

**FACTORS AFFECTING ENGLISH TEACHERS'
PROFESSIONAL DEVELOPMENT**

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

Submitted by

Rajiv Panta

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

Nepal

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Date of Submission: 7-09-2015**

DECLARATION

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

Date: 04-09-2015

Rajiv Panta

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rajiv Panta** has prepared this thesis entitled **“Factors Affecting English Teachers’ Professional Development”** under my guidance and supervision.

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DEDICATION

Dedicated

to

My parents

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Rajiv Panta

ABSTRACT

This research work entitled “**Factors Affecting English Teachers’ Professional Development**” is an attempt to find out the factors that affect English teachers’ professional development. To meet the objectives of this research study, I purposively selected 30 higher secondary level English teachers from 15 colleges of Chitwan district as sample for this study. Two teachers were selected from each college. Non-random judgemental sampling procedure was used to select colleges and teachers. Questionnaire was used to collect the data for this study. The findings of the study showed that out of 30 higher secondary level English teachers, 56.67 percent said that working place, socio- economic conditions of the teachers and weak of government policy for teachers permanent recruiting affect the teachers’ professional development. Similarly, out of 30 higher secondary level English teachers, 70 percent always think to change their teaching profession because of government’s negligence in making accurate policy for higher secondary teachers’ permanency, unfairness in teachers recruitment and there is low opportunity in teaching field.

This thesis has been divided into five different chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations at three different areas (policy related, practice related and further research related).

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LIST OF SYMBOLS AND ABBREVIATIONS

CUP	-	Cambridge University Press
Dr.	-	Doctor
e. g.	-	For example
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
etc.	-	Et cetera
i.e.	-	That is
M.Ed.	-	Masters of Education
No.	-	Number
NESP	-	National Education System Plan
NELTA	-	Nepal English Language Teachers' Association
OUP	-	Oxford University Press
Regd. No.	-	Registration Number
S.N.	-	Serial Number
TPD	-	Teacher Professional Development
T.U.	-	Tribhuvan University
Viz.	-	Namely