERS IN PROFESSIONAL
DEVELOPMENT OF NEWLY APPOINTED ENGLISH
TEACHER'S**

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

**Submitted by
Jaya Kumar Rai**

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

2013

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Date of Submission: 30/07/13**

DECLARATION

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

Date: 29/07/2013

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Jaya Kumar Rai

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Jaya Kumar Rai** has prepared this thesis entitled “Role of Head Teachers in Professional Development of Newly Appointed English Teachers” under my guidance and supervision.

I recommend the thesis for acceptance.

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2013

Jaya Kumar Rai

ABSTRACT

The present study “Role of Head teachers in Professional Development of Newly Appointed English Teachers” aimed at exploring the supports given by Head teachers to newly appointed teachers. For this purpose 40 Head teachers of Khotang District were selected. Questionnaires were administered with open and closed ended questions. The collected data were analysed by using both descriptive and statistical approach of data analysis. From the analysis of the collected data it was found that most of Head teachers had positive attitude towards newly appointed English teachers. They supported new English teachers in managing classrooms. In managing the classroom almost all the Head teachers viewed that they supported new teachers to formulate rules and regulations, and enhance student's self-concept. Similarly, The Head teachers believed that the challenges faced by new teachers were classroom management, sociocultural understandings and the level of understanding of the students.

This thesis has been organized into four chapters. The first chapter deals with the general background, review of related literature, objectives and significance of the study. Chapter two deals with the methodology adopted for the study under which the sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study are presented. Chapter three presents the analysis and interpretation of the data based on Head teachers responses after administering the questionnaire. In this section both statistical as well as descriptive approaches have been used. Chapter four discusses the findings and recommendations of this research. The references and appendices are attached to the concluding part of the thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
CLT	Communicative Language Teaching
CUP	Cambridge University Press
DM	Direct Method
EFL	English as Foreign Language
ELT	English Language Teaching
et al.	and other people
Etc.	Etcetera
HT	Head teacher
i.e .	That is
OUP	Oxford University Press
PD	Professional Development
SIP	School Improvement Plan
SMC	School Management Committee
SSRP	School Sector Reform Plan
TD	Teacher Development
www	World Wide Web