

**TEACHER SUPPORT GROUP FOR PROFESSIONAL
DEVELOPMENT: TEACHERS' PERCEPTIONS**

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

**Submitted by
Nisha Khulal**

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

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2014**

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**Date of Approval of
Thesis Proposal: 22/04/2013
Date of Submission: 07/02/2014**

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: 05/02/2014

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Nisha Khulal** has prepared this thesis entitled "**Teacher Support Group for Professional Development: Teachers' Perception**" under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 07/02/ 2014

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DEDICATION

Dedicated to

My parents **Mr. Durga Bahadur Khulal** and **Mrs. Devi Khulal** who spent
their life and money for my study

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my respected and honourable Guru and thesis supervisor **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Education, Tribhuvan University, Kirtipur, for his invaluable suggestions, encouragement and co-operation to bring the thesis in this form.

Secondly, I would like to extend my sincere gratitude to **Dr. Anjana Bhattarai**, Reader and Head, Department of English Education for providing me with an opportunity to carry out this research work and also I am thankful to her for her suggestions and encouragement. I am equally grateful to my Guru **Prof. Dr. Chandreshwar Mishra, Mr. Raj Narayan Yadav**, for their guidance to carry out this study.

I would like to thank **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Kaniya, Prof. Dr. Anju Giri, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Vishnu Singh Rai, Prof. Dr. Tara Datta Bhatta, Dr. Tapasi Bhattacharya, Dr. Bal Mukunda Bhandari** and all the teachers of Department of English Education for providing me academic support during the academic years.

Ms. Madhavi Khanal the librarian, Department of English Education deserves a lot of thanks for providing me with the necessary books in course of carrying out this study.

I would like to remember my inspiring and encouraging parents for providing me with every support to come to this position. My special thanks go to my husband **Chiranjibi** for creating a co-operative and favourable environment during my study. I thank my lovely sisters **Shova and Shanvi** for her direct and indirect help in completing this research.

I will not miss the opportunity to thank all the Secondary Level English Language Teachers of the selected schools of the Kathmandu Valley for providing me with the unforgettable help in collecting data related to the research and to complete my research work.

Nisha Khulal

ABSTRACT

This study entitled 'Teacher Support Group for Professional Development: Teachers' Perception' has been carried out to find out the secondary level English language teachers' perception on Teacher Support Group (TSG) for their professional development. The primary data was collected in the forty secondary level English language teachers from the Kathmandu valley selected by using the purposive sampling procedure i.e. non-random judgmental sampling procedure. The data obtained from the respondents through the close-ended and open-ended questions were analyzed and interpreted descriptively using simple statistical tools. The study shows that as with collaborative learning in teacher development, almost all the teachers had positive perception on teacher support group for both teachers' professional development and improving class room practice. They also expressed that TSG was crucial part of ongoing teachers' professional development. Although there is no formal system of TSG, majority of teachers (80%) shared ideas, problems, experience to one another to run their class smoothly through regular meeting.

This thesis comprises five chapters. Chapter one is introductory one. It includes general introduction, statement of the problem, rationale of the study, objective of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Chapter two deals with the review of the related study and conceptual framework with implications of the review of the study. Similarly chapter three deals with the methodology adopted to carry out the research. It contains design of the study, population of the study, sampling procedure, data collection tools, data collection procedures, analysis and interpretation procedure. Chapter four consists of results and discussion. Chapter five deals with summary, conclusions and implications. It also deals with implications in policy level, practice level and further research. Finally, this chapter is followed by the reference and appendices.

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LIST OF ACRONYMS AND ABBREVIATIONS

ECT	: Educational Training Center
EFL	: English as a Foreign Language
ELT	: English Language Teaching
etc	: et cetera
GoN	: Government of Nepal
i.e.	: That is
KU	: Kathmandu University
LRC	: Leading Resource Center
NCED	: National Center of Educational development
NELTA	: Nepal English Language Teachers Association
NO.	: Number
p	: Page
RC	: Resource Center
SDL	: Self Directed Learning
TD	: Teacher Development
TPD	: Teacher Professional Development
TSG	: Teacher Support Group
TU	: Tribhuwan University