CRITICAL INCIDENTS ANALYSIS AS A STRATEGY FOR TEACHERS' PROFESSIONAL DEVELOPMENT

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

Submitted by

Tej Bahadur Shahi

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Tej Bahadur Shahi** has completed the research of his M.Ed. thesis entitled '**Critical Incidents Analysis as a Strategy for Teachers' Professional Development'** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 17-07-2016   _____

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APPROVAL FOR THE RESEARCH

This proposal has been approved by the following '**Research Guidance committee'.**

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Date: 24-07-2016

DECLARATION

I hereby that declare 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: 17-07-2016   ......………….....

Tej Bahadur Shahi

DEDICATION

Dedicated

to

My Late Father

Karna Bahadur Shahi

ACKNOWLEDGEMENTS

Date: 25-07-2016 **Tej Bahadur Shahi**

ABSTRACT

This study entitled **"**Critical Incidents Analysis as a Strategy for Teachers' Professional Development" firstly**,** aimed at identifying the teachers' awareness of Critical Incidents Analysis (CIA) for their professional development, its procedure and practices for TPD. Secondly, it had the objective to explore the teachers' perceptions on the role of CIA for their professional development. I used non-random purposive sampling procedure and collected data from forty secondary level English language teachers teaching in private and public schools in Surkhet district through questionnaires. The collected data have been presented in tables and pie-charts; and analyzed and discussed quantitatively. The major findings of the research showed that only about half of the teachers were aware of CIA and its procedure whereas less than half of the teachers practiced CIA for their professional development. However, most of the teachers had positive attitude to CIA and they perceived that CIA had significant role in TPD.

The thesis consists of five chapters. The first chapter is an introductory chapter. It includes 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 the key terms. The second chapter deals with theoretical and conceptual framework of the study. The third chapter deals with methodology which incorporates research design and method, population, sample and sampling strategies, field/site of the study, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure**.** The fourth chapter deals with the rigorous analysis of data and interpretation of results along with the summary of the findings. The fifth chapter presents the conclusion and recommendations of this research in different levels such as policy related, practice related and further research related ones. References and appendices form the concluding part of the thesis.

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Tej Bahadur Shahi

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LISTS OF SYMBOLS AND ABBREVIATIONS

%	Percentage
/	Slash
CIA	Critical Incidents Analysis
CUP	Cambridge University Press
Dr.	Doctor
ELT	English Language Teaching
etc.	Etcetera
i.e.	id est (that is to say)
M.Ed	Master of Education
MOE	Ministry of Education
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teachers' Association
No	Number
T.U.	Tribhuvan University
TPD	Teachers' Professional Development