

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES
AND OBSTACLES TO PRIMARY LEVEL ENGLISH
LANGUAGE TEACHERS**

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

**Submitted by
Lekha Nath Khanal**

**Faculty of Education
Saptagandaki Multiple Campus, Bharatpur
Chitwan, Nepal
Jan, 2015**

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2015**

T.U. Reg. No.: 2359-82

Date

Campus Roll No: 122

Proposal Approval: 11-Nov-2014

Exam Roll No.: 2400069/2065

Thesis Submission: 12-Jan-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 my university.

Date : 10th January 2015

.....

Lekha Nath Khanal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Lekha Nath Khanal** has prepared the thesis entitled "**Professional Development Opportunities And Obstacles To Primary Level English Language Teacher**" under my guidance, supervision and instruction.

I recommended the thesis for acceptance

Date : 30th January 2015

.....
Mr. Padam Lal Bharati
(Guide)
Lecturer
Department of English Education
Faculty of Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following 'Research Guidance Committee'.

Signature

Mr. Dharma Raj Ghimire

Head and Asst. Campus Chief
Department of English Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan

Mr. Padam Lal Bharari

Lecturer
Department of English Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan

Mr. Deepak Adhikari

Assistant Lecturer
Department of English Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan

Date : 9th February 2015

EVALUATION AND APPROVAL

Signature

Mr. Dharma Raj Ghimire

.....

Head and Asst. Campus Chief
Department of English Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan

Chair

Signature

.....
.....
.....
.....
.....

.....

Expert

Mr. Padam Lal Bharari

.....

Lecturer
Department of English Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan

Guide

Date : December.....,2014

DEDICATION

DEDICATED

To

*My Family, Language &
Literature Lovers*

ACKNOWLEDGEMENT

I have designed the thesis to fulfill the partial requirement for the master of Education in English. I have got various types of creative suggestion and help from my sincere colleagues, Saptagandaki family and English Department of Saptagandaki. Here I would like to express my sincere gratitude to them. I'm very much grateful to **Mr. Dharma Raj Ghimire**, Assistant Campus Chief cum Head of English Department of Saptagandaki Multiple Campus, for his valuable, counseling and guidance. Similarly, I'm very much grateful to **Mr. Padam Lal Bharati**, Lecturer of Saptagandaki Multiple Campus and Supervisor, for his valuable suggestion, counseling, guidance and co-operation. Here, I would like to express my sincere gratitude to the principals and informants for their help. They have provided me data/information for the thesis writing.

I'm very much indebted to **Dr. Govinda Raj Bhattarai**, Professor of English, Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu, for the final evaluation of the thesis and his valuable suggestions thereafter.

My thanks also goes to **Mr. Shubarna Neupane** of Fonet Computer Institute (FCI), Saptagandaki Chowk, for all computer works.

Date: 7th January 2015

Lekha Nath Khanal

ABSTRACT

This study seeks to identify the **Professional Development Opportunities and Obstacles to Primary Level English Language Teachers of Institutional Schools in Bharatpur Municipality** of Chitwan District. The researcher, therefore, applied a questionnaire, which was filled by forty primary level English teachers who were selected by random sampling method, Similarly ten principals of different school were selected by non-random purposive method to elicit data/information. A set of questionnaire and a structured interview schedule were the tools of data collection. After the analysis and interpretation of the raw data it was found that there is high opportunity for the professional development as the teacher get any facility at their schools. It is further found that they have good English environment, good library with many books, cognitive environment and communicative and good administration for their professional development. It was also found that lack of high qualitative training program as per need unbearable heavy teaching load, lack of promotion, less remuneration, negative attitude of teachers are the major obstacles to professional development. Most participants agreed that the sudden and rare visits of supervisors

are the greatest institutional professional development obstacles. They agreed that money and financial issues are the main self-directed professional development obstacles. Majority also believed the unbearable heavy teaching load, lack of time, overcrowded classes, and absence of promotion are the most important professional development obstacles from the nature of the work. Likewise, from the interviews, there were no differences in interviewees' responses due to gender or academic qualification variables, but there were differences due to experience and age.

This study has been divided into five chapters. The first chapter deals with the introduction general background, statement of the problem, rational of the study, objectives of the study, research question, significance of the study, delimitation of the study and operational definition of the key terms. The

second chapter deals with the review of related literature and conceptual framework included for the study under which review of related literature, implications of the review for the study and theoretical and conceptual framework. Chapter three consists of methods and procedures of the study adopted for the study under which design of the study, areas of the study, sampling procedures, tools for data collection, data collection procedure, data analysis and interpretation procedure. Chapter four deals with result and discussion, concrete thing of the thesis which has been included results, interpretation of data, opportunities and obstacles to primary level English language and. Lastly, chapter five deals with conclusion and implications of the thesis which has been included summary of the findings, conclusion and implications.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English language has become a widespread international language because of its worldwide political and business importance. English is the formal means of communication in several different parts of the world from the North America to East Asia, and it is the language of modern technology and internet.

Teaching English, as a result, has become a global industry. Consequently, companies and publishing houses have been working hard to enrich the field of English language teaching through printing and producing teaching aids to facilitate learning. Different types of dictionaries have been published, and all latest technologies have been dedicated to help the learners' master language with minimum effort and within the shortest time. For example, the smart board has made teaching much easier, and language labs help students master listening and speaking. However, it has also been proved that all learning resources can never be effective unless directed by a reliable English language teacher as a main input component in the learning process, for teaching English is a multi-dimensional process that requires intensive, continuous care from all affecting and affected factors: teachers, learners, parents, curriculum designers, teaching aids producers, and even the school administrators (Nunan, 1989).

The effective English language teacher, then, should at least have the following three characteristics. Being a person, first of all, forces him/her to have the personality factors that qualify him/her to be a teacher such as patience, perseverance, punctuality, and generosity. Knowledge of classroom management tactics, discipline and behavior control ideas, and annual and daily planning methods are also included. A good teacher of English is also supposed to be very competent in English and very fluent as a language user because it is the subject matter of the teaching and learning processes. More

precisely, Here, sufficient exposure in psychology is considered necessary since young learners have special learning styles and, accordingly, special teaching methods that evoke their mentalities by turning abstracts into tangibles and ideas into actions. The primary stage is the foundation that supports the higher grades. Very critical and creative primary English language teachers are strongly looked-for to be responsible for the future leaders.

Such an interdisciplinary complicated job makes teaching English language to primary school students a challenging profession that needs lifelong learning through well-planned formal and informal procedures. They may also face subject matter difficulty because the new English for Palestine curriculum is demanding and requires teachers to be very good users of language (Dajani and McLaughlin, 2009). As they always face in-field problems, Edge (1992) notes English teachers need practical solutions for the daily problems they encounter in classrooms. They, therefore, should always be abreast with up to date teaching methods and techniques. When English teachers think and study their classroom performance, they can then deeply understand the language learning theories they studied during pre-service education and practically apply those theories on their field teaching experience (Kalnin, 2000; McCormack et al, 2006).

Korthagen (2004) argues pre-service training for English language teacher is very demanding; however, keeping a teacher up to date and skilled is much more difficult. More surprisingly, professional development is more vital than teachers college training since in-service professional development helps teachers find practical solutions for problems they actually face (Kagen, 1992). Since English teachers always encounter classroom troubles, they need to have opportunities of ongoing professional development. Besides, extensive reading contributes in developing teachers especially reading specialized periodicals. Other opportunities of EFL teachers' professional development might be open

discussions, teachers' diaries, peer observation, collaborative action research and self-evaluation methods.

English teachers professional development faces several different obstacles such as the number and the quality of in-service training courses, lack of specialized periodicals and books, heavy teaching load, lack of confidence, working in isolation, and uncooperative colleagues. Moreover, the absence of intrinsic motivation and the authoritative nature of educational supervision are central English teachers' professional development hindrances. The researcher believes that general training courses are insignificant since they do not help teachers find what they actually need. Such obstacles need to be listed and discussed.

1.2. Need for the Study

Few studies, based on the researcher's knowledge, were carried out to show what prevent effective primary English language teachers' professional development.

Other studies discussed teachers' professional development in general with no special reference to English teachers. Therefore, studies on primary English language teachers' professional development obstacles are needed since such studies would serve as needs analysis for persons in authorities.

Additionally, the direct positive impact of good English teachers on the success of the English language teaching programs is a key answer for why to work on English teachers' professional development obstacles. Reliable primary English language teachers can be made through continuous in-service education. As a pre-step, what frustrate effective professional development should be exposed so that teachers and interested personnel can then remove or treat the professional development obstacles they face.

1.3. Statement of the Problem

Having taught English for around thirty three years, the researcher has noticed English language teachers face in-class problems on a daily basis since some young learners of English suffer from language learning difficulties and so require a professional teacher who is able to overcome such problems. The researcher has also noticed primary English teachers do not have effective solutions for the problems they face, or they do not even consult others or search books to find practical ideas. They do not either have the needed skills to search and conduct action researches, or they might not have sufficient time to think of professional development due to the heavy teaching load. This means there are several different obstacles primary English language teachers face preventing them from receiving or practicing effective professional development.

1.4. Research Questions

The main research question of the study is the following:

1. What are the professional development opportunities and obstacles for primary English language teachers at boarding schools in Chitwan?

1.5. Purpose of the Study

The study aims at investigating primary English language teachers' professional development opportunities & obstacles from their point of view in order to:

1. Determine the professional development obstacles & opportunities primary English language teachers face.
2. Measure if there are significant differences in teachers' perceptions due to gender, the academic qualification, experience, and the age variables.
3. Suggest solutions for primary English teachers' professional development obstacles and opportunities.

1.6. Significance of the Study

The study may be significant for:

1. English language teachers because they are in the field, and they need to be professionally developed to be able to cope with the current challenges they face with textbooks, students, behavior, administration, and even time.
2. School principals and principal deputies because they care about improving students' achievement throughout in-school teachers' professional development.
3. English supervisors because educational supervision is supposed to be a crucial part of English teachers' professional development.

1.7. Delimitations of the Study

The study was limited to applied to primary English language teachers who teach grades 1 to 5 at 20 institutional schools in Chitwan in the academic year 2013 – 2014. Only 40 teacher were selected as sample.

1.8. Definition of Terms

- i. Professional development:** It includes all formal and informal activities teachers do or receive for the sake of in-service professional growth. It refers to the continuous learning of teachers that focuses on improving classroom practice and increasing students learning. Problem solving and practice monitoring are the two most approaches of professional development since they deal with practical field problems rather than theoretical case studies.
- ii. Obstacles:** the hindrances that prevent something to happen effectively.
- iii. Primary English language teachers:** they are teachers of English who teach young learners form the first grade to the fifth grade.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The chapter comprises review of related literature, implication of the review of the study and theoretical/conceptual framework which gives the basic guideline of the thesis.

2.1 Review of Theoretical Literature

In some professions, professional development may end when the personnel achieve a satisfactory level of skills mastery such as secretaries and drivers who deal with machines. However, some other professions require higher levels of skills mastery and, therefore, require continuous professional development such as teachers who deal with human beings (Wallace, 1998). Sometimes, teachers of English are forced to develop themselves on a daily basis when encountering an instructional problem or when having trouble-maker students. Professional development is, sometimes, a need rather than an improvement tool. In other words, primary English language teachers should almost always be abreast to the new teaching techniques and technologies so as to be able to cope with the changing teaching atmosphere. Unlike teachers' training, teachers' professional involves context-based awareness that helps teachers decide which technique or strategy is more appropriate for a particular learner or a particular class. In the past, professional development for teachers used to focus on workshops on the most recent teaching approach, and attending teachers were encouraged to apply the new method in their classrooms (Du Four, 1997).

Moreover, teachers were rarely provided with follow-up opportunities (Joyce and Showers, 2002). Nowadays, however, teachers are actively involved in

their own development, and they are equally responsible for their professional development side by side with the institutes they work for; therefore, the strategies and techniques of teachers' professional development programs have fanatically changed too. For example, internet English teaching forums and professional networks have been largely used by novice and experienced, local and international teachers. Richards and Farrell (2005) and Bubb (2005) point out self-assessment tools have been widely encouraged as a professional development approach in modern professional development programs. Training and workshops are now seen as being traditional professional development activities. Problem solving and practice monitoring are the two most common approaches of English language teachers' professional development. Odden et al. (2002) points out effective professional development makes changes in teachers' practices that accordingly lead to improvements in students' achievement. Therefore, maintaining the quality of the EFL teacher means as a result a high quality English learner. Richards and Farrell (2005), Gebhard and Oprandy (1999) and Richards (1998), mention teachers professional development activities include practicing teaching as a core activity, reflecting on own and others' teaching practices, doing action researches, attending lectures and workshops, participating in professional conferences and developing communication skills. However varied, all professional development activities seek achieving one want that is to help teachers be more competent. Roberts (1998) points out that effective in-service teacher development programs should have the following standards:

a. The Applied Science Model

The Applied Science Model is the traditional and the most common model. The model assumes teaching is a science and can be examined objectively, and thus teachers learn to be teachers by studying research-based theories. Accordingly, teachers are judged to be educated when they become able to apply the studied theories in practice. Positively, the Applied Science Model

does not neglect the experimental research literature done by scholars so far, yet it depends on external knowledge rather than teachers own experiences.

b. The Craft Model

Often called cooperating teachers, the Craft Model assumes teachers learn by imitation, and that teaching knowledge and skills can be acquired as a result of observation, instruction, and practice. This model allows teachers to develop experiential knowledge. Nevertheless, the model does not help teachers develop creativity since it does not include suggesting new ideas.

c. The Reflective Model

The Reflective Model assumes that teachers develop their teaching by reflecting on their own teaching practice. It is based on recalling the teaching situation and evaluating it critically seeking improvement in future teaching. Wallace (1991) identifies two kinds of knowledge to be taken into considerations in professional development programs. One is "Received knowledge" that is all the theories, skills, and Principal that teachers studied during collage English teaching methods courses. The second is "Experiential knowledge" that is the knowledge and concepts teachers developed and conceptualized throughout their teaching experience. Wallace's (1991) models of teachers development seem to be an elaboration for Roberts' (1998) second standard that teachers learn differently as the former lists three different models of teachers professional development that appear as three different learning styles. The Applied Science Model suits new teachers who are not experienced enough since it totally depends on research-based knowledge rather than experience. The Craft Model helps teachers learn for each other's at it fosters cooperation between teachers when imitating one another. The Reflective Model promotes self-learning through self-appraisal activities. The most advantageous element about the Reflective Model is that it helps newly hired teachers be aware of decision-making processes because it allows teachers to critically investigate their own classroom performance and thus

providing opportunities for teachers to think of solutions for their classroom problems. It also helps teachers be autonomous through finding solutions for their own problems.

Richards and Farrell (2005) state teacher development is a comprehensive long-term teacher education. They conceptualize English language teachers professional development in four different approaches:

2.1.1 Psychology of Professional Development

A. Teacher Learning as Skill Learning

Effective English language teaching is identified and broken down into skills. The approach seeks teachers to master a known and predetermined list of teaching skills such as: the skill of presenting new language items, the skill of warming students up, and the skill of identifying student's English language learning disabilities. When a teacher masters that list of skills, he/she is believed to be developed.

B. Teacher Learning as a Cognitive Process

English language teaching is thought of as a complex cognitive activity that primarily spotlights values and beliefs of teaching. It involves the exploration of teachers thinking processes and the impact of teachers' beliefs on the classroom teaching performance.

c. Teacher Learning as Personal Construction

Professional development is more self-directed than received. English language teachers become responsible for their development by self-awareness activities such as self-monitoring and journal writing. Action research can be a self-directed activity if managed by teachers themselves.

d. Teacher Learning as a Reflective Practice

Experience is a learning activity, and reflective practice is the critical examination of one's own teaching practice. Such reflective teaching can be

achieved through careful observation and case studies. The attempt of Richards and Farrell (2005) to come up with four different approaches for EFL teachers' professional development appear similar to Wallace's (1991) models. However, Richards and Farrell (2005) have tackled professional development more comprehensively since they link EFL teachers' professional development to skills mastery, cognitive processing, personal construction and reflection. They, in fact, restate and summarize Wallace's (1991) models and Roberts' (1998) standards.

To compromise all the above-mentioned models, approaches and standards of English language teachers professional development, English language teachers are in real need to develop themselves using any of the above models and approaches though Wallace's (1991) Reflective Model and Richards and Farrell's (2005) teacher learning as a reflective practice are the most recommended because reflective teaching encourages individualized learning. That is because it offers one to see him/her more clearly and then develop his/her own practice. One can best learn from his errors.

Through reflection EFL professionals can examine and evaluate their teaching to make decisions on changes to improve teaching practices. If instructors are willing to invest time, effort and resources in this type of training, reflective practice can indeed be an effective means for professional growth. If teachers remain at a stage where practice is mechanical, without learning from their experiences in class and relating them to theory, their practice will never be considered professional.

The researcher agrees Richards and Farrell (2005), and Wallace (1991) ideas in regard to the role of reflection in teachers development. A teacher who is able to think of his teaching practices is more able to change his teaching styles into better ones. This is very logical in fact because one cannot think of treatment unless the problems are uncovered and identified.

Developing teachers professionally is indispensable for several different reasons. First of all, teachers of English need to be continuously developed because everything around them is changing (Richards and Farrell, 2005; Bailey, 2004). Technology has been more complicated as one may not be able to cope unless he/she develops. For instance, online recourses such as English teaching forums require considerable knowledge of computer and internet.

Such a situation requires a strategy of lifelong learning to be set and carried out by governments as well as individuals. As another change, teaching of English used to start from a later school stage, yet English is taught from the first grade now (Dajani and McLaughlin, 2009). Teachers, then, need to know more about the new English curriculum that is English for Primary Students. Teaching English from early stages, moreover, is a hard work since students are not fully grown (Roberts, 1998), and none of the teachers who are teaching English to primary learners is specialized in teaching English to young learners. They have been trained in universities by highly qualified professors in order to be general English language teachers like the general practitioners of medicine. Moreover, effective teachers' professional development programs have positive effects on learning outcomes. The quality of learning is exactly the same as the quality of the teachers. Richards and Farrell (2005) state professional development of teachers is directly reflected to their teaching and thus to the learning of the students. As a result, the students will get better education if EFL teachers' get effective professional development.

How people feel about teaching will probably change daily at first. One day will be great and leave them feeling positive and idealistic, but the next day will be diabolical. As time goes on good days outnumber the bad ones, and eventually people realize that they are actually enjoying the job. Besides, teacher of English can never depend on what they have learned in universities and teacher training collages since the teachers training programs do not give the student-teachers all the practical experience they need.

All teachers, as a result, would like to exert much effort because that helps them improve their career and get higher rank. However, this is not the case in other institutes, and this creates a sense of indifference as teachers' works will not be appreciated. The lack of promotion is considered a great obstacle towards development. The feeling of indifference from some teachers may also prevent useful development. Teachers should have the feeling of belonging for the profession and the school in order to be willing to research, collaborates with peers, and develops. When an EFL teacher living in the twenty-first century cannot use the computer or the internet, he/she adds another obstacle towards effective professional development.

Some teachers, in addition, have poor relations with other school workers, the principal, the counselor, and other EFL teachers. Richards and Farrell's (2005) believe this deepens isolation and kills professional dialogue that is an indispensable professional development activity.

Johnson (2011) sees the negative role of the school administration towards EFL teachers' professional development does not help teachers develop. Discussions with administration should not be formal and rough. Moreover, school administration efforts to encourage action research are supposed to be unlimited, and it should exploit all available resources to secure up to date ELT journals because researches and ELT journals help teachers share their works and know about others' works. One obstacle also might by the lack of appropriate technological teaching aids in the school. For example, a teacher may not find the cassettes of a book to use the listening tasks. This does not encourage teachers to think of professional development.

Dufour (1997) argues that the availability of a wide variety of teaching aids in a school promotes teachers' professional development.

Attending TESOL conferences is a vital professional development activity for EFL teachers, but traveling to attend professional conferences is difficult due

to the strict restrictions on movement to Gaza and from Gaza. Besides, the hard financial condition Gaza suffers from makes some teachers unable to afford pursuing postgraduate studies. Additionally, the nature of the teaching profession sometimes is an obstacle. In fact, teaching young learners is exhausting. Too often, also, the working environment inside the school is uncomfortable and discouraging. What worsens the situation is that primary teachers get heavier teaching load and that the number of English periods assigned to primary classes are only three a week. This heavy teaching load makes teachers very busy during the working day knowing that primary classes are more crowded than preparatory ones. There are around forty five students a class. The school system sometimes may be an obstacle too. For instance, the two shift school timing makes teachers unable to complete postgraduate studies because they cannot leave the school for long hours to attend lectures. As a time matter too, the scholastic year might be too short to cover the assigned curricula, and the working day is too short to conduct professional development activities.

As a summary, all those possible obstacles might hinder effective EFL teachers professional development. Therefore, the researcher built the research tool in accordance with the above motioned list of obstacles in order to investigate the teachers' perceptions about what prevent effective professional development.

2.2 Review of Empirical Literature

I studied the related literature, previous thesis and periodical magazine which are closely related to my thesis sincerely and meaningfully. I think they are the basis foundation of my thesis writing I used the derived concept of related literature, previous thesis and periodical magazine properly in my thesis writing.

Bhandari, (2009) carried out a research entitled **Exploring the Opportunities for Professional Development of Primary School Teachers in Nepal** in

which he focuses on training , workshop program, motivation and self-reflective practice. The thesis further states: Teacher training should be based on sound principal of education and democratic procedures. . . The objective of teacher education should include (a) professional competency, (b) a broad general education, (c) competency in teaching [a] vocational craft, and (d) personal competency as an individual and a leader in [the] community”. A system of teachers’ certification should be inaugurated which would ensure that only qualified teachers are permitted to teach. A salary scale based on training and experience, and provisions to leave, retirement, and amenities should be established immediately (MOE, 1956, p.176).

It is obvious that more than five decades back the country had a vision on ingredients of a professional teacher, some glimpses on entry of qualified teachers, retaining them and also making arrangements while retiring. The National Education System Plan from 1971 to 1976 outlined a long range plan for teacher education. Some of the guidelines and Principal given by the plan are: (a) All schools should recruit trained teachers, (b) all untrained in-service teachers should be trained, (c) an intensive training should be provided to vocational teachers to upgrade vocational skills, (d) the curriculum of the teacher education should be revised to meet the current needs, and (e) research should be conducted to examine the relevancy of the curriculum, effectiveness of teaching methodology, and evaluation system (MOEC, 1974).

During the five years of operation of the NESP, level-wise objectives of education were formulated, the overall education system was restructured, curricula were revised, textbooks were written in national perspectives, government grants were provided to the schools, supervisory service was provided to the schools, and the national service condition of teachers was formulated (MOEC, 1974). The damaging decision in this period was centralization of educational management, which created several unmanageable problems until today (HLNEC, 1998; MOE, 1992). Sharma (1998) commented:

“In a centralized bureaucratic management system, curricular, Exploring the Opportunities for Professional Development of Primary Teachers in Nepal financial, and personnel decisions are controlled. As a result, local institutions are not able to respond quickly to the training needs of the local community” (p. 81). Before 1971, all schools were established and managed by the local communities with their local initiatives and resources although they had limited resources and expertise. All teachers were selected, appointed, and retired by the local bodies.

The Royal Higher Education Commission (MOE, 1986) made strong Recommendations on the training of teachers in order to raise the quality of education in the schools of Nepal. The commission also suggested that an in-depth study be done on (a) level-wise objectives of education; (b) curriculum, textbook, and teaching materials; (c) standards of teaching; (d) teaching methodology and evaluation system; (e) service condition of teachers; (f) equitable expansion of education; (g) emphasis on vocational education; (i) trade schools and self-terminating skill training programs; and (j) educational management, finance and peoples' participation.

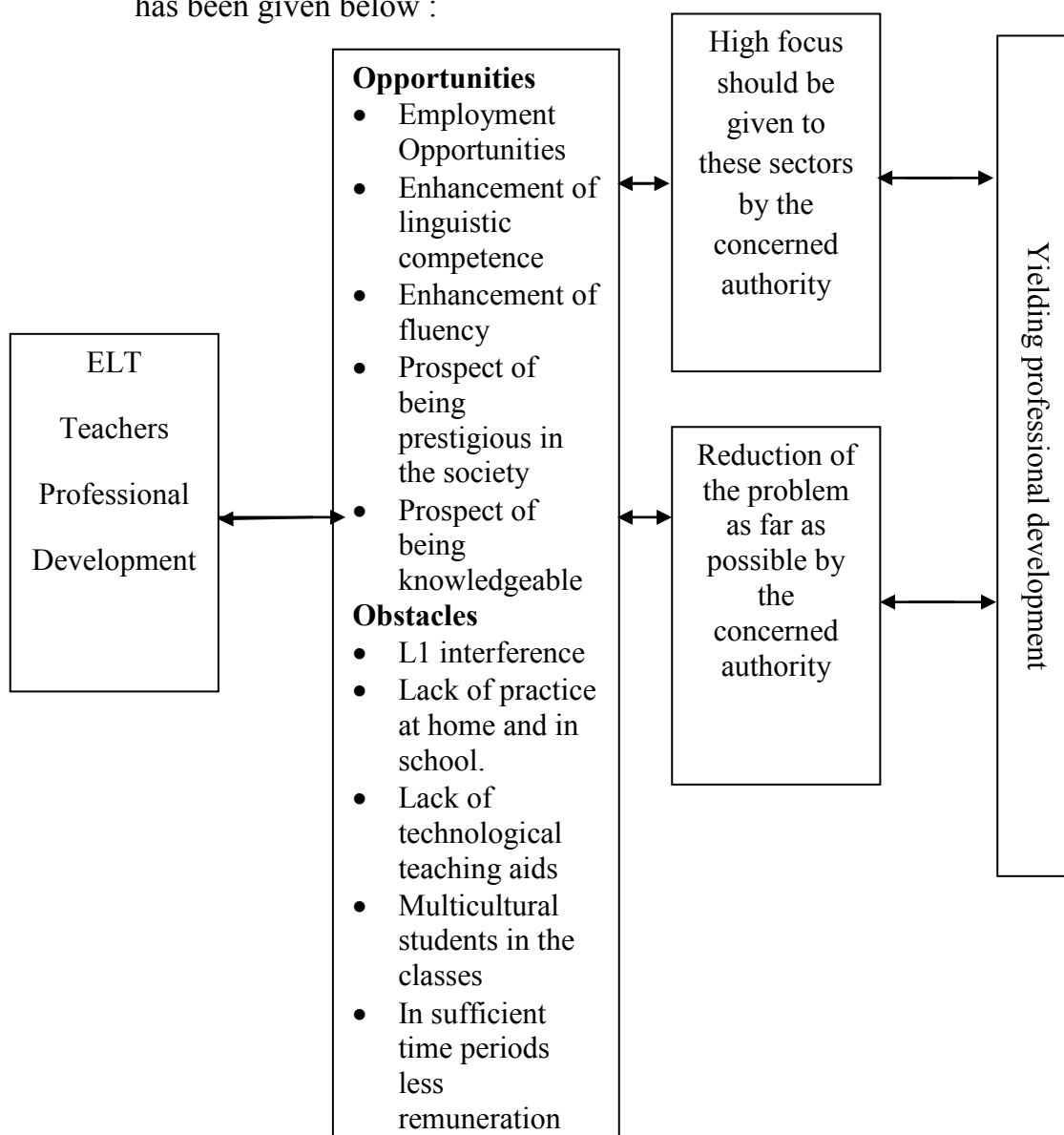
The National Education Commission (MOE, 1992) and the High Level National Education Commission (1998) both recommended the adoption of the following points as national policy on teacher training: (a) Make teacher training obligatory for teaching professionals at the school level, (b) provide training for in-service teachers, (c) increase the salaries of trained teachers, (d) give preference to women teachers, and (e) revise training programs. NCED, MOE prepared a well articulated comprehensive and responsive teacher training policy following the directives of the 10th Plan of Nepal (NCED, 2063). This policy was approved by the Council for Educational Human resource Development (CEHRD). Presently, HRD activities are run following this policy. However, teacher development policies, strategies, and implementation mechanism are to be revised again incorporating all dimensions of teaching profession.

2.3 Conceptual Framework

The study is based on practical approach. It is chiefly based on structured interview and relevant questionnaire to the person who are directly involve ELT teaching at primary level to selected institutional schools in Bharatpur Municipality of Chitwan district.

I have planned to use hypothesis to get authentic resolution if need be.

Conceptual frame work of professional development opportunities and obstacles to the primary level English teacher in the form of diagram which has been given below :



CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

The research is a qualitative case study. It can refer to research about persons“ lives, lived experiences, behaviors, emotions, and feelings....” In view of the above description, the study attempted to look into the,, lived experiences“ of teachers in the two schools selected. In particular, the study aimed at finding out by way of interpretative analysis how teachers view teacher professional development in their schools and what the role of the principal is in teacher professional development. The purpose was to “obtain the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional research methods” So while it would be difficult to understand the perceptions of teachers on professional development using other methods such as quantitative methodology, qualitative research allows for a platform to understand and interpret meanings of thoughts and behaviors of teachers and principals around teacher professional development.

This method is particularly significant for this research because it intends to look at 20 schools with 40 respondent's size to examine the nature of school leadership and its relationship to teacher professional development and attempt to understand how, from a very small population of teachers, this relationship manifests itself in the management of teaching and learning.

3.1 Design of the Study

Questionnaires were distributed to investigate and compare the views of school principals. twenty instructional schools of Bharatpur Municipality were selected non-random selection procedures. Similarly, 10 principals of the same schools were taken for the structure interview and got required information. It

is therefore important to indicate that this research is not interested in finding generalizations formed from the population used as in quantitative research but will focus on understanding why certain things happen the way they do from the results attained by using a carefully selected target population.

3.2 Population, Sample and Sampling Strategy

There are 47 institutional schools in Bharatpur Municipality which were taken as study school in this research. There are 1410 teacher in this schools. Out of these teachers there are 141 primary level English teachers who are study teaching population for the same. Forty teachers of Twenty school of Bharatpur Municipality were given questionnaires to elicit the data/information. Out of forty teachers hand written responses of five teacher were listed on the appendix similarly, 10 principal of the different schools of the same municipality were given structured interview to elicit data/information.

3.3 Data Collection Tools and Techniques

I have adopted questionnaires and interview as data collection tools. A set of questionnaire was given to the 40 primary level English teacher to elicit the data/information. Similarly, structure interview schedule was adopted to interview the 10 Principal of different schools. It is one of the important task of thesis writing. I visited the sample size respondent personally to collected data from school to school I met the respondent personally and conducted the required procedures scientifically to elicited the data. Sometimes, what happened, I couldn't meet the respondents to fulfill my purpose. I visited the respondents and elicited the data with difficult. The same thing happened to the principals and I also visited the school to meet them several times. Eventually, I collected the data which I wanted to collect.

3.4 Data Analysis and Interpretation Procedure

I analyzed and interpreted the obtained data by using qualitative data analyzing procedures to fulfill my objectives. The thesis is based on case study, questionnaire and structured interview which I analyzed and interpreted the real sense and meaning of the obtained data of professional development opportunities obstacles of primary level English teacher by using qualitative technique.

3.5 Data Analysis and Interpretation Procedure

Analysis of data seeks to answer the research main question; examine how school leadership contributes to teacher professional development. The data collected was coded and categorized into relevant themes which were informed by the following sub questions:

What is the understanding of school principals and teachers of professional development issues in their schools?

- Where evidenced, what is the impact of teacher professional development in the two schools?
- To what extent do teachers share knowledge and skills acquired from professional development activities?
- How does the management of teacher professional development by school leadership help in enhancing teaching and learning?

According to Macmillan & Schumacher (2006:p.366), the process of coding means giving a descriptive term for a subject matter such that any topic that comes up under that code is grouped together. Categories on the other hand, are formed from codes and involve organizing similar meanings of a topic together; a code may fall under different categories because they may be interpreted in different ways (Macmillan & Schumacher p. 370). Once different categories are formed, patterns will be identified through the categories. Patterns seek to find a relationship among categories and are

intended to organize data into related themes. For the purpose of this study, patterns were identified and themes organized in relation to the sub questions above.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter consists of result and discussion of the thesis. It deals with various aspects of professional development and obstacles to professional development. Which are illustrated with the help of tables and charts.

4.1 Analysis of Data and Interpretation of the Result

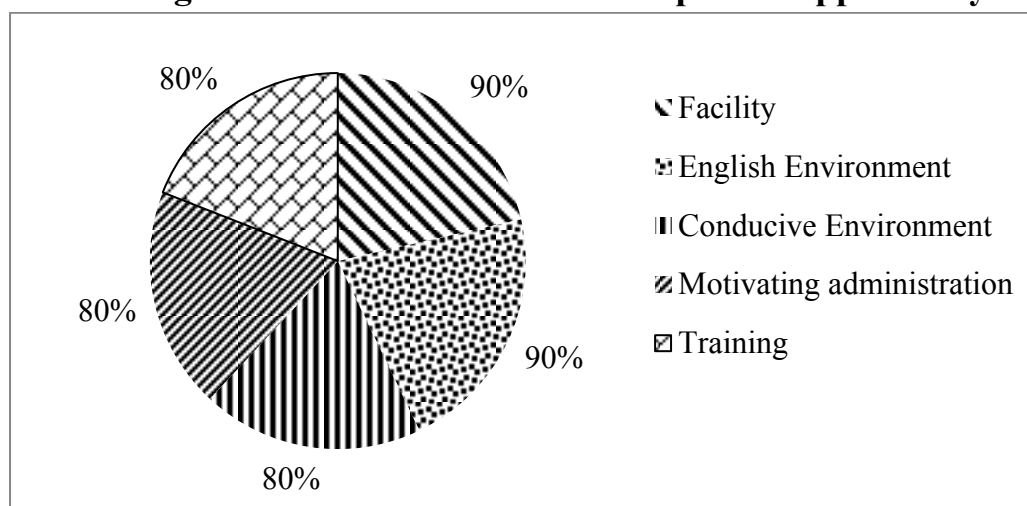
4.1.1 Professional Development Opportunity

The table deals with various factors which influence professional development. It includes facilities, English environment, conducive environment, motivating administration and training.

Table No. 1: Professional Development Opportunity

S.n	Factors	Percentage	Remarks
1	Facility	90	
2	English Environment	90	
3	Conducive Environment	80	
4	Motivating administration	80	
5	Training	80	

Figure No: 1: Professional Development Opportunity



90% participants agreed that they have high opportunities for their professional development as they get many facilities at their schools. 90% further agreed that they have good English environment, good library with many books. 80% agreed that they have conducive and environment to enhance their professional career. 90% of the respondents agreed that they have motivating administrator to develop their professional career. 80of the respondents said that they get training program to develop their professional career.

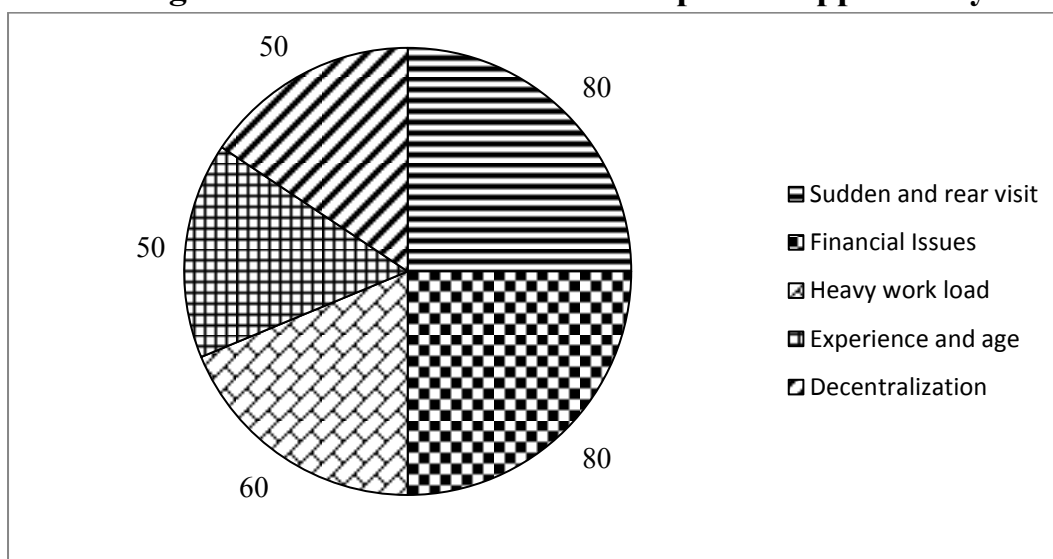
4.1.2 Professional Development Obstacles

The table deals with various obstacles to professional development which are sudden and rear visit, financial issues, heavy work load, experience and age and decentralization.

Table No. 2 : Professional Development Obstacles

S.n	Factors	Percentage	Remarks
1	Sudden and rear visit	80	
2	Financial Issues	80	
3	Heavy work load	60	
4	Experience and age	50	
5	Decentralization	50	

Figure No. 2 : Professional Development Opportunity



80% participants agreed that the sudden and rare visits of supervisors are the greatest institutional professional development obstacles. 80% participants agreed that money and financial issues are the main self-directed professional development obstacles. 60% respondents the majority believed the unbearable heavy teaching load, lack of time, overcrowded classes, and absence of promotion are the important professional development obstacles from the nature of the work. From the interviews, 50% of respondents believe that there were no differences in interviewees' responses due to gender or academic qualification variables, but there were differences due to experience and age. 50% Teachers suggested decentralizing professional development programs, appreciating teachers' good work, and associating professional development with career development, and they proposed increasing the number of periods allocated for each class in a week and publishing a domestic journal. Finally, the researcher recommends carrying out further researches on the obstacles facing EFL teachers in one specific development. The researcher also recommends conducting evaluation studies for already existing EFL teachers' professional development programs.

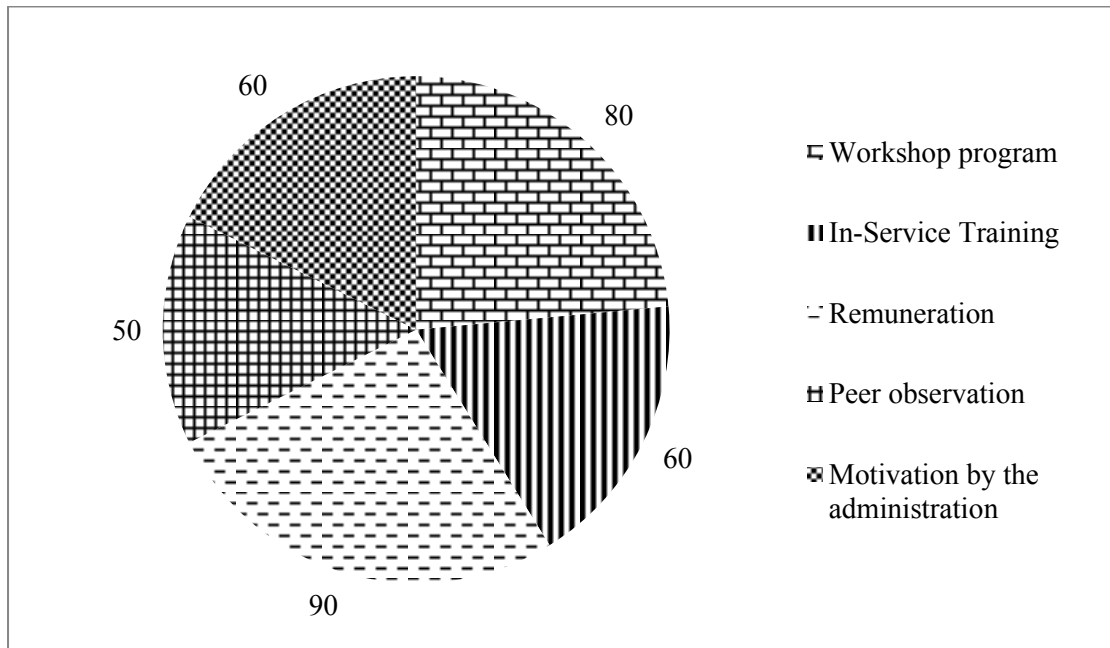
4.1.3 Professional Development Activities

There are various types of activities which are very much essential for the professional development of the primary level English language teacher which are listed in table and illustrated by the figure.

Table No. 3: Professional Development Activities

S.n	Activities	Percentage	Remarks
1	Workshop program	80	
2	In-Service Training	60	
3	Remuneration	90	
4	Peer observation	50	
5	Motivation by the administration	60	

Figure No: 3: Professional Development Activities



Respondents in the study reported workshops as one of the most commonly offered forms of professional development. All respondents interviewed have indicated that they have attended at least one workshop in their teaching profession. These were identified as critical as they have enhanced their professional development. Another form of professional development that some respondents in the study have undergone in the past year was in-service training. It is clear that within the school there is at least one form of professional development going on although at this point there is no clarity on how this is related to leadership or has an impact on learner outcomes. Two of the respondents in this school have indicated that in the beginning of the year they were part of the group of teachers who were selected to undergo in-service computer training. This training was meant to equip teachers with skills to incorporate computer-based teaching methods in their teaching.

The principal was responsible for the selection of teachers. However these teachers were primarily those who had undertaken a similar training a few years ago as this was a continuing process. Some of the respondents who were part of the initial training had moved from the school either because of better job prospects or because they went to study further. The principal therefore had to select additional teachers to

be part of the training because there was a cut off number per school required by the organizers for the training. Respondent, Bindu Adhikari stated that ICT training was last facilitated in the school in 2006 and prior to the most current one in 2008. Besides this being one of the key development programmes being facilitated in the school, the purpose for which it was facilitated did not seem to have been accomplished as these teachers admitted to not having incorporated computer based teaching to their lessons due to lack of time to do so.

A majority of respondents concurred that professional development activities are too infrequent in the school. They emphasized the importance of having these activities more regularly as these would enhance their teaching. Respondent Shova Subedi suggested that these activities should be provided “monthly to keep being updated with new knowledge.” Another respondent agreed as she also believes that holding workshops monthly would be ideal as she said, “gaining additional skill from the workshops helps me pass the knowledge to learners.” Despite recognition of its importance, the professional development currently available to teachers seems inadequate, (Borko, 2004:p.3). The suggestion above certainly indicates that insufficient time for professional development poses a serious impediment to the development of teachers.

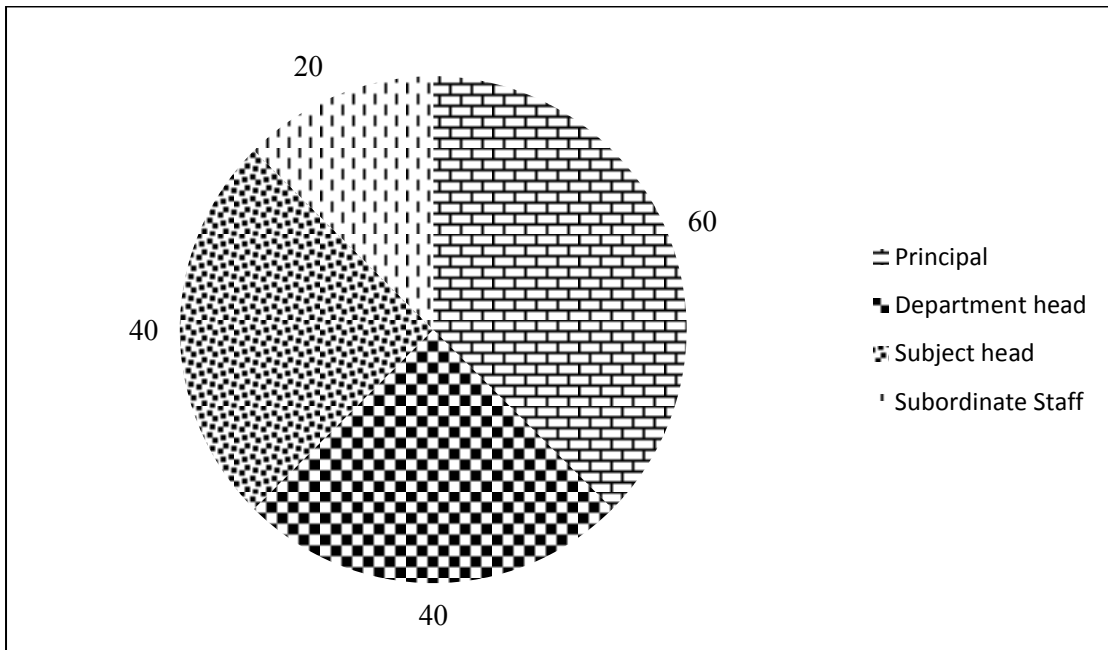
4.1.4 Role of the Principal in Teacher Professional Development

As we know that the principal is the chief of school. The development of the schools and the teacher depend on his attitude and behavior. The role of principal for the professional development of his staff has been listed.

Table No. 4 : Role for Participant Selection

S.n	Role	Percentage	Remarks
1	Principal	60	
2	Department head	40	
3	Subject head	40	
4	Subordinate Staff	20	

Figure No: 4: Role for Participant Selection



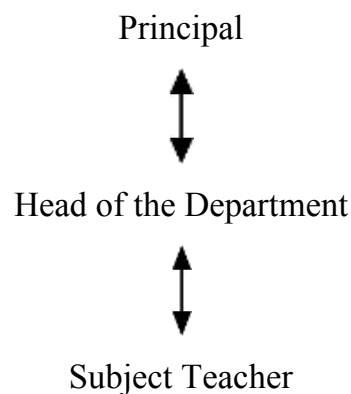
All respondents believed that the principal's key responsibility was to provide financial support to enable teachers to attend workshops conducted outside the school. All respondents were in general agreement that teacher professional development is a leadership responsibility. One said it would not be easy for them to go for the workshops because the principal receives workshop invitation letters, and would then inform the head of department about the invitation and teachers within that department are informed by the head of department. Following such an announcement, the teachers and their head of department decide who will attend the workshop.

The respondent stated that the criterion for the choice of the teacher depends on what the agenda of that particular workshop is. She pointed out that if it is a follow up on a previous workshop, the teacher who had attended the previous workshop would be chosen to make a proper follow up. However, if the workshop is on a new agenda, the department tries to ensure that all the teachers in the department get a chance to attend the workshop so it becomes a

cyclic process; the selection circulates around the different teachers in the department.

While many respondents were convinced that the principal had developed a good “practice, this hierarchical approach seems to be in contrast Elmore’s (1979) backward mapping which suggests that implementation works effectively if it comes from the bottom to the top because it is the people at the grassroots level that play a determinant role of what ought to be done by policymakers. Hence they would know how best to implement. Similarly if teachers are the ones who attend curriculum based workshops and not the principals there is no reason why they should not be involved with the planning and perhaps facilitation of this workshops so that they can identify what suits them best. In a transformational world, the school would do better with a more flexible approach, like the backward mapping which would accommodate teachers in the planning and content of their own workshops.

Figure No. 4.4 Mediation of Teacher Professional Development Activities in the School



The above figure illustrates the structures/liaisons that exist in the school to ensure that teachers are aware of the workshops. The principal, as in all her managerial duties, is the “middle man” between the officers external to the school and members of staff. The invitation to attend workshops or any other forms of teacher professional development comes through her. Then she passes the information to the head of department who will then decide which teacher

will attend the workshop in question. This top down approach adopted in the school leaves one to question the suitability of this approach within a developmental organization. The top down approach has been criticized by Elmore (1983) as being too hierarchical and too rigid to accommodate change.

It may be difficult therefore for the school adopting this approach to develop in a meaningful and quick way. Some respondents noted that it is the principal's responsibility to motivate them to attend more workshops. Since workshops are the only popular forms of teacher professional development in the school, Sometimes, because of the tight schedule of the curriculum in the school, the teachers are discouraged to attend the workshops, then the same teacher keeps going for workshops all the time", one teacher lamented. Teachers were unanimous that lack of collaborative commitment to attend workshops diminishes their competence and confidence" they all need to convey in their classrooms. It would appear that from the above response that schools lack more varied forms of professional development that would spontaneous and encourage an increased interest in such activities. Respondent, Dhruva Prasad Wagle also indicated that it is the principal's responsibility to encourage teachers to share information they gain from the workshops with other teachers on a regular basis. This according to the respondent will "raise the motivation that teachers need to enhance their teaching and learning." However, all respondents reported that the principal supports them fully with funds to attend workshops but does not encourage them to share information with colleagues when they have attended workshops. Kydd (1997, p.131) points out that "nothing is more frustrating for staff than to go through a complex needs – identification process only to hear nothing further of its outcomes." There is clearly is a lack of needs identification processes for professional development. The workshops provided are not based on the needs of teachers regarding professional development. They are entirely ad hoc; and only occur when the MOE invites the schools to do so. It could be argued from the findings above

that the link between encouraging professional development for teachers and ensuring that the information gained from such activities benefits all the relevant teachers is critical. Failure to this may result in teachers devaluing teacher professional development initiatives as there is no clear-cut link between these initiatives and achieving their ultimate goal of improving learner outcomes.

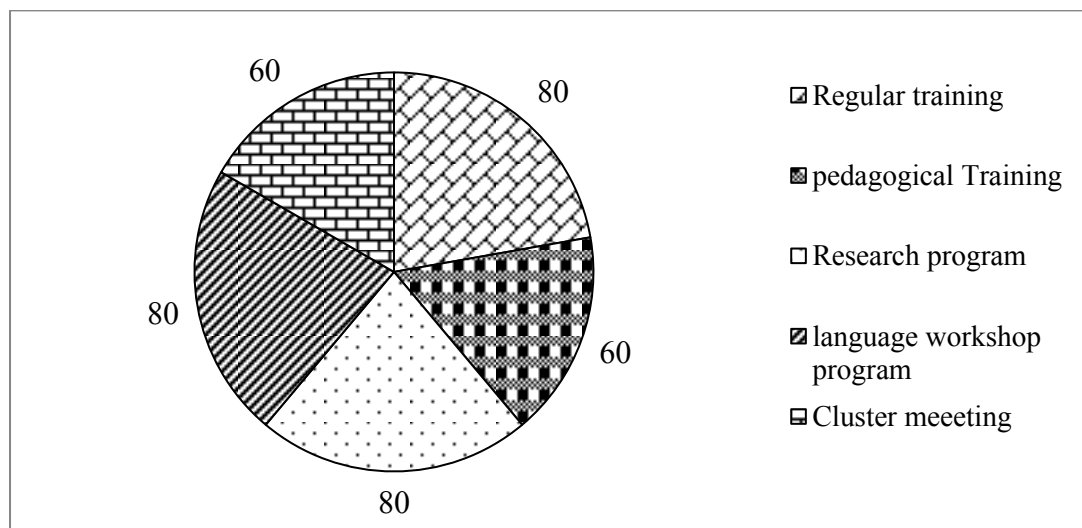
4.1.5 Meaningful Provision of Teacher Professional Development

There are various types of meaningful provisions for the professional of a teacher. The table shows the key provisions for the professional development of a language teacher which are listed in the table and illustrated by the figure.

Table No. 5 : Meaningful Provision

S.n	Provision	Percentage	Remarks
1	Regular training	80	
2	Pedagogical Training	60	
3	Research program	80	
4	Language workshop program	80	
5	Cluster meeting	60	

Figure No. 5 : Meaningful Provision



Many respondents felt that for teacher professional development programmes to contribute strongly to their teaching, and ultimately to learner achievement, it has to be provided regularly.

The principal shared similar sentiments and argued for professional development activities to be provided at least every two months, according to her, “this would help teachers to be kept engaged with the new aspects we learn from there.” The principal believes that such activities create a platform to discuss a lot of pedagogic content and update different aspects when necessary. This space in her view affords teachers an opportunity to discuss new developments and possible challenges related to their teaching. Research also provides evidence that strong professional learning communities can foster teacher learning and instructional improvement (Borko, 2004 p.6). Clearly, teachers of School Hill Bird higher secondary English Boarding school Bharatpur-12 are not satisfied with the frequency of professional development. Perhaps putting aside more time for professional development activities would be integral to the development of teachers. In addition these activities cannot be deemed to be effective because they are not planned according to the needs of teachers or the school as a whole. Teachers therefore are not aware of what the workshops would be about or when the next one would be. One of the key respondents supported the view of the principal above and added that, teacher professional development programmes currently in place are not enough to enhance teachers “professionalism”. In her view, there should be workshops within the region every month to support teachers with their teaching. The deputy principal suggests that teachers should establish cluster meetings within their clusters where they can meet weekly to discuss their challenges in teaching and how these can be overcome. Regular cluster meetings in the deputy principal’s view would; “help teachers to keep track of what the other teachers in other schools are doing and help them to work in the same pace as the other schools.”

Research supports the perceptions of the principal and shows that teachers must have rich and flexible knowledge of the subjects they teach. They must understand the central facts and concepts of the discipline, how these ideas are connected, and the processes used to establish new knowledge and determine the validity of claims (Anderson, 1989; Ball, 1990; Borko & Putnam, 1996; McDiarmid, Ball, & Anderson, 1989). Professional development programmes that include an explicit focus on subject matter can help teachers develop these powerful understandings. Experiences that engage teachers as learners in activities such as solving mathematical problems and conducting scientific experiments are particularly effective (Borko, 2004, p.5). It would also re-motivate teachers into understanding the core business of schools. The above view correlates with the deputy principal's viewpoint which emphasizes that "the Ministry of Education (MoE) should train more facilitators to do such workshops and provide other resources required such as computers and stationery." He believes that the reason that workshops are not frequently administered for teachers is because there are not enough facilitators to hold such workshops and it is the responsibility of the MoE to ensure that facilitators are trained in larger numbers.

Only respondent, Shova Subedi stated that the provision of teacher professional development in the school is sufficient. Three other teachers believed that teacher professional development is not being adequately provided in the school and in order for it to make meaningful impact on teaching and learning; it should be provided every month for all subjects. One teacher emphasized that having workshops monthly is important to "keep being updated with new knowledge." The teachers interviewed also highlighted a number of things which they expect teacher professional development programmes to incorporate. These included improving their competence, compute based teaching, boosting confidence, getting new ideas

and methodologies in teaching. The teachers concur that these factors are key to improving their professionalism and make them better teachers.

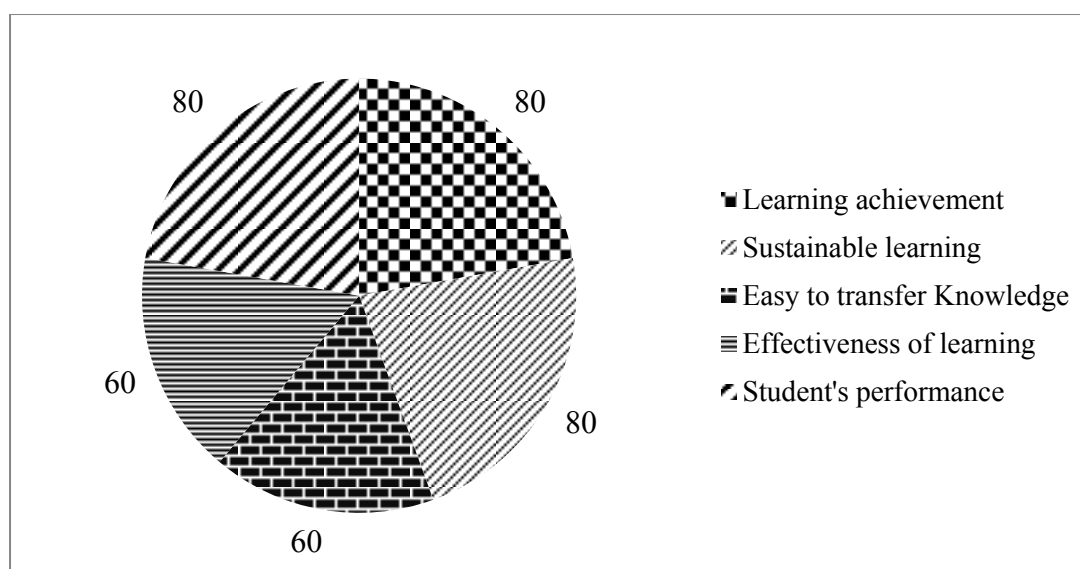
4.1.6 Teacher Professional Development on Learner Outcomes

We know that students learn very fast if the teacher are competent. The student learning depends on the teacher competency also. The learning outcome which depends on professional development of a teacher has been listed in the table.

Table No.6 : Professional Development and its Influences on Learners

S.n	Provision	Percentage	Remarks
1	Learning achievement	80	
2	Sustainable learning	80	
3	Easy to transfer Knowledge	60	
4	Effectiveness of learning	60	
5	Student's performance	80	

Figure No. 6 : Professional Development and its Influences on Learners



The responses given by participants also highlighted the importance of teacher professional development on learner outcomes. Most of the participants believed that teacher professional development has a very positive impact on the improvement of learner outcomes. All of the five teachers agreed that continuous teacher professional development can lead to improved students outcomes. One teacher even indicated that “For students” outcomes to be reached teacher professional development [programmes] should be improved. Because of the knowledge I acquire [through these programmes] students learn better.” These teachers strongly supported the view that if teacher professional development were to be provided as a continuous exercise for schools, learner outcomes would greatly be improved.

Respondent Yam Bahadur Gurung stated that she believed that discussing problems that teachers encounter from different classroom settings will help them to learn from each other. In addition, it will help them to learn how to solve their existing teaching related problems and even those problems that may arise later which they have not yet encountered in their own situation. The collaboration that is implied here, in the view of the teacher, would be achieved through offering more frequent workshops. It will further enhance teachers’ ability to spend less time in trying to solve problems experienced in classrooms as they would have discussed the solutions with other teachers.

Research provides evidence that high-quality professional development programmes can help teachers deepen their knowledge and transform their teaching (Borko, 2004, p.5).

The deputy principal also suggested that there should be cluster meetings which provide support and mentorship for teachers to improve their competence. She stressed that it is important for teachers to meet with other fellow teachers to share ideas on improving their schools in general.

In her view, this would help schools in the same cluster to work towards a common goal of getting better results for their learners. If this happens in each cluster, it will eventually spread through the whole country and operationalize what she calls “cluster–mentorship programmes” and this will increase achievement in learner outcomes for the whole country. The deputy principal cited an example of a group of schools that are performing very well on national examinations. According to her, these schools convene cluster meetings where they share ideas on how to tackle certain topics. They also give similar test papers to determine which school in their cluster is not performing well and provide more support for that particular school.

She believes the main reason that learners from these schools are performing well is because of the commitment of their teachers to prioritize the learners outcomes and do everything they can to support each other. Besides supporting individual learning, peer coaching can also foster collegiality in schools. In several studies (Sharan and Hertz-Lazarowitz, 1982; Sparks and Bruder, 1987) peer coaching appeared to enhance mutual sharing and assistance among teachers.

The importance of teacher collaboration with regard to sustainable school improvement has often been stressed (Fullan, 1991; Hargreaves, 1992 Thijs & Van de Berg 2002, p.58). What also emerged from the interviews was that confidence in imparting knowledge to learners is integral. The respondents claim that they teach better when they have attended workshops. They believed that these workshops equip them with the necessary skills that will enhance their teaching in classrooms. For them, this makes teaching less difficult as they are more informed with pedagogic skills as well as classroom management strategies. One teacher indicated that confidence in teaching is critical because a confident teacher is likely to produce better results with

his/her learners. The teachers interviewed all agreed that attending workshops on a regular basis helps boost their confidence with the learners and with other teachers, and ultimately improves learner outcomes. Respondent Shova Subedi who has a Diploma in Business Management but no teaching qualification stated that the workshops she attends helps her become a better teacher as she was not sure of the best way to teach learners and always doubted her teaching styles as she was not trained for this profession. But through the workshops, she claims that she is a better teacher who has become more confident. She thinks teacher professional development programmes are very important particularly for her as she says “teacher professional development can help add to the knowledge gained through my qualification. I wasn’t trained as a teacher so I need more training to be a better teacher.” This training, in her view, can be achieved through the provision of more regular teacher professional development programmes.

Neil & Morgan (2003) concur with the view expressed by respondent Dhruba Prasad Wagle when they point out that teacher professional development should correlate with the teacher’s professional and personal needs. For this particular teacher, the workshops provided were in sync with what she needed at that time in her professional life. At first he felt she was an inadequate teacher as she did not have a teaching certificate but a diploma in Business Management, when she attended the workshops, this gap she felt was filled as he relates how she felt he had become a better teacher through attending the workshops. On the same note, Neil & Morgan (2003, p.40) point to the significance of having both the professional and personal needs of the teacher in consideration when planning professional development activities, as these “will enhance the quality of teaching and learning taking place in their classrooms [teachers] and they will benefit the schools in which they are working.” While the workshops that this particular teacher attended may not have been planned for her specific needs, their outcome for the teacher,

demonstrate the usefulness of relating professional development activities to the needs of teachers.

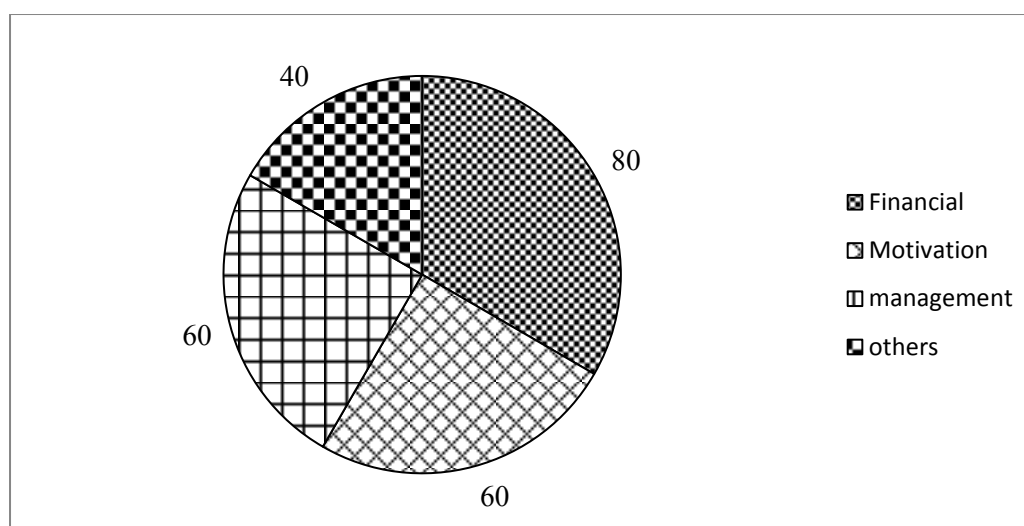
4.1.7 Supports for Teacher Professional Development

There are different types of supports which help the teachers to their professional development. The different types of supports are listed in the table and illustrated by the figure.

Table No. 7 : Supports for Teacher Professional Development

S.n	Supports	Percentage	Remarks
1	Financial	80	
2	Motivation	60	
3	management	60	
4	others	40	

Figure No. 7 : Supports for Teacher Professional Development



Both the principal and the deputy principal identified financial support as primary to supporting teachers to enable them to participate in teacher professional activities. The principal indicated that since they are administrative staff, teachers rely on them for funding so that they could attend activities on professional development. Three of the respondents also stated

that the principal's key role in teacher professional development is to provide for financial support. The respondents indicated that financial support is important because most of the workshops are conducted in the Ministry of Education district offices, which is far from the school so they need to be funded in order to attend the workshops. Respondent Bindu Adhikari thinks it is more important for the principal "to encourage all teachers to participate and be involved in the activities". However, this respondent also emphasized that the principal in the school does not show interest in teacher professional development activities. She cited an example of disseminating information about workshops to the teachers. She said letters of invitation to workshops are always addressed to the principal who has to pass on the invitation to the concerned teachers. This is meant to help teachers at departmental level select a teacher who will attend and prepare on time for the workshops. But sometimes the principal would not tell them about the workshops or mention it on the day of the workshops. When she doesn't tell them about the workshops, they would hear of it from their colleagues in other schools who would be asking them why they did not attend that particular workshop. She thinks this "ignorance" tends to happen more for some departments than others. Respondent Bindu Adhikari is in the science department but she could not point to the reason for the principal's forgetfulness" in this regard. The teacher said that they are informed late about the workshops; they are not very keen to attend because it means it has to get in the way of their day's schedule. She said she personally needs to be informed on time if she has to attend workshops so that she can make arrangements about her classes to give learners work to do while she is away. Blasé et al (1995, p.11) has a similar view that "teachers lose respect for principals who fail to support them and in some cases view these principals as cowardly." This then suggests that when principals continuously show indifference to areas where teachers need their support; in the long run, teachers lose confidence in their principals. This attitude may potentially discourage teachers to continue with professional

development activities. Since these activities are linked to instructional leadership, the teachers' attitude to achieving the core business of schools is bound to ultimately change and impact badly on the teaching and learning of learners.

Respondent Yam Bahadur Wagle who teaches English also emphasized on the importance of management encouraging them to attend workshops and give feedback to fellow teachers within the department. His experience was more positive than that of the English teacher. He said most of the time, they are told of the workshops well ahead of time usually a week or sometimes two weeks before the day of the workshops. He also added that when they come back from the workshops, the teacher who had attended the workshop is expected to give feedback to the other teachers in the department. The feedback meeting was always facilitated by the head of department. In his view, providing this kind of feedback helps other teachers who did not attend the workshop to be abreast of issues being discussed in workshops. She mentioned that it also helps whoever attends the next workshop to be able to pick up from the previous one easily even if it was not necessarily the teacher who had attended before. Blandford (2000, p.5) supports this view by saying, "effective communication is essential if all staff are to benefit from developmental opportunities." This holds true particularly for teachers who would not have attended the developmental activities such as workshop as effective communication would ensure that they are put abreast of new developments in their teaching by their fellow colleagues.

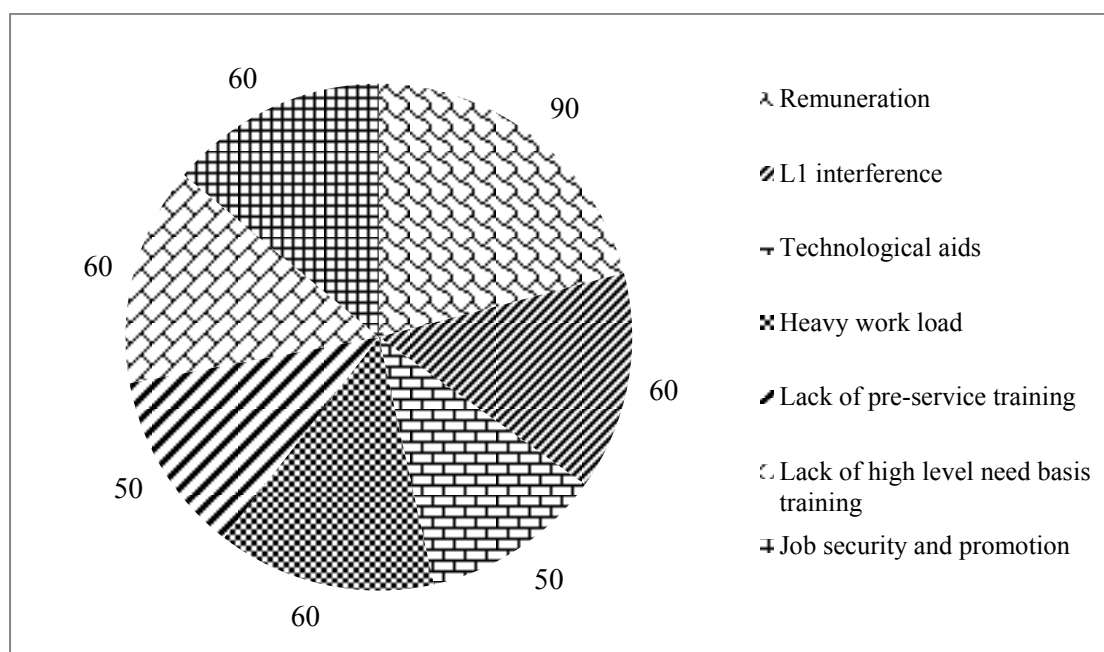
4.1.8 Obstacles to Professional Development

The thesis deals with various types of obstacle to professional development which are listed in the table and illustrated by the figure.

Table No. 8 : Obstacles to Professional Development

S.n	Obstacles	Percentage	Remarks
1.	Remuneration	90	
2.	L1 interference	60	
3.	Technological aids	50	
4.	Heavy work load	60	
5.	Lack of pre-service training	50	
6.	Lack of high level need basis training	60	
7.	Job security and promotion	60	

Figure No: 8 : Obstacles to Professional Development



90% of the respondents agreed that remuneration is the commonest obstacles to professional development. 60% of the respondents agreed that L1

interference another obstacles to professional development. At the same time 50% of the respondents said that technological aids are another obstacles. 60% of the respondents agreed that heavy workload is another obstacles to professional development. Similarly, 50% of the respondents claimed that lack of pre-service training is another obstacle to professional development. 60% of the respondents agreed that lack of high level need basic training is another obstacle to professional development. In this way, 60% of respondents said that job security and promotion are another obstacle to professional development.

4.1.9 Professional Development, Opportunities and Obstacles from the Perspective of Principal

The principal is the key person for the development and institution and staff. He views the professional development of his staff from different prospective. The different perspectives of the principals of his teacher professional development are listed in the table and described below.

Table No.9 Professional Development, Opportunities from the Perspective of Principals

S.n	opportunities	No.	Remarks
1.	Development prospect	8	
2.	Conducive environment	6	
3.	Creating good environment	8	
4.	Aids from government side	-	
5.	Interest in career development	5	
6.	Important Factors as remuneration	8	
7.	Management of Training	6	
8.	Counseling and guidance	6	
9.	Role of Language lab and Library	5	
10.	Governments role	2	

Table No. 10 : Professional Development, Obstacles from the Perspective of Principals

S.n	Obstacles	No.	Remarks
1.	Negative attitude	7	
2.	School environment	6	
3.	Language lab and library	5	
4.	Discouraging environment	6	
5.	Discriminating policy	6	
6.	Remuneration as most influencing factors	8	
7.	English Environment	5	
8.	Security	6	
9.	Reduce in program	4	
10.	Principal behavior	5	

From the table No.4.8 shows that 8 Principal believe that there is a prospects of professional development in private school. 6 of them believe that they have conducive environment for the career development, 8 principal out of them believe that professional development depends on good environment. 5 of them believes in career development depends on principal interest. 8 principal said that remuneration is the most important fact for professional development. 6 of them believe in training, guidance and counseling respectively. 5 of them said that professional development can be increased by language lab and library and they said that government role is negligible. Only 2 of them agreed that there is government role for the professional development..

The respondents Principal pointed out various types of obstacles to professional development. 7 agreed that negative attitude is one of the obstacles.6 principal out of 10 agreed that school environment, discouraging environment, discriminating policy and security are obstacles to professional

development. Among them 5 were agreed that principal behavior, English environment and language lab and library are the obstacles to professional development.. Out of 4 agreed that reduce in program is also obstacles to professional development.

4.2 Summary of Findings

This chapter will provide conclusions and recommendations to the research. The exploration of school leadership in this research suggests that there is weak leadership in relation to teacher professional development. Leadership is centralized: Principals only do what is expected of them legally; what the MoE instructs them to do which is to literally to pass on letters of invitation to teachers and release the school funds so that they can attend workshops. Beyond that, principals do not see professional development as their responsibility, they are not even aware that what they are doing is not enough to help teachers develop. In fact they do not know what they are expected to be doing to support teachers professionally. From the findings, it can be concluded that principals need professional development themselves. They need to be able to identify teachers who need professional development, teachers must attend workshops or any other forms of professional development based on their needs and not just because the principals or the head of department thinks any teacher may go. In addition, principals should be able to identify deficiencies in the way teachers teach; even if it means introducing classroom observation as a developmental measure. They would be better able to determine remediation for such deficiencies; they would need to have had professional development of their own.

The findings revealed that professional development needs to be contextually bound. The needs of one school in terms of professional development may not necessarily be the same as another school if the contexts of such schools are different. In addition, while leadership would not allow for, "borrowing" styles,

there are common basic ingredients that manifest themselves in almost every school. Looking into the common ingredients may be very useful for schools to learn from the experiences of successful schools. On the same note, it may be imperative for both schools and particularly the Ministry of Education to acknowledge that based on the notion above, teacher professional development activities do not work as a one size fits all; they are bound to contexts and different experiences of the schools. Therefore, there should be different activities planned for different contexts within which the different schools exist. The empirical knowledge base for teacher professional development is still very small in Chitwan. First, although this cannot be generalized, schools still understand teacher professional development within the limits of attending workshops. This can be attributed to the fact that the MoE has conceptualized TPD in this manner. There is no real professional development that happens. It only happens at ad hoc level when the MoE sees it fit to provide workshops.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

This is one of the most importance chapters of my thesis writing, here, I have drawn summary, conclusion and implication of my thesis writing. This comprises summary, conclusion and implication of the thesis writing which are as follows.

5.1 Conclusion

Programmes such as short courses and taking up leave to further one's study are seen as an improvement on the individual's teacher's part and is hardly ever encouraged by principals or the schools in general. The study has shown that teacher professional development programmes are multi-faceted; attending workshops and occasional in-service training programmes are insufficient realistically to have an impact in teachers' careers and more importantly in the success of the core business of schooling—teaching and learning. The principals together with the Ministry of Education and should adopt systems from neighboring countries like South Africa which are making a head start towards improving teacher professional development activities for schools. For instance, the Department of Education in South Africa has a directorate that is responsible for continuous teacher professional development. This directorate ensures that initiatives on continuous teacher professional development are not side lined by other initiatives in the department that may be seen as more prominent. While this directorate has its own challenges, there is a conscious effort to support teacher professional development activities in the country. The Ministry of Education and Training in Lesotho may therefore benefit from developing their own teacher professional development unit and taking some of the lessons learnt from this particular directorate and contextualizing their efforts to the MoE needs.

This study has generated insights into how leadership is underpinned in teacher professional development programmes. To start with, while the principal is a leader, s/he heavily depends on his teachers as followers to accomplish his/her leadership tasks. The principal holds it upon him/herself therefore to encourage teachers to take teacher professional development activities and use the programmes to improve the school. Based on this study, there is obviously a need for further research that would investigate the relationships that are forged between the principal and teachers to negotiate effective teacher professional development. At the forefront, lies the need to develop stronger school focused professional development. These will enable identification of the specific needs of the different schools and the uniqueness of the teachers in them. The importance of school focused professional development has been acknowledged by educationists these days. School-based and cluster in-service programs are very popular with teachers who are accustomed to receiving little professional attention and to working in isolation. Teachers welcome information on how to understand and implement reforms for which they have no practical preparation and no available models. Teachers react positively to the opportunity to learn and to the regard for their professional worth that such programs signal.

The study revealed that school-based and cluster programmes are imperative because they encourage teachers to work within their familiar settings – in their own schools, allows them to collaborate with their peers, practice in their classrooms, and build a local resource network with each other.

There should be a conscious effort in continuous teacher development activities to not only ensure that there is a correlation between the professional and personal needs of the individual teacher as well as the needs of the school. This calls for a need for teachers and the principals in different schools to develop their own format of continuous teacher professional development

activities. These would be tailor-made to suit the specific needs of the different schools.

Such activities would be devised for individual schools and for cluster schools as some of the participants suggested. Critical to these activities is the need to emphasize that they should not serve to undermine developmental activities managed from outside the school but instead should complement each other. Still attached to this, the findings further revealed that professional development forms the cornerstone of good teaching and learning practices and if well practiced, may have a positive impact to learner outcomes. This therefore emphasizes the significance of teacher professional development as a prerequisite to the improvement of the school as an organization. There is also an urgent need in the leadership arena to develop policies that are linked to teacher professional development. Professional development, a report to the study revealed the following approaches to teacher professional development which maybe a useful guide to how policy can be implemented in relation to teacher professional development. First, professional development activities reflect “teachers progress in mastering the complexities of classroom practice.” Second, they also reflect on “how teachers learn to teach, how they mature intellectually and professionally, and how they sustain engagement in their work overtime.

With reference to this particular study there is a need for a larger spectrum within which policy relating to professional development operates. This should include devising an action plan around how teacher professional development programmes should be implemented, and how often it would be facilitated in order for it to have a clear and positive impact on teaching and learning adds that “the effective school will have professional development policy which is generated by a team the views of staff at all levels.”

This therefore suggests that policies at the Ministerial level are not sufficient for schools to develop appropriate developmental activities. Consequently, this raises a need for the Ministry to devise a well thought out policy that will be able to reflect the opinions of both the individual and the organization. There should be policies that are not only on the paper in principal but that should be able to translate easily into practice. Such policies should also be supplemented by policies at school level that will be unique for each school.

In addition, the Ministry of Education should put into place specific initiatives that are directed towards improving the situation of teacher professional development in the country. During the interviews, most participants revealed that financial support they receive is not sufficient to gain optimal professional development. The frequency at which workshops in particular are conducted for schools in Lesotho imply that there might be a shortage of funds; perhaps from the MoE as the main funding body. This shortage means that not much can be done to support teachers and principals in the way in which they may have anticipated. Some criticism has been expressed at the quality of workshops being currently provided. Some participants say they only „brush up“ on the curriculum. Others have lamented that there is never a follow up on the workshops that they attend. If more funds were brought in specifically for professional development, perhaps teachers would have better perceptions of teacher professional development in the country as these would possibly look into the concerns of teachers.

The school development planning is then used to inform the planning of teacher professional development. This exercise would also highlight the responsibility of principals as they would be responsible for ensuring that teacher professional interviews are conducted and these are translated into the school development plan.

5.2 Recommendations

I think that the thesis holds very much important at various levels which can be implemented for the betterment of professional development opportunity and obstacles of Nepal's educational system especially of primary level English teacher.

It has important implications at various level which are given below:

5.2.1 Policy Level

- The Ministry of Education of Nepal can incorporate its findings to its policy.
- It can bring change in its existing policy.
- It can adopted the finding of thesis as its policy.
- It can be helpful to make its rules and regulation
- MOE can adopt its findings as its strategy.
- MOE can use it as certain directives and guidelines to its subordinate departments.

5.2.2 Practice Level

- The finding of the thesis can be used by DEOS and schools supervisors at practical level.
- It can be used motivating factor to the teacher.
- It can be used as skill developing activities.
- It can be used as teaching theory.
- It can be used as teaching pedagogy.
- Its finding can be used in the class room teaching.
- It can be used as self-developing tools for the teacher.
- The teacher can change his attitude by studying its findings.
- The teacher can develop positive attitudes.
- The teacher can make his teaching effective.
- It can be used as professional development instrument.

- It can be an inspiring source of professional development.
- It can be useful to maintain academic quality.

5.2.3 Further Research

- The findings of the thesis will be useful to the researcher of this kind.
- The findings of the thesis can be used as resources materials to the researcher of this kind.
- There must be various types of research works of this type to find out much more things which are related to professional development opportunities and obstacles to primary level English teachers in the future.

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APPENDICES

APPENDIX-I

The selected name of the schools and the teachers are hereby mentioned whose responses are attached hereby.

Name of Schools	Name of the Teachers	Qualification	Teaching Experience
Hhill Bird Higher Secondary English Boarding School Bharatpur-12	Dhruba Prasad Wagle	B.A	5 years
Sunrise English School Bharatpur-10	Bindu Adhikari	M.Ed.	11 Years
Valmiki Shiksha Shadan Bharatpur-06	Shova Subedi	B.A.	5 Years
Small Haven Model Secondary English Boarding School Bharatpur-02	Yam Bahadur Gurung	B.A.	5 Year
Gurukul Highger Secondary English Boarding School Bharatpur-09	Shalik Ram Sapkota	B.A.	5 Years

APPENDIX-II

Interview questions for primary English language teachers:

A. Institutional Professional Development Obstacles

1. Educational Supervision.

- How many times did the supervisor visit you in school during the scholastic year?
- How many times did the supervisor visit you in class during the scholastic year?
- What are the issues/things the supervisor focus on when he/she visits you?
- Do you think the supervisor helps you improve your teaching performance? How? Or Why?
- How do you evaluate the role of the educational supervision as an essential professional development way?
- What do you suggest to improve educational supervision to be an effective professional development activity?

2. In-service Training

- How many in-service training courses have you attended?
- What are their topics?
- How long did each one last?
- How do you evaluate the training topics?
- How do you evaluate the trainers?
- How do you evaluate the training strategy as an essential professional development way?
- What do you suggest to improve in-service training to be an effective professional development activity?

3. Peer Coaching

- How many times have your colleagues attended a lesson you taught during this scholastic year?
- How many times have you attended a lesson for one of your colleagues?
- Why do you think some teachers do not practice peer coaching?
- How do you evaluate peer coaching strategy as an essential professional development way?
- What do you suggest to improve peer-coaching to be an effective professional development activity?

4. School Administration

- Have you ever been asked about your professional needs?
- How many times have the school administration led an action research to improve English language teaching?
- What are the technological teaching aids available in the school?
- How do you evaluate the role of the school administration in promoting professional development?
- What do you suggest to improve the role of the school? administration to be active player in English teachers' professional development?

B. Self-directed Professional Development Obstacles

1. Self-appraisal

- How many times do you assess your teaching performance?
- How do you assess your performance?
- Why do you think some teachers do not practice self-assessment tools?
- What do you suggest to improve self-evaluation to be an effective professional development activity?

2. Reading and writing

- How often do you read books and articles during your career?
- Why do you think some teachers do not read?
- How often do you write action researches?
- Why do you think some teachers do not write action researches?

- What do you suggest to improve action research to be an effective professional development activity?

3. Pursuing Formal Education

- Would you like to pursue your formal education?
- What prevent you?
- What do you suggest to help teachers pursue their formal education as an effective professional development activity?

C. Professional development obstacles from the nature of the work:

- How could the nature of the teaching profession be an obstacle towards primary EFL teachers' professional development?

D. Suggestions:

- - What do you suggest to improve primary English language teachers' professional development?

APPENDIX-III

The Selected Name of the Schools and the Principals are Hereby
Mentioned Who Were Given Structured Interview.

Name of Schools	Name of the Principal	Qualification
Sunrise English School Bharatpur-10	Tek Bahadur Shrestha	M.A
Valmiki Shiksha Shadan Bharatpur-06	Desh Bandhu Adhikari	B.Ed.
Small Haven School Bharatpur-13	Shanti Ram Timilsena	M.A.
Siddhartha Boarding School, Bharatpur-3	Min Prasad Sharma	M.Ed
Polar Star English School Bharatpur-08	Bhanu Bhakta Kandel	M.A.
Gyan Darshan Boarding School	Shreeprasad Dhungana	M.A
Narayani Public English School, Bharatpur-11	Bed Prasad Neupane	B.Ed.
Chitwan Boarding School Bharatpur-02	Keshav Kumar Shrestha	B.Ed
Holy Vision Public School Bharatpur-05	Min Raj Bastakoti	M.A
Greenland Public School Bharatpur-12	Indira Karki	M.A

APPENDIX-IV

Interview Questions (Structured) For the Principals:

Opportunities:

1. Do you see the prospects of professional development in your institutes?
2. Do you have conducive environment for professional development?
3. Have you ever been creating good environment for the professional development?
4. Do you get any aids from government side for the professional development of your language teacher?
5. Have you ever asked your staff for their career development?
6. What do you think the most important factor of Professional Development?
7. Have you ever managed training program for your staff?
8. What are the role of counseling and guidance for professional development?
9. What is the role of language lab and library for the professional development?
10. Do you think that there is any role of government for the career development of your staff?

Obstacles:

1. Do you think that teacher's negative attitude create obstacles to professional development?
2. Does school environment create obstacles to Professional development?
3. Do lack of language lab and library create obstacles to career development?
4. Does discouraging environment of the school create obstacles to career development?
5. Does government discriminating policy create obstacles to career development?
6. What is the most influencing factor that creates obstacles to professional development?
7. Does lack of English environment cause obstacles to professional development?
8. Does lack of teacher's self-motivation cause obstacle to professional development?
9. Have you ever tried to reduce obstacles to professional development of your teacher?
10. Have you ever managed any program to reduce obstacles to your teacher professional development?