

**TEACHERS' INDIVIDUAL EFFORTS FOR  
PROFESSIONAL DEVELOPMENT**

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

**Submitted by  
Basudev Adhikari**

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

**2016**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Basudev Adhikari** has prepared this thesis entitled **Teachers' Individual Efforts for Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 22/03/2016

.....  
**Mr. Khem Raj Joshi (Supervisor)**  
Teaching Assistant  
Department of English Education  
Faculty of Education, T.U., Kirtipur  
Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

**Signature**

**Dr. Anjana Bhattarai**

Professor and Head  
Department of English Education  
T.U., Kirtipur

.....

Chairperson

**Mrs. Madhu Neupane**

Lecturer  
Department of English Education  
T.U., Kirtipur

.....

Member

**Mr. Khem Raj Joshi (Supervisor)**

Teaching Assistant  
Department of English Education  
T.U., Kirtipur

.....

Member

Date: - 23/03/2016

## EVALUATION AND APPROVAL

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

### Signature

**Dr. Anjana Bhattarai**

Professor and Head  
Department of English Education  
T.U., Kirtipur

.....

Chairperson

**Dr. Ram Ekwel Singh**

Reader  
Department of English Education  
T.U., Kirtipur

.....

Member

**Mr. Khem Raj Joshi (Supervisor)**

Teaching Assistant  
Department of English Education  
T.U., Kirtipur

.....

Member

Date: - 27/03/2016

# DEDICATION

*Dedicated  
to  
my parents*

## **DECLARATION**

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

Date: 22/03/2016

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**Basudev Adhikari**

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**Basudev Adhikari**

**2016**



## **ABSTRACT**

This research study entitled **Teachers' Individual Efforts for Professional Development** aims at identifying teachers' perceptions on professional development and analyzing the role of teachers' own efforts for professional development. I collected the data from both the primary and secondary sources for the study. I selected twenty secondary level schools of Kathmandu valley using purposive non-random sampling procedure. Forty English teachers from the schools were selected as the sample. I followed the mixed research design for the study to find out sample perceptions on professional development. Hence, analysis and interpretation of data is done through the application of statistical approach and content analysis under descriptive approach. This study concludes that the teachers have positive perceptions on professional development. On the basis of the responses attained, it was found that the teachers were aware of own professional development. It was also found that they were making their own efforts to be developed professionally. For example, it was found that teachers develop the possible and necessary instructional materials that are not in their schools. It was also found that they agreed on taking the responsibilities of supervision and mentoring for their professional promotion. Most of the teachers opined that they were always aware about learners' problems, difficulties and learning styles. Similarly, they believed that they evaluated their own teaching in reflective way to be improved themselves. Finally, the study indicated that teachers' cognitive processing influences their behavior and that such processing may lessen the effectiveness of professional development.

This research work has five different chapters. The first chapter deals with introduction which contains information to introduce background of the study. Similarly, statement of the problem, objectives of the study, research questions, significance of the study, and delimitations of the study and operational definition of the key terms are also included in this chapter. The second chapter incorporates the sub-topics such as review of related theoretical and empirical

literature, implications of the review for the study, theoretical / conceptual framework under the main topic 'review of related literature and conceptual framework'. Containing the main topic 'methods and procedures of the study' includes the sub-topics like design of the study, population and sample of the study, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedure. Likewise, chapter four contains results and discussions. And chapter five consists of summary, conclusion and implications. The final section ends with references and appendices used in the research.

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## ABBREVIATIONS

CDC	:	Curriculum Development Centre
CUP	:	Cambridge University Press
Dr.	:	Doctor
edn.	:	Edition
e.g.	:	For example (Exemplia Gratia)
ELL	:	English Language Learning
ELT	:	English Language Teaching
et al.	:	et alii (= and other people)
etc.	:	et cetera (= and the other similar things)
FOE	:	Faculty of Education
HSEB	:	Higher Secondary Education Board
i.e.	:	id est (= Latin for 'that is')
K. U.	:	Kathmandu University
M. Ed.	:	Master of Education
MOE	:	Ministry of Education
M. Phil.	:	Master of Philosophy
NCED	:	National Centre for Educational Development
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Education System Plan
NGO	:	Non-Governmental Organization
No.	:	Number
OALD	:	Oxford Advanced Learners' Dictionary
OUP	:	Oxford University Press
p.	:	Page
Ph. D.	:	Doctor of Philosophy
P.G.	:	Post Graduation
pp	:	Pages
SLA	:	Second Language Acquisition
S.N.	:	Serial Number

TESOL	:	Teaching English to Speakers of Other Languages
TPD	:	Teachers' Professional Development
T. U.	:	Tribhuvan University
UK	:	United Kingdom
USA	:	United States of America
Vs	:	Versus
&	:	and
%	:	Percentage