

# **TEACHERS' PERCEPTIONS TOWARDS THEIR PROFESSIONAL ACTIVITIES: A CASE OF HIGHER SECONDARY LEVEL**

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

**Submitted by  
Tirth Raj Paudyal**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu  
2015**

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Roll No. : 280807/068**

**Date of Approval of the Thesis  
Proposal: 2014/11/20  
Date of Submission: 2015/07/16**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Tirth Raj Paudyal** has prepared this thesis entitled **Teachers' Perceptions Towards their Professional Activities: A Case of Higher Secondary Level** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2015/07/16

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## **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: 2015/07/16

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**Tirth Raj Paudyal**

## **DEDICATION**

This thesis is dedicated to my parents who have devoted their entire lives to make me what I am today and all my well wishers.



## ACKNOWLEDGEMENTS

This task of thesis writing has really taken me to a newer world. As a result, I have felt a new experience in the context of my study. I have come to the realization that it is a part of the intensive study that gives a person an insight in the self study. In order to get this destination, I have fully been inspired by the invaluable cooperation, suggestions, guidance and counseling by various persons. I would, therefore, like to express my profound gratitude to my Guru, thesis supervisor, **Mr. Khem Raj Joshi**, Teaching Assistant of the Department of English Education for making constant supervision and guiding me with regular inspiration, encouragement and invaluable suggestions throughout the study.

I would like to express my sincere gratitude to **Dr. Anjana Bhattarai**, Reader and Head of the Department of English Education for her inspiration and valued suggestions. Similarly, It is share injustice if I forget **Mr. Guru Prasad Paudel** who strongly support me in my proposal viva.

I have no words to express my sincere gratitude to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Chandreshwor Mishra, Prof. Dr. Vishnu Singh Rai, Prof. Dr. Anju Giri, Prof. Dr. Laxmi Bahadur Maharjan, and Prof. Dr. Tara Datta Bhatta** for their precious suggestions, inspirations and encouragement to develop this work.

Its my great pleasure to express my deep sense of gratitude to **Dr. Tapashi Bhattacharya, Dr. Bal Mukunda Bhandari, Mr. Prem Bahadur Phayak, Mr. Bhesh Raj Pokhrel, Mrs. Madhu Neupane, Mrs. Hima Rawal, Mr. Laxmi Prasad Ojha, Mr. Ashok Sapkota, Mr. Resham Acharya** and other faculty members for their precious suggestions and encouragement.

I am very much thankful to **Mrs. Madhavi Khanal** and **Mrs. Nabina Maharjan** of the Department of English Education for their continuous and kind help.

In the same way, I would like to remember my parents **Narahari Paudyal** and **Bhumisara Paudyal**, my wife **Rita Paudyal** for their continuous financial support, inspiration, motivation in every walks of my life and managing family environment to support my study . Similarly, I also thank to my daughter **Pujan Paudyal** and son **Partik Paudyal** for helping me during completing this thesis . Thanks are also due to **Mr. Durka Man Maharjan** (Durka Computer System, Kirtipur, Naya Bazar) for helping me in computerizing the manuscript of thesis proposal and the thesis report. I would like to remember my sister, brothers and my friends who are always proud of my success. Finally, I would like to express my cordial gratitude to entire Janata Higher Secondary School, Vidyapur, Surkhet, all gurus and Gurumas, all my relatives and all my dear friends who have helped me directly or indirectly in this regard.

**Tirth Raj Paudyal**

**2015**

## ABSTRACT

This research work entitled "**Teacher' Perception towards their Professional Activities: A Case of Higher Secondary Level**" aimed to find out teachers' perception towards professional activities and to suggest some pedagogical implications. To accomplish the objectives of the study, the researcher followed survey research design and different 20 higher secondary level schools were taken as the sample. In the study, forty teachers consisting two from each school were selected as the sample. The researcher used purposive non-random sampling procedure while deriving the sample from entire population. Comprehensive pre-formulated questionnaires were used as a data collection tool in the study. The major findings of this study are teachers who teach in higher secondary level are qualified academically and are aware about the professional activities. Most of the teachers are well trained and they have a good understanding of socio- cultural factors. Majority of the teachers opined that they are conscious about new methods, different planning and motional ideas.

This thesis is divided into five different chapters. The first chapter, 'Introduction' includes the background, statement of the problem, objectives, research questions, significance, and delimitations of the study. In the second chapter, the researcher has reviewed the theoretical and empirical literature for supporting the claim of the present research study. On the basis of which, conceptual framework was developed. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data are presented, analyzed and interpreted in the fourth chapter. The fifth chapter summarizes and concludes the whole study. Some implications of the study are presented in the same chapter. The fifth chapter is followed by the references and appendixes to make the study reliable, valid and authentic.

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## LIST OF ABBREVIATIONS

%	:	Percentage
A	:	Agree
CUP	:	Cambridge University Press
D	:	Disagree
Dr.	:	Doctor
ELT	:	English Language Teaching
et al.	:	and other people or thing (from Latin 'et alii/alia')
etc.	:	et cetera
NELTA	:	Nepal English Language Teacher's Association
OUP	:	Oxford University Press
OUP	:	Oxford University Press
Prof.	:	Professor
SA	:	Strongly Agree
SD	:	Strongly Disagree
T.U.	:	Tribhuvan University
Viz.	:	Videlicet (which means namely)
Vol.	:	Volume