

**TEACHERS' PERCEPTIONS ON TEACHERS'
PROFESSIONAL DEVELOPMENT TRAINING AND ITS
CLASSROOM IMPLICATIONS**

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

**Submitted by
Suresh Poudel**

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

2017

**TEACHERS' PERCEPTIONS ON TEACHERS'
PROFESSIONAL DEVELOPMENT TRAINING AND ITS
CLASSROOM IMPLICATIONS**

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

**Submitted by
Suresh Poudel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

**T.U. Regd. No.: 9-2-314-2009
Fourth Semester Examination
Roll No.: 280277/071**

**Date of Approval of the
Thesis Proposal: 18/09/2016
Date of Submission: 23/01/2017**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Suresh Poudel has prepared this thesis entitled **Teachers' Perceptions on Teachers' Professional Development Training and its Classroom Implications** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 23/01/2017

.....

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

Faculty of Education

T.U. Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

T.U. Kirtipur, Kathmandu

.....

(Chairperson)

Dr. Ram Ekwalsingh

Reader

Department of English Education

T. U. Kirtipur, Kathmandu

.....

(Member)

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

T. U. Kirtipur, Kathmandu

.....

(Member)

Date:18/09/2016

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Ram Ekwāl Singh

Reader and Head

Department of English Education

T.U. Kirtipur, Kathmandu

.....

(Chairperson)

Dr.Gopal Prasad Pandey(External)

Reader

Department of English Education

MahendraRatna Campus, Tahachal

T. U., Kathmandu

.....

(Member)

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

T.U. Kirtipur, Kathmandu

.....

(Member)

Date:21/03/2017

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:20/01/2017

.....

Suresh Poudel

DEDICATION

*Specially dedicated to my grandfather! Late**Mr. Hari Prasad Poudel**
My grandmother, my parents and teachers whose blessing is with me forever.*

ACKNOWLEDGEMENTS

I would like to express my sincere and heartiest gratitude and highest regards to my thesis supervisor **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Education, University Campus, TU, Kirtipur for his continuous guidance, supervision, cooperation, invaluable suggestions and directions while doing my research. Actually, I feel very lucky as well as privileged to conduct my research under his guidance.

I am equally indebted to **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education, TU, Kirtipur for his genuine suggestions during the viva of the proposal and academic inspiration. He always helped me administratively and academically to carry out this research work.

My special thanks goes to external supervisor **Dr. Gopal Prasad Pandey**, Reader, Department of English Education, MahendraRatna Campus, Tahachal for his genuine suggestions and constructive feedback during the thesis viva. I have no words to extend my sincere gratitude for his patience, proper guidance and supervision that really inspired me to improve my research work.

I am deeply indebted to **Dr. Anjana Bhattarai**, Professor, Department of English Education, TU, Kirtipur for her required suggestions and recommendations during the viva of proposal. Her suggestions helped me to carry out the research work in the proper form what it is today.

I am grateful to **Mrs. Madhu Neupane**, Lecturer, Department of English Education, TU, Kirtipur for her constant inspiration, suggestions and cooperation in course of my university level study in general and completion of this research work in particular. Likewise, my sincere gratitude goes to all my respected guru and gurumas of the Department for their kind support and encouragement during my study period.

At the same time, I owe most to the teachers who helped me providing necessary information while carrying out the research work. Furthermore, I am extremely grateful to all my family members especially my parents for their love, care, inspiration and encouragement for my study as well as the research work. Similarly, I

would like to remember my two younger brothers **Mr. Subash Poudel** and **Mr. Sudarshan Poudel** who supported me to bring the research in the present form. At the same time, I am deeply indebted to my friend **Mr. Chet Raj Joshi** for his continuous support and kind help in accomplishing the research work.

My special thanks are extended to the staffs of **Department of English Education, Curriculum Resource Center** and **Central Library** for providing the required materials and constructive suggestions to accomplish the study. Last but not the least, I am grateful to other people for their direct and indirect support to complete this research work.

Mr. Suresh Poudel

ABSTRACT

The thesis entitled **Teachers' Perceptions on Teachers' Professional Development Training and its Classroom Implications** is an attempt to find out the perceptions of basic level English language teachers on TPD training and find out the contribution of TPD training in classroom teaching. The research was carried out by adopting survey research design. The data were collected from both primary and secondary sources. Questionnaire were the major tool for data collection. Basic level English language teachers of public school of Parbat district were selected as a population of this study. While selecting sample, the researcher used purposive non-random sampling procedure. This research showed that TPD training is essential in English language teaching. It has played a significant role for professional development of teachers'. However, it was found that teachers believed that it is difficult to apply the knowledge and skills gained from training inside the classroom due to heterogeneous classroom, lack of sufficient teaching materials, work load, lack of proper supervision and unsupportive school environment of school.

This study consists of five chapters. The first chapter deals with background of the study, statements 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 the review of theoretical and empirical literature, implication of the review of the study and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study in which design of the study, population, sample and sampling strategy of the study, research tools, sources of data, data collection procedures and data analysis and interpretation procedures of the study are discussed. The fourth chapter deals with the analysis and interpretation of the collected data descriptively and using simple statistical tool i.e. percentage. Similarly, the fifth chapter deals with the findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is followed by reference and appendices.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>x</i>
<i>List of Tables</i>	<i>xiii</i>
<i>List of Abbreviations</i>	<i>xiv</i>
CHAPTER I: INTRODUCTION	1-6
1.1 Background of the study	1
1.2 Statements of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	5
1.7 Operational Definition of Key Terms	6
CHAPTER II: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-20
2.1 Review of Related Theoretical Literature	7
2.1.1 Teachers' Professional Development	7
2.1.2 Teacher Training and Language Teaching	8
2.1.3 Types of Teacher Training	10
2.1.4 Teacher Training and Teacher Development	15
2.2 Review of Related Empirical Literature	17
2.3 Implications of the Review of the Study	18
2.4 Conceptual Framework	20

CHAPTER III: METHODS AND PROCEDURES OF THE STUDY 21-23

3.1	Design of the Study	21
3.2	Population, Sample and Sampling Strategy	21
3.3	Research Tools	21
3.4	Sources of Data	21
3.4.1	Primary Sources of Data	21
3.4.2	The Secondary Sources of Data	22
3.5	Data Collection Procedures	22
3.6	Data Analysis Procedures	22
3.7	Ethical Considerations	22

**CHAPTER IV: ANALYSIS OF DATA AND INTERPRETATION OF
RESULT 24-39**

4.1	Analysis of Data and Interpretation of Results	24
4.1.1	Analysis of Close- ended Questions	24
4.1.2	Analysis of Open-ended Questions	35

**CHAPTER-V: FINDINGS, CONCLUSION AND
RECOMMENDATIONS 40-43**

5.1	Findings	40
5.2	Conclusion	41
5.3	Recommendations	42
5.3.1	Policy Related	42
5.3.2	Practice Related	43
5.3.3	Further Research Related	43

References

Appendices

LIST OF TABLES

		Page No.
Table 1	Structure of training curriculum and training hour	12
Table 2	Structure of one Month TPD Training Program	14
Table 3	Differences between Teacher training and teacher development	16
Table 4	Responses Related to Teaching	25
Table 5	Responses to Selecting Teaching Method	26
Table 6	Responses to preparation and use of materials	28
Table 7	Responses to content of training	29
Table 8	Responses to Implementation of TPD training	31
Table 9	Responses to professional Development	32
Table 10	Responses to Psychological Aspects	33
Table 11	Responses to Teachers and students' role in classroom	34

LIST OF ABBREVIATIONS

B.Ed.:	Bachelor of education
CUP:	Cambridge University Press
EFA:	Education for All
EFL:	English as a Foreign Language
ELT:	English Language Teaching
ETCs:	Educational Training Center
ETN:	Extensive Training Network
ETSCs:	Educational Training Sub-centers
HSEB:	Higher Secondary Education Board
I.Ed.:	Intermediate of education
MoE:	Ministry of Education
NASA:	National Aeronautics and Space Administration
NCED:	National Centre for Educational Development
SEDP:	Secondary Education Development Project
SLM:	Self Learning Materials
SSRP:	School Sector Reform Plan
STT:	Student Talking Time
TPD:	Teachers' Professional Development
TTT:	Teacher Talking Time
UNESCO:	United Nations Educational, Scientific and Cultural Organization

CHAPTER - I

INTRODUCTION

This research study is based on **Teachers' Perceptions on Teachers' Professional Development Training and its Classroom Implications**. This introduction section consists of seven subsections which include background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

English is the language of international education commerce, technology and communication. In this regard, Crystal (1997) says:

In the mind of many people, there is no longer an issue. They argue that English has already become a world language, by virtue of the political and economic progress made by English speaking nation in the past 200 years and is likely to remain so, gradually consolidating its positionsurvey of range of use carried by UNESCO and other world organizations reinforce the general statistical impression. (p. 330)

Thus, English language teaching is so important. The main purpose of teaching English is to develop communicative competence in the learners and to make them able to communicate in English language. English is taught in Nepal as a foreign/second language as an international language and is learnt for the purpose of communication with foreigners and academic growth of the learners. It is usually taught as a school subject and rarely used as a language of communication. ELT in Nepal is important because of the development of science and technology. In Nepal, teaching of English was first started in 1910 B.S. Now days, it is taught as a compulsory subject from grade one to bachelor level and as a major subject from plus

two level to masters level at the Faculty of Education and Humanities and Social Sciences.

English language teaching needs to be more effective and efficient in the present era of rapid advancement in science and technology that has been bringing newer and newer challenges every moment for the effective and efficient English teaching.

English teacher needs sufficient training.

Training is pre-requisite phenomena for handling any responsibility for everybody. In other words, the term training is a learning process that involves the acquisition of knowledge, sharpening skills, concepts, and rules or changing of attitudes and behaviors' to enhance the performance of employee. Teacher training is a process of transforming some teaching experiences, ideas, theories, principles, methods, strategies, techniques and subsequent teachers professional behaviors in order to achieve expected teaching goals and objectives to teachers. Regarding teacher training, Ur (1996. p. 3) states:

The term teacher training and teacher education are often used apparently interchangeably used in the literature to refer to the same thing the professional preparation of teacher. Many prefer teacher education since training can imply unthinking habit formation and over emphasis on skill and techniques, where the professional teachers need to develop theories, awareness of options and decision making abilities.

Similarly, Head and Taylor (1997 p. 9) says "Teacher training essentially concerns knowledge of the topic to be taught and of the methodology for teaching it. It emphasizes classroom skills and techniques." Training for teacher is directly related to the quality of education disseminating in the classroom. According to Richard and Farrell (2005), training involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Likewise, Bhatia (2005, p. 5) views "Training is an act of

increasing knowledge, skill and attitude of an employee for improving his performance on the job.” Training is concerned with imparting specific skills for doing particular job. Training is concerned with imparting specific skills for doing particular job. For example: a clerk on typing. It is a task oriented activity. It is for job related purpose and short term. On the other hand, Larsen Freeman (2001 p. 72) views, “Second language teacher education describes the field of professional activity through which individuals learn to teach English languages. In terms of commonly used in the field these formal activities are generally referred to as teacher training.”

From the aforementioned definitions, what we can say here is that training is very essential to acquire practical knowledge in every field. Likewise, in educational sector also, teacher training is essential for effective professional development of teacher. Different modes of pre-service, in-service and other training may help teacher have up-dates about their profession.

1.2 Statement of the Problem

Jomtien Conference (1990) and Dakar Conference (2000) adopted the slogan "Education for All" (EFA) concept which aims to educate all the people of the world with at least basic level within 2015 (Sharma, 2007). Community based school in Nepal received considerable supports in their physical infrastructures and education resources. However, government aided school faced severe problem of quality of physical infrastructure, over crowded classroom, unmanaged teaching learning activities and so on. In Nepal, English language at present is being taught from primary to university levels. There is also provision of pre-service and in-service training for English teachers from different governmental and non-governmental organizations, agencies, institutions and offices for meaningful teaching learning achievement in English language. According to National Centre for Education Development NCED (2012), almost all (98.2%) teachers of public schools are trained. Furthermore, there are different packages of training for them who are still not trained. Year after year a huge amount of national budget and time effort have been invested in the training. The teachers are qualified and experienced as well. However, some national level studies National Aeronautics and Space Administration (NASA 1997,

2003, 2008 & 2011) also show the poor level of learning achievement in the schools. The students' overall performance is also not so satisfactory.

So, considering these facts, it is necessary to study the perceptions of English language teachers on TPD training and its classroom implication, whether English teachers are benefitted by TPD training or not for their professional development. Similarly after taking those training how are they implementing or applying their knowledge, skills gained by teacher training in real classroom. Not only the present study tried to find out the perception of English language teachers on TPD training but it also tried to find out the difficulties that are faced by the English language teachers while implementing TPD training in real classroom. It is difficult to observe in real life practice of training. In this scenario, the present study aimed to find out the perception on TPD training and its classroom implications in Basic level English classroom.

1.3 Objectives of the Study

The objectives of this research were as follows:

- a. To find out the perceptions of basic level English language teachers on TPD training, and
- b. To find out the contribution of TPD training in classroom teaching.

1.4 Research Questions

This research work was carried out to find how the English language teachers perceive TPD training. This study was oriented to find out the answers of the following research questions.

- a. What is the perception of basic level English language teachers on TPD training?

- b. How does training contribute to classroom teaching?

1.5 Significance of the Study

The study was mainly concerned with the perceptions of English language teachers on TPD training and its classroom implications. It provides some insight into the practical aspects of the implication of training in the real life classroom. As government of Nepal has made provisions of special training courses for teachers' professional development, the status of the application of the training in the real life practice in classroom is very essential to study.

The finding of the study will be very important for English language teachers. Similarly, its findings and recommendations will be helpful to the trainers, text book writers, curriculum designers, language planner and policy makers, researcher and students. So, this research will be directly and indirectly related to English language teaching at basic level schools in Nepal.

1.6 Delimitations of the Study

The study had the following limitations:

1. This study included only 30 basic level English language teachers of government aided school in Parbat District as a population.
2. The study was limited to analyze the perception and classroom implications of TPD training only.
3. The study was limited to questionnaire as a research tool only.

1.7 Operational Definitions of the Key Terms

In my research following key terms were used:

Perception: In this study, the words perception refers to the way of understanding, interpreting or viewing teacher training of basic level English language teachers.

TPD Training: In this study, TPD training refers to a mode of demand based refresher training launched by NCED in Nepal for basic level English language teachers.

Classroom Implication: In this study, the words classroom implication refers to application of the knowledge gained by training in real classroom.

CHAPTER - II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related literature along with its implications in the study. It also presents the theoretical as well as conceptual framework.

2.1 Review of Related Theoretical Literature

This subchapter deals with different theoretical perspective related to teacher professional development training. The theoretical review of the related literature is mentioned as below.

2.1.1 Teachers' Professional Development

Teachers' professional development is a complex issue due to the diversity of research that underpins the concept. The term professional development is often used interchangeably with terms such as 'staff development', 'teacher learning', 'teacher development', 'teacher growth' and 'in-service education.' By professional development we mean any activity that increases the skills, knowledge or understanding of teachers, and their effectiveness in schools. Teachers' professional development has been viewed as:

-) The acquisition of skills and knowledge through a process of systematic, deliberate and conscious change.
-) Self-directed learning opportunities that occur as by-products of other activities such as mentoring and coaching.
-) A process of personal growth which must take account of teachers' desire to preserve and enhance their personal and professional identity.
-) The integration of individual and organizational development.

-) The nature of professional activity, the growth of professional dispositions, teachers' beliefs and attitudes, professional accountability, teacher autonomy and empowerment.

According to (Richards and Farrell, 2005): Some activities that helps for teachers' professional development are as follows;

-) Workshops
-) Self-monitoring
-) Teacher support groups
-) Keeping a teaching journal
-) Peer observation
-) Teaching portfolios
-) Analyzing critical incidents
-) Case analysis
-) Peer coaching
-) Team teaching
-) Action research
-) Subscribing to ELT magazines and journals
-) Teacher Training

2.1.2 Teacher Training and Language Teaching

Teacher training is a way to introduce educational innovation in language classroom by enabling the teacher. Every teacher gets theoretical knowledge from different sources like academic institutions but utilization of such knowledge is not possible from theoretical perspective only. It is only possible by the practical aspects of knowledge that is maintained by training. According to Richards and Farrell (2005, as cited in Khanal, 2006, p.21) "Training involves understanding basic concepts and principle as a prerequisite for applying them to teaching and ability to demonstrate principles and practice in the classroom".

Until and unless teachers are not trained, it is believed that no quality of education is imparted. So, teachers training program have been launched worldwide. Training helps to develop new teaching style and confidence on teacher. According to Gower

and Walters (1983. p. 4) "Trainees can give ideas and information about language material students from training". Likewise, according to Shorock (1997) "Teacher training basically intended to develop the quality and effectiveness of teaching through the provision of academic orientation, practical orientation, technical orientation, personal orientation and critical orientation. Teachers are prepared in the training institute with the aim of drawing out various potentialities from them infact.

In the context of Nepal, different teacher training programs have been launched in different time for different level to produce skilled manpower to teach English language effectively. MOE (2015 as cited in Dhimi, 2069, p. 149) has mentioned the following areas that teachers are supposed to develop during the training.

1. Knowledge

- Mastery of academic subjects
- Expertise with diverse populations and learning styles and methods.
- Expertise in curriculum development.
- Expertise in classroom management.
- Expertise in continuous assessment system.

2. Skills

- Skills in promoting active learning
- Making and using instructional aids and supplementary materials.
- Use of continuous assessment remedial instruction.

3. Attitudes

- Arrive on time and be present in class during the full teaching hours.
- Give importance to all children in each class.
- Teach in non-discriminative way.
- Support other teachers.

Only trained teachers can understand the need of the learners, their understanding ability, age level, memory power and their gesture. According to Hada (2070, p. 199) "A devoted and traded teacher is one who has achieved higher degree and command

in knowledge of his or her subject and who can study and understand the attitudes and psychology of learner.

2.1.3 Types of Teacher Training

Teacher training plays crucial role in development of teacher's professional career. It starts from the time of student –teacher education while he is receiving professional knowledge in school, college or in the University to the time of retirement from the job. This means that the scope of training is no more restricted only in the teachers who have recently entered into the teaching field. In the context of Nepal as the school sector reform plan (SSRP) targets to improve teacher's capacity, the pre-service and in-service training for teachers and head teacher are the main interventions for teacher development in the country. In the context of Nepal, government of Nepal has made provision of pre-service and in-service training for teacher with separate packages.

i. Pre-service training

Pre-service training by name is training for teachers before entering into the service. At this phase teacher as a student receives professional knowledge, especially theoretical knowledge which serves as the foundation for teaching. Here, the student teacher develops new skills related to the teaching profession. In the context of Nepal, for pre-service training, government of Nepal has launched educational programs in the universities and HSEB board as I.Ed., +2, B.Ed. and M.Ed. These degrees in different levels are recognized as the level wise requirement of training for teachers. Similarly, according to NCED (2009), private teacher training centers affiliated to NCED have provided pre-service training for primary level teachers with required qualification.

ii. In service-teacher training

When a candidate enters into the profession and takes responsibilities and accountabilities to handle the job-description for being successful and effective s/he needs training of different types. In relation to education field what we can say here is

in-service training. In another word the training during the period of profession is in service training. Baily (2006 p. 267 as cited in Shrestha Raju 2012) writes about the term in service asteacher who are already employed as opposed to those who are competing their professional preparation. Likewise, in the words of Perron (1991, p. 69):

In service training is not seen as remedy for deficiencies in initial training but as the long-term process part of continuing education that makes possible acquired knowledge in the initial training and that can be defined as a variety of activities and practices in which teacher become involved in order to broaden their knowledge improve their skill and access and develop their professional approach.

From the above definition, what we can say here is that in-service teacher training refers to the training that a teacher receives from the entry phase to retirement phase. This kind of program will be conducted for mainly two reasons, first for the sake of capacity building and the second for both capacity building and accreditation.

Both of them are necessary for teacher development. As for school education in Nepal, is concerned, NCED is responsible for teachers' training. Under in-service teacher training program NCED launches two types of training program:

i. Ten Month Teacher Training Program

NCED was established in 1992 and Secondary Education Development Project (SEDP) was established in 1993 to train primary and lower secondary level in-service teachers. Later in 2004, the government merged SEDP into NCED. At present, NCED has 34 Educational Training Centers (ETCs) with A, B and educational training sub centers (ETSCS). The ETCs and ETSCs under the NCED conducted 10 months teacher training and different types of short term training as well. NCED has provided

English language teaching (ELT) training to in-service English language teachers from the side of government. NCED training is conducted to fulfill the needs of secondary level untrained in-service English teachers and it is also developed to fulfill the three broader aims for developing the secondary level English teachers such as content knowledge, application of skills and attitudinal change in them. NCED training curriculum has been designed to fulfill the needs of secondary English language teachers. The training course is divided into three phases/modules which are as follows:

Table 1: Structure of Training Curriculum and Training Hour

Module 1		Module 2		Module 3	Total hours
Training center based (skill and knowledge focus)	School based (Application focus)	Distance mode (Knowledge focus)	Face to face (knowledge and skill focus)	School based (application focus)	1320 hours (10 month)
132 hours (1 month)	198 hours (1.5 month)	660 hours (5 months)	132 hours (1 month)	198 hours (1.5 month)	

Source: NCED, 2004, p.1

The long term 10 months' in-service teacher training program is divided into three phases. The first and third phases of teacher training program are considered to be face-to ace mode and are delivered through Extensive Training Network (ETN), (Monitoring Report of Training Program: NCED, Sanothimi. Bhaktapur, 2005). The curriculum for lower secondary and secondary level is a bit different from primary level. Two and half month first part and third modules of this training is divided into two parts: first part is one moth face-to face or educational training center (ETC) based and the second part is 1.5 month school based which is considered more practical (NCED), 2005).

The distance module, which is highly encouraged in lower secondary and secondary level include the study of self-learning materials (SLM), listening to the radio, broadcasting and discussion on the contact session. There is a provision of three workshops for secondary level. The second module of secondary level teacher is 5 months' distance mode use of the self-learning resource materials: audio cassette and they participation in phone-in program. Moreover, the trainee teachers have advantages from website developed by the NCED and through e-mail contact with subject experts (monitoring report of training program, NCED, Sanothimi, Bhaktapur, 2005).

ii. The One Month TPD Training Program

The current program offered by the NCED provides 30 days professional development training over five years to all teachers in Nepal. This training is being implemented in three phases of 10 days within five years. These TPD trainings are three mini-part of each module which is interrelated to each other. The teacher who attended to these all three modules to TPD training will get the certificate of one month TPD training certificate. The structure of TPD training module is given below:

Table 2: Structure of one Month TPD Training Program

A. Part-One

-) Training workshop or delivery of the workshop
- Five days training program delivered in a face

B. Part : Two

-) Self-study exercise or project work
- Partial and practicing phase of TPD training
- Three days training within one month

C. Part : Three

-) Counseling
- Two days raining program
- Trainee teachers are provided counseling by the trained teachers.

(Source: Status Report, 2015/016)

The first phase of TPD training is about training workshop which is conducted within five days where demand based package is delivered in a face-to face mode. It is also known as workshop module. The workshop is very important for teachers for development of overall skills based on their demands. As reported by the trainers, the workshop provides the participants with sharing, interacting and approaching their problems among participants. It also promotes collaborative learning environment in the centre. This training aims at bringing desirable changes in teachers' traditional delivery of their lessons. (Source: NCED, 2014, p. 124)

Similarly, second phase of TPD training is self-study exercise or it is also known as project work. It is the practical and practicing phase of TPD training. According to TPD program (2014), after attending the five days workshop, the teachers go to their school to do project works for a month which is counted as three days training within one month of field visit to their own schools, they prepare the project work and try to implement the learning skills learnt in the workshop phase. This in fact has not only promoted the skills of developing projects and working with their colleagues at schools but also made them engage in consulting the textbooks, materials, and mental exercise for the development of project works. (Source: NCED, 2014, p. 125).

The third phase of TPD training is instructional counseling. It is the last phase of TPD training. In this phase, trainee teachers are provided counseling by the trainers and resource persons. The counseling phase of training consists of two days. In counseling phase, trainers and resource person visit the school in order to provide the feedback for improving the teacher's performance. With this visit, the counselors manage time to provide counseling on the issues where the teacher experience difficulty while transferring their learned knowledge to the classroom practices as per the developed project. For many teachers, counseling was found to be a good leaning avenue to update and improve their teaching performance. (Source: NCED, 2014, p. 125).

2.1.4 Teacher Training and Teacher Development

Teacher Training and teacher development both terms geared to teacher improvement. In this regard, Underhill (1996 as cited in Head and Taylor, 1997, p. 1) says "Teacher development is the process of becoming the best kind of teacher that I personally can be". Similarly, Head and Taylor (1997 p. 1) mention:

Teacher development, as we understand it, draws on the teacher's own inner resource for change. It is centered on personal awareness of the possibilities for change and of what influence the change process. It builds on the past, because recognizing how past experiences have or have not been development helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind to teacher you are now and of other people's responses to you. It is a self-reflective process, because it is thought questioning old habits that alternative ways of being and doing are able to emerge.

Likewise, Gilbert (1994) says that teacher development can be viewed as teacher learning rather than as others getting teachers to change. In learning, the teacher will

be developing their beliefs and ideas and developing their classroom practice and attending to their classroom practice and attending to their feelings associated with changing. They identify three main types of development within teacher development personal, professional and social.

In order to make clear concept about teacher training and teacher development Wordward, 1991, p.1478, as cited in Head and Taylor, 1997 p. 9) has given the difference between them. They are presented below in the next page:

Table 3: Difference Between Teacher Training and Teacher Development

Teacher Training	Teacher Development
<ul style="list-style-type: none"> - Compulsory - Competency based - short term - One-off - temporary - external agenda - skill/ technique oriented - Knowledge based - Compulsory of entry to the profession. - Product-certificate weighted - done with experts - Means for getting job 	<ul style="list-style-type: none"> - Voluntary - Holistic - Long term - on going - continual - internal agenda awareness based - Angled towards personal growth and the development of attitudes, insights. - not compulsory - bottom up - process weighted done with peers means for interesting the job

2.2 Review of Related Empirical Literature

A number of research works had been conducted in the field of teacher training. Some of the major research work which is related are reviewed here.

Awasthi (2003) presented an overview of teacher education in Nepal with special reference to ELT teacher education. He describes the development and expansion of the teacher education programs in different periods. He raises some issues in the

Nepalese ELT teachers, their education and suggests some pedagogical implications for the future course of action.

Khanal (2006) explained in his article on "Trained Teachers and Teachers Training" based on his research in ELT from Kathmandu. The main purpose of his study was to find out the perception of trained teachers about training. He used unstructured interview, semi-structured observation and journal writing to collect data. He randomly selected ten trained secondary level English teachers. He found that the teachers of both private and government schools had similar perceptions towards teacher training. They also considered training as a part of professional development. They both considered that training is inseparable part for language teacher to develop their profession.

Likewise, Pandit, (2008) carried out a research on "Attitudes of Teachers Towards English Teacher Training in Primary Level "which aimed at finding out the perception of primary level English teachers how they viewed about teacher training. He used a set of questionnaires to collect data. He randomly selected twenty-five primary level trained teachers, five teacher trainers and resource person. He found that the teachers were positive towards English language teacher training. As he mentioned through communicative and learner centered methods of English teacher's training were appropriate of them. While taking about their attitudes towards training, the researcher in that study found that the positive attitudes towards teacher training, module, methodology, the evaluation system within the training period but they had negative attitudes towards the evaluation system after the training.

Khadka (2010) conducted a study "On Classroom Performance of Trained Teacher of English at Secondary Level". The main purpose of this study was to find out the classroom performance of the trained teachers of English at secondary level. He used twenty secondary level English teachers of community school as a sample following purposive nonrandom sampling procedure. He used observation as a tool to collect data. This study found that a trained teacher is believed to have more knowledge about the teaching method, techniques, classroom management, teaching materials and so on.

Joshi (2010) carried out a study on "Transfer of NCED English Language Teaching Training" The main objective of this study was to find out the degree of skills required by trainee and effectiveness of ten months ELT training provided by NCED. The sample population was ten English teachers from Kailali, district. He used observation as a tool of data collection. Finally, he found that there were varieties of activities in the classroom but the teachers could not make the activities meaningful, situation and real life likes.

Subba (2014) has conducted a research entitled "Application of Teachers' Professional Development Training in English Classroom". The objective of the study was to find out the status of the application of ten English teachers of TPD training by secondary level. Ten English teachers from government aided school of Ilam district were selected as a sample for this study following the sample random sampling procedure. A set of questionnaires with the both open and close ended questions and observation checklist were used to elicit required information for the thesis. The study had concluded that the teachers were good in subject matter; presentation was in sequence a teaching was based on the context along with the use of appropriate examples.

2.3 Implications of the Review of the Study

Every new task needs the knowledge of previous background which can help and direct the researcher to reach the new target for finding out new things and ideas. For my research, Teachers Perception on TPD Training and its Classroom Implication, I reviewed different related books, articles and theses. The literature review helped me to integrate my study with existing body of knowledge. It supported me to establish the theoretical base for my study, clarify my ideas and refine my research methodology. I reviewed seven different research work conducted regarding the training that will somehow related to my study. I got ideas to select appropriate research design, tools and procedures to collect data from this review.

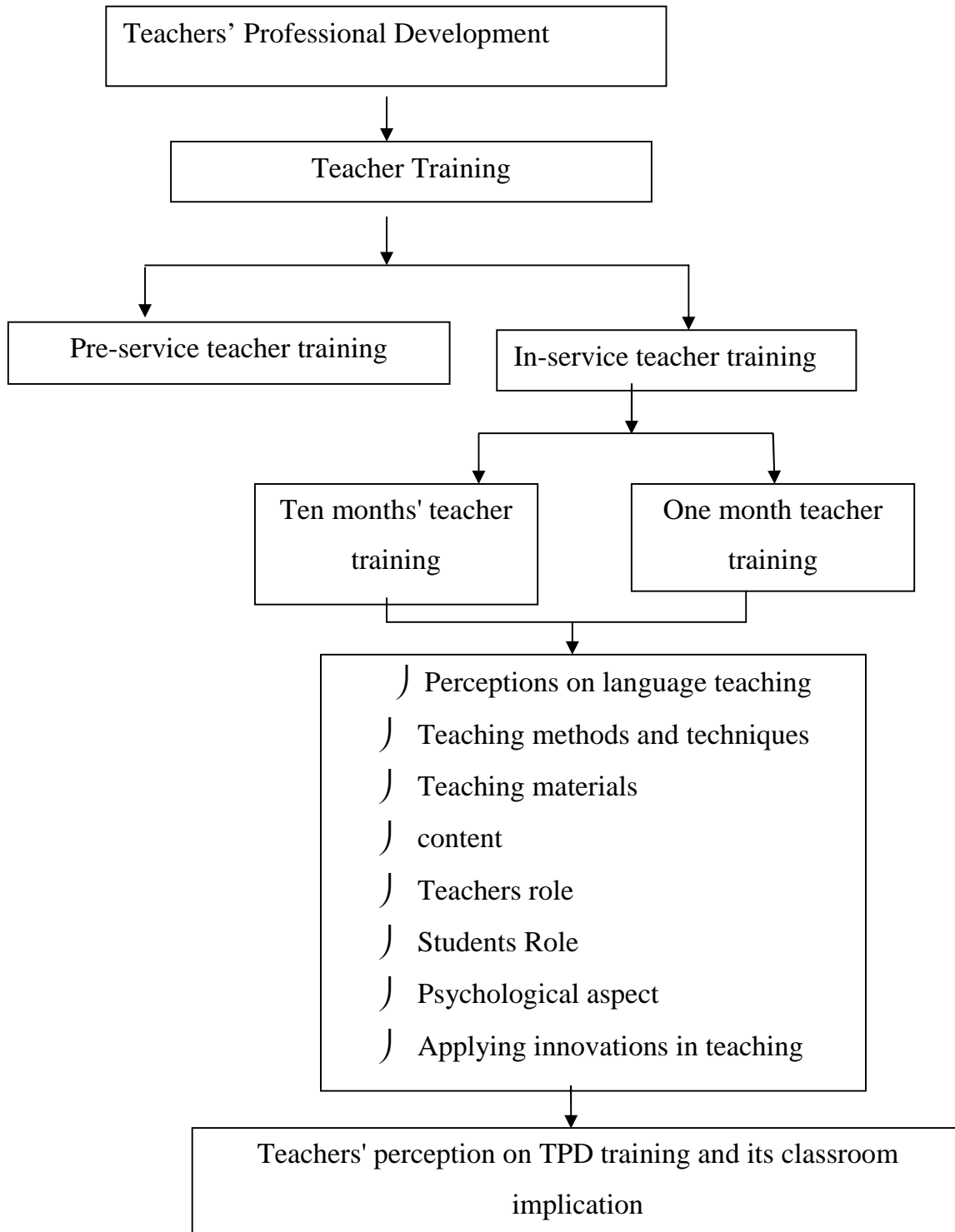
The study of Khanal (2006) supported me to become familiar with the techniques used by trained teachers in secondary level English classroom and how they perceived training in training session. From the study of Pandit (2008) I got ideas about survey

research design and about the attitudes of trained teachers towards teacher training in primary level. Joshi (2010) helped me to make research tools and select appropriate design. Subba (2014) helped me to know about the application of teachers training in secondary level English classroom. It also helped me to know the nature of questionnaire while forming question.

By examining all these research, what I found here is that teacher training is the effective solution for teacher's professional development. Most of the researcher focused on secondary level EFL teachers. But I thought not only for secondary level EFL teachers training is necessary. It is also important to all levels teacher and it is also necessary to know their perceptions on training and how they all implementing them in classroom. So my research seems to be new in TPD training.

2.4 Conceptual Framework

The study "Teachers perceptions on TPD training and its Classroom Implications" was based on the following conceptual framework.



CHAPTER - III

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

To find out the perceptions of English language teachers on TPD training and its classroom implications, the researcher followed the mixed research design. (i.e, both qualitative and quantitative) in general and the survey research design in particular. In this type of research, the researcher visited different schools to find out the perceptions of basic levels English teachers' on TPD training and its classroom implications.

3.2 Population, Sample and Sampling Strategy

All the basic level English teachers of Parbat district were the population of the study. Thirty basic level English language teachers were the sample of the study. The researcher used purposive non-random sampling procedure to select the school and respondents.

3.3 Research Tools

For collecting data from the informants, the researcher used (open ended and close ended) questionnaire. Questions were related to content, perceptions on teaching techniques, use of teaching materials, teaching methodology, classroom implication of TPD training, and psychological factors and so on.

3.4 Sources of Data

The researcher used both primary and secondary sources of data to complete this research work.

3.4.1 Primary Sources of Data

The researcher used basic level English teachers of Parbat district as a primary source of data.

3.4.2 The Secondary Sources of Data

The researcher consulted the materials available in the print and electronic media such as books, articles, journals, and dissertations and related other websites to facilitate the study. Some of the secondary sources were Nunan (1992), Head and Taylor (1997), Richards and Farrell (2005) and Wallace (2010). Likewise, the researcher consulted the theses like Khanal (2006), Pandit (2008), Khadka (2010), Joshi (2010) and Subba (2014).

3.5 Data Collection Procedures

The researcher prepared a set of questionnaires. Then the researcher visited the field and took permission from the required authority to consult the English language teachers. He built up rapport with the respondents and explained them about the purpose. He distributed the questionnaire to the respondents and requested them to respond the questionnaire on time. Finally, the researcher collected the questionnaire from them of one week of its distribution.

3.6 Data Analysis Procedures

Data were analyzed qualitatively and quantitatively. Interpretation was made after the analysis.

3.7 Ethical Considerations

Ethical considerations refer to the values that a researcher has to follow during the research process. The researcher followed the different codes of conducts while doing this research work. For example: Getting permissions from concerned people, maintaining privacy of respondents, and preservation of data and maintaining validity. While doing this research work the researcher considered professional conducts of research as follows.

After obtaining approval from the ethics committee of University Campus, Kirtipur, the researcher visited different selected schools of Parbat district and obtained consent. Then, he established rapport with respondents. After that, the respondents

were informed about the problem of the study and objectives of the study. They had given the fix time for the responses. Furthermore, they helped to the researcher voluntary. Finally, collected data were analyzed and interpreted to fulfill the objectives of this study.

CHAPTER- IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the information/ data obtained from the informants. As the collected data were both quantitative and qualitative in nature, qualitative data were analyzed and interpreted descriptively in narrative form. The quantitative data were analyzed using simple statistical tools. The researcher has presented the facts in different tables as needed. All the information collected from the respondents had been analyzed and interpreted descriptively under the following headings and sub headings.

4.1 Analysis of Data and Interpretation of Results

Both close-ended and open-ended questions were used as the tools for data collection. The percentage was the main statistical tool for data analysis. The total number of responses for each question was changed into percentage while analyzing the data. The percentage had been shown separately to the responses of questionnaire.

4.1.1 Analysis of Close- ended Questions

Yes/No questions were included as closed- ended questions in the questionnaire. All the responses provided by the informants (Teachers) about those questions were divided into different sub headings. They were presented in table with the frequency and percentage first. Then the responses made after each statement were analyzed and interpreted descriptively using the table.

i. Role of TPD in Language Teaching

Training has a great role in language teaching. A teacher needs different types of trainings in order to have effective language teaching and learning. For the effective teaching and learning different types of professional development related workshop, seminar, training and meetings are required. Regarding the role of TPD in language teaching, all the responses made by the teacher were tabulated and interpreted as below,

Table 4: Responses Related to Role of TPD Training in Language Teaching

S.N.	Statements	Responses			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	TPD helps to select and use appropriate method in teaching	30	100%		
2	TPD training helps in creating better learning environment in classroom.	30	100%		
3	TPD training helps in improving teaching skills.	30	100%		
4	TPD training supports in selecting teaching activities.	28	93.33	2	6.66

Table 4 shows that TPD training plays significant role in language learning classroom. While considering the individual statements, all the respondents (i. e.100%) agreed on the first issue that is TPD helps to select and use appropriate method in language teaching. It means TPD highly supports in selecting and using suitable method in language teaching. Similarly, all the teachers viewed that TPD training helps in creating better learning environment. It helped them to create creative language teaching and learning environment. Likewise, regarding the third statement that is TPD training helps in improving teaching skill;the entire teacher agreed that, the TPD training helps in improving teaching skills. Regarding the fourth statement, that is, TPD training supports in selecting teaching activities, most of the teachers(i.e.93.33%) viewed that TPD played a great role in selecting teaching activities and a very few teachers (i.e.6.66%) argued that training did not help in selecting teaching activities.

From the above-mentioned discussion, it can be concluded that the TPD training had a fruitful role is language teaching. Most of the teacher viewed that TPD training helped them to select and use appropriate teaching method, create better learning environment, improve language skill and support in selecting teaching activities.

ii. Selection of Teaching Learning Method

TPD training plays a vital role in the selection of teaching methods. Learner centered method helps in better learning and teaching. All the responses after the close-ended questions related to the selection of teaching method were tabulated and interpreted below;

Table 5: Responses Related to Selection of Teaching Method

S.N.	Statements	Responses			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Teacher-centered method is not appropriate in teaching session.	21	70%	9	30%
2	Most of the trainer prefers learner centered method in training session.	28	93.33%	2	6.66%
3	TPD training helps to apply new techniques and methods in language teaching.	30	100%	-	-
4	Satisfied with the method used by the trainers during training session.	19	63.33%	11	36.66%

Table 5 shows that most of teacher found learner- centered method was useful for effective learning. Majority of the teachers(i.e.70%) viewed that the teacher-centered method was not appropriate in teaching session while some teachers (i.e.30%) viewed that teacher centered method was an appropriate method in teaching. Similarly, most of the teachers (i.e.93.33%) viewed that most of the trainer preferred to use learners - centered method in training session and very few teachers (i.e. 6.66%) of the teachers opposed and viewed that most of the trainer did not prefer learner -centered method in training session. Likewise, all the teachers asserted that TPD training helped them to apply new techniques and method in language teaching. The fourth statement i.e. whether they were satisfied with the method used by the trainers majority of the teachers(i.e.63.33%) were satisfied with the methods used by the trainers and some

teachers (i.e.36.66%) were not satisfied with the method used by the trainers in training session.

In conclusion, most of the teachers viewed that learner-centered method of teaching and learning had a great role in teaching when there was use of learner centered method, the teachers were satisfied. So, learner- centered method seemed an appropriate method of teaching and a trainer was required to implement learners-centered method during training session.

iii. Preparation and Use of Materials

Teaching materials plays a vital role in language classroom. So, teacher training program should focus properly on preparation and use of teaching materials.

Language teacher should be able to prepare and use different materials according to their students' comprehension level, nature of teaching items, and availability of the resources and so on. All the responses made by the teacher after the close-ended question related to preparation and use of teaching material were tabulated and interpreted below:

Table 6: Responses Related to Preparation and Use of Materials

S.N.	Statements	Responses			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Selection and use of appropriate teaching materials.	29	96.66%	1	3.33%
2	Identification of different resources for preparation of teaching materials.	25	83.33%	5	16.66%
3	Possibility of using all teaching materials in the classroom as referred by TPD training.	5	16.66%	25	83.33%
4	TPD training helps teacher to involve students in preparation and presentation of teaching materials.	26	86.66%	4	13.33%
5	TPD training helps to reduce the cost of teaching material.	23	76.66%	7	23.33%

Table 6 shows that most of the teachers viewed TPD training helped them to select and prepare appropriate teaching materials. TPD training helps them to select and use appropriate teaching materials for teaching items and objectives, almost all the teachers(i.e.96.66%) viewed that TPD training helps them to select and use appropriate teaching materials for teaching and learning. Similarly, regarding the statement TPD training is helpful to identify different resources for preparing teaching material; most of the teachers (i.e.83.33%) said that it was helpful. In the same way, most of the teachers (i.e. 83.33%)viewed that it was not possible to use all teaching materials in the class room as refereed by TPD training. The above table shows that TPD training helped teacher to involve student in preparation and presentation of

teaching materials. Regarding this statement most of the teachers(i.e.86.66%) viewed that TPD training helped them to involve students in preparation of teaching materials. Likewise, in the statement that is TPD training helps to reduce the cost of teaching materials, majority of the teachers (i.e.76.66%) viewed that TPD training helped them to reduce the cost of teaching materials. It means training seemed helpful to reduce the cost of teaching materials.

In a nutshell, the majority of the respondents viewed that TPD training had a remarkable role in selecting and using appropriate teaching materials. They viewed that TPD- training seemed very helpful to select the effective materials in language classroom.

iv. Content of Training

The selection and preparation of the content should be done according to the needs, interest and capacity, before dealing with the content, a trainer should have the proper knowledge regarding the trainee’s context, environment, a viability of the resources and so forth teacher responses towards the content of training were presented below:

Table7: Responses Relatedto content of training

S.N.	Statements	Responses			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Addresses the needs and desire of teachers.	19	63.33%	11	36.66%
2	Matching of training content and course of text book of basic level.	19	63.33%	11	36.66%
3	Difficult to apply in the classroom.	18	60%	12	40%

Table 7 shows that most of the teachers were satisfied with the content of training. Majority of the teachers (i.e.63.66%) viewed that TPD training addressed the needs

and desires of teachers whereas some teachers (i.e.36.66%) viewed that it could not address the needs and desires of the teachers. Similarly, majority of the teachers (i.e.63.33%) viewed that there was match between training content and course of a text book of basic level whereas some teachers (i.e.36.66%)viewed that there is no link between training content and course book. Likewise, regarding the statement no. 3 that is the training content is difficult to apply in the classroom; majority of the teachers(i.e.60%) look it as a difficult task to apply in the classroom whereas some teachers (i.e.40%) viewed that the training content and knowledge is not so difficult to apply. It means to state that majority of the teachers felt difficulty in the application of training content the classroom.

To sum up the above discussion, the majority of the teachers (i.e. 63.33%) were satisfied with the content of teacher training. They viewed that it met their needs and interest. However, the majority of the teacher felt difficult to apply the training content in the classroom.

v. Implementation of TPD Training

To get teachers opinion regarding the possibility of implication of TPD training, five close ended questions were included in the questionnaire. The responses made by the teacher after those questions were tabulated and interpreted below:

Table8: Responses Relatedto Implementation of TPD training

S.N.	Statements	Responses			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Application of all teaching methods and techniques.	10	33.33	20	66.66
2	Economic factor influences in implication.	21	70	9	30
3	Favorable school environment.	16	53.33	14	46..6
4	Update the innovations in teaching.	29	96.66	1	3.33
5	Possibility of managing the classroom as informed by training.	21	70	9	30

Regarding the first statement presented in the table 8, that is, whether the teacher were implementing all teaching methods and techniques that they had learned from TPD training in teaching, majority of the teachers (i.e.66.66%) were not implementing it properly. It means there was not proper application of methods and techniques learnt from TPD training in teaching. Similarly, economic factor also influenced in the application of teacher training because majority of the teachers (i.e.70%) viewed that economic factor also influence proper implementation of training. Likewise, majority of the teachers (i.e.53.33%) viewed that they had a favorable school environment for the implication of teacher training. It means they did have a good implication environment in the school. Regarding the statement whether TPD training helps teachers to update the innovations in teaching, almost all of the respondents' (i.e.96.66%) of the total respondents said that it was helpful. Similarly, the majority of the respondents (i.e.70%) viewed that it was possible to manage their classroom as informed in teaching training. It means they applied the learned knowledge in training in the class room.

In conclusion, there was implementation of teacher training by the teacher in their classroom. Majority of the teachers said that they had a favorable environment in the school for the implication of training; it helped them to be aware of new innovations in the field of teaching. Similarly, teachers were managing their classroom as informed in teacher training.

vi. Teachers' Professional Development

Training program is one of the most common strategy and pre-requisite for teachers' professional development. The training program is expected to make the teacher feel more comfortable in their profession. Teachers' responses towards the role of TPD training in teachers' professional development were presented below:

Table9: Responses Related to Professional Development

S. N.	Statements	Responses			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	TPD training is needed for professional development.	30	100	-	-
2	Integral part of TPD.	30	100	-	-
3	Focus on what and how aspect.	29	96.66	1	3.33

From the table 9, it is concluded that TPD training is very helpful for the teacher's professional development. All the respondents (i.e.100%) viewed that it was required for the professional development. It means TPD training was necessary for the teachers in order to be professionally competent. Similarly, all the respondents (i.e.100%) viewed that teacher training was an integral part of teachers' professional development. Regarding the third statement, that is teacher training should focus both what and how aspect of English language teachers' professional development, almost

all the respondents (i.e.96.66%) viewed that the TPD training should focus on both what and how aspect for professional development.

From the above discussion, it is concluded that the majority of the teachers showed their positive attitude towards the role of the training in their personal and professional development. The training was helping them to implement the new innovations in language teaching.

vii. Psychological Aspects

Psychological aspect of TPD training deals with the factors that motivate the teachers for professional development. To get teachers views regarding the psychological aspect four close-ended questions were included in the questionnaire. The responses made by the teachers after those questions were tabulated and interpreted below:

Table10: Responses Related to Psychological Aspects

S. N.	Statements	Responses			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Wastage of time and money	3	10	27	90
2	Manage time	26	86.66	4	13.33
3	Self-confidence	29	96.66	1	3.33
4	Motive students to learn English	30	100	-	-

Table 10 shows that TPD training is very helpful to the teachers in their professional life. Being based on statement no.1 that is TPD training is just wastage of time and money, it is found that majority of the respondents(i.e.90%) opposed the statement. It means TPD training is not just wastage of time and money rather it supports in their career. Similarly, the data shows that majority of the respondents (i.e.86.66%) agreed that TPD training was helping them to manage time and personal daily life. Likewise, almost all teachers(i.e.96.66%) viewed that TPD training helped them to developself-

confidence. The last statement shows that all teachers(i.e.100%) were able to motivate their students in learning English with the help of TPD training.

Finally, it is found that TPD training is beneficial for their professional development. It is helpful to develop self-confidence of teachers and to motivate students in learning English.

vii. Teachers and Students Role in Classroom

Both the teachers and students have their own role in classroom. The present situation shows that learners are active participants in language learning. The analysis of the data can be done as follows;

Table 11: Responses Related to Teachers and Students Role in Classroom

S.N.	Statements	Responses			
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Changing the roles of teachers in classroom	27	90	3	10
2	Reducing TTT	29	96.66	1	3.33
3	Students participation	30	100	-	-

Table 11 shows that students are the core of teaching learning program. To be specific, the data shows that traditional teacher centered classroom had been changed into learner centered. Most of the teachers (i.e.90%) viewed that TPD training is helpful to change the roles of teachers in classroom. Similarly, almost all the teachers(i.e.96.66%) viewed that TPD training was helping them to reduce TTT and increasing STT in the classroom. Likewise, all the teachers viewed that TPD training was helping them to make students more participative in the classroom.

In conclusion, the majority of the teachers viewed that TPD training helped them to motivate their students, make learner-centered classroom, increase STT and make more participatory in the classroom.

4.1.2 Analysis of Open-ended Questions

Open-ended questions in the questionnaire were included to get subjective response or free opinions from the informants. The responses made after those open-ended questions have been analyzed and describe individually under the following sub-headings.

i. Differences Between Trained and Untrained Teachers

To get free opinion or judgment regarding the differences between trained and untrained teachers, one open ended question (i.e. questions no. 1) was included in the questionnaire. All the responses made after that questions were summarized as follows:

-) Trained teachers could teach effectively and were familiar with different innovative teaching methods whereas untrained teachers just gave long lectures and they were not familiar with innovative teaching methods.
-) Trained teachers had good knowledge of child psychology but untrained teachers did not have knowledge of child psychology
-) Trained teachers had proper knowledge of ELT methods, materials and new techniques but untrained teachers did not have.
-) Trained teachers did same thing in different way. They were planned, had good performance, taught technically and created better learning environment but the untrained teachers could not teach effectively and did not implement students' centered method of teaching.
-) Trained teacher created enjoyable environment to achieve the objectives but untrained teachers lacked such capacity.

According to the responses discussed above, it can be concluded that trained teachers had created effective learning environments and increase STT and the untrained teachers were not aware of the current ELT teaching methods and materials. Trained

teachers were better than that of untrained teachers. So, TPD training is required for all the teachers.

ii. Changes Before and After having TPD Training

In the questionnaire, there was an open-ended question (i.e. question no.2) to obtain information about the changes before and after having TPD training in real classroom by the teachers. The response to the question were summarized and presented below:

-) Application of new and different methods and technique in teaching.
-) They made the classroom interactive.
-) Changes in the use of teaching materials, student's motivation, participation, student-centered method, increasing STT and using modern technology in teaching.
-) They were co-operative to each other.
-) Teaching style was changed.
-) They shared difficulties with their friends.
-) They made lesson plans, developed confidence, knew new games of teaching and made classroom active and lively.

Even the teachers were responding in various ways, majority of them opined that training had helped them a lot in being aware of new techniques, making lesson plans, sharing, just to name a few. So, it can be said that they got many changes after TPD training.

iii. Weaknesses of Teacher Training

To get free opinion about the weaknesses of teacher training, one open-ended question (i.e. question no.3), was included in the questionnaire.

All the responses made by the teachers were presented below:

-) Knowledge gained from TPD training was not applied in real classroom situation.
-) Having good principles but not proper implementation.
-) There was no proper supervision from the concerned authority.
-) They thought that TPD training was not satisfactory.
-) Training didn't reflect real classroom environment.
-) Lack of resources, facilities, incentives and soon.
-) Use of Nepali language.

From the above discussion, it is said that training had different weaknesses as it was not applicable, principle based, not proper supervision, lack of materials and facilities. To remove the weaknesses of training, lively presentation, use of English language, supervision and facilities needed to be taken into consideration.

iv. Problems While Implementing TPD Training

In the questionnaire, there was an open-ended question (i.e. question no.4) in order to obtain information about the different problems while implementing TPD training in the real classroom. The responses to the question were summarized and presented below:

-) Lack of classroom size/classroom management, teaching materials, co-ordination among staff, time and materials,
-) There was financial problem and unsupportive administration.
-) The training was theory based rather than being practical.
-) There was lack of advanced teaching equipment and ICT.
-) There was use of old habituated trend of teaching.
-) There was a problem of linguistic diversity.

In conclusion, there were different problems while implementing the TPD training in the classroom. They did not have well classroom management and they had financial problem. Nepal is a multilingual country. So, students who speak different language were found in same classroom. So, training seemed almost impossible to implement in the real classroom context.

v. Suggestions for Training Reform

There was an open-ended question included in the questionnaire (i.e. question no.5) to obtain participants recommendations to make the training more appropriate and effective at basic level school in Nepal. The respondents provided following suggestion to fulfill their expectation and further improvement of the training program.

-) Teachers' should know child psychology and be aware of the classroom size.
-) Necessary exposure was required.
-) Need of active participation by the teachers.
-) The training should be lively.
-) Teachers' needs and interest needed to be kept in mind.
-) Training should focus on real classroom problems.
-) Need of refreshment training so as to be aware of new innovation in English language teaching.
-) Trainers should be updated with new innovations.
-) Adequate availability of skilled man power.
-) Training should be practical i.e. problem- oriented.
-) Regular supervision by the concerned authorities.
-) Training should be goal oriented and contextual rather than theory based.

) Time of training should be increased.

) Physical aspects of classroom should be concerned.

Finally, it can be concluded that teacher raining should address the real problems that the teachers face in the classroom. It should be goal based and use the locally available resources.

CHAPTER-V

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings, conclusion and recommendations of the study. The conclusion of the findings and recommendations of the study were drawn after the detailed analysis and interpretation of the collected data. For the convenience of presentation, they are presented separately in three different sub-handing as below:

5.1 Findings

The study entitled **Teachers' Perceptions on Teachers' Professional Development Training and its Classroom Implication** saimed to find out the perceptions of basic level English language teachers on TPD training and the contribution of TPD training in classroom teaching. The major findings of the study are as follows:

1. All the teachers' (i.e.,100%) accepted that TPD training helped them to select and use appropriate method in language teaching, improve teaching skills and create better learning environment in language classroom.
2. Most of the teachers(i.e., 93.33%) viewed that TPD training was helping them to identify different resources for preparing teaching materials and use them appropriately in language classroom.
3. Majority of the respondents (i.e., 63.33%) viewed that the content of TPD training addressed their needs and desires.
4. Almost all the teachers' (i.e.,96.66%) accepted that TPD training was helping them to update the innovations in language teaching.
5. The majority of the teachers (i.e., 70%) viewed that economic factors and schools environment influenced in proper implementation of TPD training.
6. All the teachers(i.e., 100%) accepted that TPD training was an integral parts of teachers' professional development and it is necessary for all teachers.

7. Most of the teachers (i.e., 85%) viewed that TPD training is not just wastage of time and money but it helped them to develop self-confidence and manage personal daily life.
8. Almost all the teachers (i.e., 95%) viewed that TPD training was helping them to motivate the learners in learning English minimizing TTT and maximizing STT in language classroom.
9. Majority of the respondents realized that the monitoring and supervision mechanism of the training was not effective.
10. Most of the teachers viewed that TPD training is difficult to apply in real classroom due to lack of resources, heterogeneous classroom and unsupportive school environment.
11. Majority of the teachers viewed that after having TPD training they knew new innovations in the field of language teaching.
12. Almost all of the teachers suggested that TPD training should be goal driven, practical and problem oriented.

5.2 Conclusion

From this study it can be concluded that TPD training was fruitful for basic level English language teachers in terms of teaching different skills and sub-skills, learning new method of teaching, managing language classroom, preparation and use of teaching materials and teachers professional development. Similarly, TPD training has contributed a lot in the development of teachers' competence and performance. It helped for better learning in the classroom. There should be the provision of training for all the basic level English language teachers.

Training is not only a part of teachers' professional development but it is also a way to skill development for teaching. From the study, it can be concluded that teachers were motivated to apply new methods and techniques in teaching after the TPD training. The teacher training has brought some remarkable changes in preparation and use of

teaching materials in language classroom, e.g. using usually available and low-cost materials, using games for teaching. TPD training has developed the sense of cooperation and mutual understanding among the teachers in general and between students and teachers in particular. It means TPD training has developed the sense of collaboration, participation and involvement. Therefore, TPD training was very useful and effective for teaching English language and teacher's professional development.

5.3 Recommendations

Some, recommendations have been made on the basis of finding obtained through analysis of the data. They are proposed as follows.

5.3.1 Policy Related

1. TPD training should not only focus on the teaching methodology but also on contents of the related course and syllabus. For this, government of Nepal should make a comprehensive policy of teacher training including both the content and methodology at once.
2. The required materials should be provided by the government of Nepal (Ministry of Education)
3. The experts should create the lively TPD training program which helps the teachers to apply appropriately in the classroom.
4. TPD training's duration needs to be maximized.
5. Regular mentoring program (at least 1 to 3 months) should be added along with the regular TPD training for the novice teacher.

5.3.2 Practice Related

1. There should be sharing and cooperation between teachers and the administration.
2. There should be enough materials in the classroom.
3. The best teachers need to be awarded to motivate teachers for maximum and proper implementation of TPD Training.
4. There should be regular supervision by the authorized body.
5. Teachers should not take the training as a burden rather they must be accountable and responsible.
6. Training should be organized during the vacation time. It helps for the regular teaching and student can learn regularly.
7. Teachers should follow what they learnt in TPD training.
8. Training is not everything. So, there is a need of workshops, seminar, meetings and supportive environment.

5.3.3 Further Research Related

As a limited study in terms of both purpose and scope, this study has not covered many aspects of the TPD training. That is, the conclusion and implications may not be generalized in the whole sphere therefore; further research needs to be carried out on the other aspects of TPD training. Following are some areas where further research is required.

1. Secondary level teacher's perception on TPD training and its classroom implication: A case of Parbat district.
2. Challenges of implementing TPD training for basic level English language teacher in classroom.
3. Policy and gaps between TPD training and its implications.

References

- Allen, E.D. & Valet, R.M. (1977). *Classroom techniques foreign language and English as a second language*. New York Hareourt, Broce: Jananorich.
- Awasthi, J.R. (2003). *Teachers education with the special reference to ELT in Nepal*. Journal of NELTA 8.p 17-28.
- Bhatia, S.K. (2005). *Training and development*, New Delhi: Deep and Deep.
- Crystal, D. (1997) *The Cambridge encyclopedia of language*, Cambridge: Cambridge University Press.
- Dhami, S.S. (2069). *Continuous professional development of teacher*. Teacher education, Journal of NCED. pp 141-151 Sanothimi. Bhaktapur.
- DOE (NCED 2012) Flash report Bhaktpur: Department of Education.
- Gower & Walters, S. (1983). *Teaching practice handbook*, London: Heinemann educational book.
- Hada, B. (2070). *A glimpse of teacher education in the present context of Nepal*, *Teacher education*, Journal of NCED, vol. 11, pp 199-207. Sanothimi Bhaktapur.
- Head, K. and Taylor, P. (1997). *Reading in teacher development*. Oxford: Heinemann ELT.
- Joshi, D.R. (2010). *Transfer of NCED ELT training*. An Unpublished M.Ed., Thesis T.U. KTM.
- Khadka, D. (2010). *On Classroom performance of trained teacher of English at secondary level*. An Unpublished M.Ed., Thesis T.U. KTM.
- Khanal, J.R. (2006). *Trained teachers and teachers training. A research study*, *Journal of NELTA* 11.120-129 Ktm. NELTA.
- KKBS, (2010). *Education act (2028)*. Kathmandu Kanun Kitab byawastapan Samiti.

- Larsen-Freeman, D. (2001). *Teacher learning in language teaching*, Cambridge: Cambridge University Press.
- MoE (2011) *National assessment of students Achievement (NASA) survey*, KTM. Ministry of Education.
- NCED (2004) *Lower secondary and secondary level teacher training curriculum in English (10 month)* NCED: Bhaktapur.
- NCED (2005). *Monitoring Report of teacher Training programmes*. Sanothinmi. Bhaktapur: MOEs, NECD.
- NCED (2014). *Transformation of training skills: A case of TPD program*, Sanothimi Bhaktapur: MoEs, NCED.
- NCED (2015). *Status report of TPD training*, Sanothimi Bhaktapur: MoEs, NCED.
- NCED (2015). *Status report of TPD training*. Sanothinmi. Bhaktapur : MOEs, NECD.
- Pandit, D.S. (2008) *Attitudes of teachers towards English teacher training on primary level*. An unpublished M.Ed. Thesis T.U. Kirtipur.
- Perron, M. (1991). *In service training for teacher*. Cambridge Cambridge University Press.
- Richards, J.C. and Farrel, T.S.C. (2005) *professional development for language teachers*, Cambridge: Cambridge University Press.
- Sharma, G.N. (2067). *Nepal ma Shikshya ko Itihas vagh I*. Ktm Makalu Publication.
- Shorock,G.S. (1997). *Teachers perception towards teaching style and achievement*, (Retrieved from <http://www.eric.ed.gov>).
- Sharma, B. & Shrestha, R. (2012) *English language teacher development*. Sunlight Publication: Kath.....
- Subba, N.B.L (2014). *Application of TPD training in English classroom*. An unpublished M.Ed. Thesis T.U. Kirtipur.

TPD implementation Handbook, (2066) NCED.

Ur, P. (1996). *A course in language teaching practice and theory*,
Cambridge:Cambridge University Press.

Wallace, M.J. (2010). *Training foreign language teachers*. Cambridge: Cambridge
University Press.

APPENDIX -I
PARTICIPANT INFORMATION STATEMENT

Supervisor's Name	Tribhuvan University
Mr. Bhesh Raj Pokhrel	Central Department of English Education
Lecturer	T.U. Kirtipur, Kathmandu

**Teachers Perceptions on Teachers' Professional Development (TPD) Training
and Its Classroom Implications.**

1. What is the study about?

You are invited to take part in a research entitled “Teachers Perception on TPD Training and its Classroom Implications” which aims to find out the perceptions of basic level English language teachers on TPD training and its classroom implications. To date, there has not been sufficient research in this area.

Therefore, this research is an effort towards promoting EFL teachers' professional development by providing them training, making them confident, active and strategic reader of their own practice of teaching.

2. Who is carrying out the study?

The study is being carried out by Suresh Poudel as the basis for the degree of Master in Education at the University Campus, Kirtipur, Kathmandu. This study will take place under the supervision of Mr. Bhesh Raj Pokhrel.

3. How much of my time will the study take?

It will take you 30 minute to complete the questionnaire.

4. Who can take part in the study?

All the Basic level English teachers who are selected for my study.

5. What will happen to information about me that is collected during the study?

Your information will only be used for the purpose of this study. Your information will be stored securely and your identity will be kept strictly confidential, except as required by law. Study findings may be published, but you will not be individually identifiable in these publications.

6. Will I be told the results of these studies?

You will get the summary of the overall findings of the study through the department.

APPENDIX II

PARTICIPANT CONSENT FORM

Supervisor's Name

Tribhuvan University

Mr. Bhesh Raj Pokhrel

Central Department of English Education

Lecturer

T.U. Kirtipur, Kathmandu

Teachers' Perceptions on Teachers' Professional Development (TPD) Training and Its Classroom Implications.

I agree to take part in this research study. In giving my consent

I state that:

1. I understand the purpose of the study, what I will be asked to do, and risk/benefits involved.
2. I have read the participation information statement and have been able to discuss my involvement in the study with the researcher.
3. I understand the researcher request to involve in the study.
4. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to.
5. I understand that personal information about me will only be told to others with my permission, except as requested by law.
6. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent:

Giving response to the researcher

Signature:

Name:

Date:

APPENDIX III

Questionnaire

Dear Sir/Madam.

This questionnaire is research tools for gathering information for my research entitled “Teachers’ Perceptions on Teachers’ Professional Development (TPD) Training and its Classroom Implications” under the guidance of Mr. Bhesh Raj Pokhrel, Lecturer, Department of English Education, T.U. The correct information provided by you will be of great help for complication of my research. The information you have provided will be kept highly confidential and used only for research purpose. I will appreciate your honest opinion and assure you that your response will be completely anonymous.

Thank You

Researcher

Suresh Poudel

Teachers Perceptions on Teachers' Professional Development Training and its Classroom Implications

Questionnaire for the Informants (Teachers)

School's Name:

Address:

Name of the Informant (Teacher) :

Qualification:

Experience year:

Date:

Signature:

Job Status:

A. Questions related to teaching

1. Do you think Teacher Professional Development (TPD) training helps the teacher to select and use appropriate method in teaching?
a) Yes b) No
2. Do you think TPD training helps in creating better learning environment in classroom?
a) Yes b) No
3. Do you think TPD training helps in improving teaching skills?
a) Yes b) No
4. Do you think teacher professional development training support in selecting teaching activities?
a) Yes b) No

B. Questions related to teaching method

1. Do you think teacher centered method is not appropriate in teaching session?
a) Yes b) No
2. Do you think most of the trainer prefers learner centered training session?
a) Yes b) No

3. Do you think the TPD training is helping you to apply new techniques, methods on language teaching?
a) Yes b) No
4. Do you think you are satisfied with the method used by the trainers during training session?
a) Yes b) No

C. Questions related to teaching materials

1. Do you think the TPD training is helping you to select appropriate teaching materials for your teaching items and objectives?
a) Yes b) No
2. Do you think the TPD training is helpful to identify different resources for preparing teaching materials?
a) Yes b) No
3. Do you think, it is possible to use all teaching materials in classroom as referred by TPD training?
a) Yes b) No
4. Do you think TPD training helps to teacher to involve students in preparation and presentation of teaching materials?
a) Yes b) No
5. Do you think TPD training is helping you to reduce the cost of teaching materials?
a) Yes b) No

D. Questions related to content

1. Do you think the content provide by teacher training addresses your needs and desires?
a) Yes b) No
2. Do you think the content of training and course of a textbook of basic level are matched in the training?
a) Yes b) No
3. Do you think the training content is difficult to apply in the classroom?

- a) Yes b) No

E. Questions related to implementation of teacher training

1. Do you think you are appropriately implementing all teaching methods and techniques that you have learned from TPD training in teaching?
a) Yes b) No
2. Do you think economic factors influences the proper implementation of teacher training?
a) Yes b) No
3. Do you think your schools environment is favorable for training implementation?
a) Yes b) No
4. Do you think TPD training is helping you to update the innovations in teaching?
a) Yes b) No
5. Do you think, it is possible to manage your classroom as informed in teacher training?
a) Yes b) No

F. Questions related to professional development

1. Do you think TPD training is necessary for teachers professional development?
a) Yes b) No
2. Do you think teacher training is an integral part of teachers' professional development?
a) Yes b) No
3. Do you think teacher training should focus on both 'what' and 'how' aspect of English language teachers professional development?
a) Yes b) No

G. Questions related to psychological aspects

1. Do you think TPD training is just wastage of time and money?

- a) Yes b) No
2. Do you think TPD training is helping you to manage time and personal daily life?
- a) Yes b) No
3. Do you think TPD training develops self-confidence of teachers?
- a) Yes b) No
4. Do you think TPD training is facilitating you to motivate your students in learning English?
- a) Yes b) No

H. Questions related to teachers and students' role in classroom

1. Do you think TPD training is helping you to change the roles of teachers in classroom?
- a) Yes b) No
2. Do you think TPD training is helping you to reducing TTT (teacher talking time) and increasing STT (student talking time) in classroom?
- a) Yes b) No
3. Do you think TPD training is helping you to make students more participative in your classroom?
- a) Yes b) No

1. In your view what can be the differences between trained and untrained teachers?

.....
.....
.....
.....

2. Have you found any changes before and after having TPD training in real classroom? Explain

.....
.....
.....
.....

3. What are the weaknesses of teacher training for English teachers in the context of Nepal? Write your own view.

.....
.....
.....
.....

4. What kinds of problems do you face while implementing TPD training in classroom?

.....
.....
.....
.....

5. Please provide some suggestion to improve teacher training for English teachers who are teaching at basic level school in Nepal.

.....
.....
.....