PERCEPTIONS OF TEACHER'S TOWARDS ACTION RESEARCH FOR PROFESSIONAL DEVELOPMENT

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

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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.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms.Kamala Bhattarai**has completed the research of his M.Ed. thesis entitled **"Perceptions of Teacher's Towards in Action Research for Professional Development"** under my guidance and supervision.

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DEDICATION

Dedicated

To

My Parents

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Date: …….. **Kamala Bhattarai**

ABSTRACT

This study entitled**Perceptions of Teacher's Towards in Action Research for Professional Development**aimed at identifying the teachers' perception towards of action research, its procedure and practices for TPD.Secondly, it had the objective to find out the teachers' views on the role of action research 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 the Kathmandu Valley (Kathmandu and Lalitpur district) through questionnaires. The collected data were presented in tables and pie-charts; and analyzed and discussed quantitatively. The major findings of the research werethe most of the teachers were found to be aware of action research; there was culture of action research in schools too; however, the teachers did not have usual habit of carrying out an action research; the most of the teachers supported that the action research had significant role in teachers' professional development though it had some drawbacks.

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 review of theoretical and empirical literature, implication of review of literature for the study and conceptual framework of the study. The third chapter incorporates with methodology which incorporates research design and method, population, sample and sampling strategies**,** research tools and techniques, sources of data, **data collection procedures, data analysis procedure and ethical considerations.** The fourth chapter includes with the rigorous analysis of data and interpretation of results. The fifth chapter presents the findings, conclusion and recommendations of this research in different levels such as policy related, practice related and further research related ones. References and appendices are included in the concluding part of the thesis.

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LISTS OF SYMBOLS AND ABBREVIATIONS

CDC	Curriculum Development Centre
ELT	English Language Teaching
ICT	Information and communication Technology
M.Ed	Master of Education
MOE	Ministry of Education
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teachers' Association
SEE	Secondary Education Examination
TPD	Teacher Professional Development
T.U.	Tribhuvan University