

**TEACHERS' PERCEPTIONS AND PRACTICES OF
PROFESSIONAL DEVELOPMENT ACTIVITIES**

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

**Submitted by
Prativa Pokharel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

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DEDICATION

Dedicated

To

My parents who gave me the greatest gift of life, love and

Care to become a complete human being

DECLARATION

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

Date: 07/04/2018

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Prativa Pokharel

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Prativa Pokharel

ABSTRACT

This research is as entitled **Teachers' Perceptions and Practices of Professional Development Activities**. The main objectives of this study were to find the perceptions of the secondary level English language teachers on professional activities and their practices of using those activities for their professional development. The sample populations of the study included thirty Secondary level English teachers of fifteen different schools of Kaski district who were selected through simple random sampling strategy. To fulfill the objectives of this study, questionnaire was used as an effective tool to obtain the data. The collected data were analyzed both quantitatively and qualitatively following simple statistical tools such as frequency count and percentage. The research findings showed that the teachers perceived self-monitoring, peer teaching, action research, keeping teaching portfolio, attending to seminar, workshop and conferences, sharing experiences, and reading and keeping writing to ELT journal as the major professional activities. Similarly, it has been found that more than 70% of the selected teachers practiced gaining knowledge from teacher support group, visiting to colleagues' classes, attending to teachers' conferences, undertaking action research, keeping portfolio and keeping writing on Journals as the professional activities. However, they did not much practice presentation in conference, reflective logs, team teaching and peer coaching as the professional activities.

This study has been subsumed in five chapters. The first chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. The second chapter deals with the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. The third chapter deals with design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and data analysis procedures. The fourth chapter consists of analysis of data and interpretation of results and the summary of findings. The fifth chapter consists of conclusion and recommendations. Recommendations have been presented in policy related, practice related and further research related. The final part of the study consists of references and appendices.

2.4	Conceptual Framework	22
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CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY 23-26

3.1	Design and Method of the Study	23
3.2	Population, Sample and Sampling Strategy	25
3.3	Study Area	25
3.4	Research Tools	25
3.5	Data Collection Procedures	25
3.6	Data Analysis and interpretation Procedures	26

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA 27-42

4.1	Analysis of Data and Interpretation of Results	27
4.1.1	Perception on the Professional Development Activities	28
4.1.1.1	Teachers' Perception on Type of Professional Activities	29
4.1.1.2	The Teachers' Views on the Role of Professional Activities	30
4.1.1.3	Teachers' Views on Kind of Activities Conducted by EMDC for their Professional Development	32
4.1.1.4	Teachers' Perception the ways of Updating knowledge and Skills Required for Professional Growth	33
4.1.1.5	Teachers' Perception on the Importance of Professional Activities in Developing Learners' Competence	34
4.1.2	Practice of Professional Activities by the Secondary Level English Teachers	36
4.2	Summary of the Findings	41

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS	43-47
5.1 Conclusion	43
5.2 Recommendations	45
5.2.1 Policy Related	45
5.2.2 Practice Related	46
5.2.3 Further Research Related	47

REFERENCES

APPENDICES

ACRONYMS/ABBREVIATIONS

ELT	:	English Language Teaching
Et.al	:	Including Others
SN	:	Item Serial Number
TPD	:	Teachers' Professional Development