

CHAPTER-ONE

INTRODUCTION

Nepal is one of the most beautiful countries where many people come to visit from different parts of the world. People come to Nepal to observe natural beauty of different geographical features. More than this, Solukhumbu district is another reason to attract the attention of tourists because the highest mountain of the world 'Mt. Everest' is situated there. Due to this reason, people of Solukhumbu district need to learn English language as link language to have communication with tourists for the flourishing of tourism as well as for the dissemination of the positive message of Nepal throughout the world.

Furthermore, science and technology is making the whole universe a small village i.e. global village. In such a time we all need to have good command over the English language. For this achievement, first, we need to train English teachers of primary schools and we need to know the teachers' perception on teacher training as well as its usefulness.

1.1 Background

Language is a means of communication through which we can exchange our feelings, emotions, opinions, thoughts, ideas, experiences, facts, information and so on. Every normal human being acquires his/her first language at the age of four or five without being explicitly taught and becomes linguistically adult at this age. But the process of learning language as a second or foreign language is totally different. One cannot learn second or foreign language as efficiently as one learns his/her native one.

At present, the English language is being used as lingua franca, taught and learnt as second/foreign/international language throughout the world. Teaching English as foreign/second language to various people having varieties of linguistic background is really one of the most challenging jobs. To face this challenge, we need to train the teachers from primary level.

Generally training refers to any kind of program which is organized for the development of skills on professional and non professional people. Regarding the term 'training', Wallace (1991 as cited in Khanal 2006, p. 121) states "Training prepares anybody for a particular function or profession." Richards and Farrell (2005, p. 187) write, "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." So, training is not just done for establishing new ideas, knowledge and skills but also for flourishing the previous skills and knowledge. Similarly, Larsen & Freeman (1990 as cited in Sharma 2010, p. 127) states:

Training is the process of learning that develops moral, cultural, social and intellectual aspects of the whole person as an individual and member of society. Training is the acquisition of knowledge, skills and comprehension as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

Training has specific goals of improving one's capability, capacity and performance.

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform the task effectively in a class room, school and wider community. To educate the teacher means to maintain the necessary characteristic features on them which are needed to be performed in the classroom. Teacher education is found to be used interchangeably with teacher training. Teacher training is the process of teacher development. A trained teacher can handle the same issue in different ways according to the need and interest of the learners. So, the main aim of teacher training is to prepare professional teachers along with the sound knowledge and skills. Teacher training is not just conducted for the knowledge but also for the implementation of skills of theoretical knowledge that one

learned earlier. So teacher training is mainly concerned with effective implementation of the theoretical knowledge on the practical ground.

Teacher training is for the flourishing of skills, methods, techniques and various tricks of handling the classroom effectively, efficiently and systemically. Regarding teacher training Lazer (2009, p.216) forwarded the idea, "Teachers learn best by actively being involved in the training session. This active involvement might entail participating in a discussion, brainstorming ideas in a group or simply setting aside time to read and reflect on a new idea." Similarly, Ur (1996, p.3) states:

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

Thus, teacher training program is taken to be one of the most important aspects of teaching which really supports the teacher to make his/her classroom effective, efficient, systematic and comprehensive.

1.1.1 Practices of Teacher Training in Nepal

History of education is directly related with period of The Ranas. At that time ordinary people were not allowed to take education. Few schools were established at Kathmandu Valley. According to Sharma (2010, p.247) "English education was initiated by Janga Bahadur Rana in 1854 A.D. which was not for ordinary people just for educating his own Rana family." Though he restricted ordinary people to get English education, it was the formal initiation of English education in Nepal.

Historically, the practices of teacher education and training in Nepal have almost sixteen decade history. The first effort to formal teacher training program in Nepal dates back to 1947 A.D. It was initiated by the basic teacher training program. Later on same program was continued till the appearance of National Teacher Training Centre. National Education Planning Commission was established in 1954 for providing basic training for the primary schools teachers, (www.nced.gov.np). Nowadays many training institutions are contributing for teacher training program. They are as follows:

1. National Centre for Educational Development (NCED)
2. Higher Secondary Education Board (HSEB)
3. Different Universities
4. Nepal English Language Teachers' Association (NELTA)
5. British Council
6. Himalayan Trust

NCED and HSEB both are conducting pre service and in-service teacher training programs throughout the country. NELTA and British Council are specially focusing on the training of English teachers of different levels. Himalayan trust is mainly concerned with teacher training of Himali and hilly regions. Though such different institutions are providing teacher training, there seem to be many questions regarding the change in quality. Most of the trained teachers are said to be following the traditional method of teaching which they followed in past. Application of knowledge and skills learned in teacher training is said to be low. Untrained teachers who are teaching in private schools are perceived to be performing better than trained teachers of government aided schools. So this is an emerging issue of education and teacher training in the context of Nepal.

In the context of Nepal, it is very difficult to handle the English classes by untrained teachers successfully. Influence of first language is hindering in the process of second language learning. That's why a teacher must be well trained

for making the students understand and learnt effectively. Regarding this Awasthi (2003, p. 27), states:

English as a compulsory subject from grade one should be given special attention for its quality teaching and this is possible through quality teacher education/training. Therefore, the government should formulate a long term policy regarding teacher education and prepare a phase-wise plan to educate/train the teachers in massive scale.

Moreover, an English teacher must be trained with special skills to make the learner communicative in English language and make them accurate in writing.

1.1.2 Types of Teacher Training

The major utility of training is to bring about the change in behaviours. Training bridges the gap that exists between what we can do and what we have to do. It is learning experiences that increase the working ability. Teacher preparation teaching which is desirable for successful learning. While mentioning the types of teacher training, mostly, we can find two types as presented below:

i) Pre-service Teacher Training

As its name suggests, the pre-service teacher training is the training which the teachers participated in before they go into the real classroom. Those are the pre-service trained teacher who have studied education subject with 100 full marks in SLC, intermediate level or 10+2, in education one year and three year B.Ed. and M.Ed. according to Awasthi (2003, p. 21) pre-service teacher training is provided by faculty of education-Tribhuvan University, school of education-Kathmandu University, Mahendra Sanskrit University, Purwananchal University and Higher Secondary Board (HSEB).

ii) In-service Teacher Training

The title, in-service teacher training, is self explanatory because here, on the job training of a teacher is regarded as in-service teacher training. The qualities of the teacher are greatly improved by the in-service teacher training and also familiarize themselves with the related new subject areas and contemporary knowledge and skills. It serves as the refreshment training for the teachers who have long been in their services and also familiarization the teachers with newly introduce teaching approaches, methods and techniques. According to Awasthi (2003, p. 20), In-service teacher training programs are conducted by NCED and Secondary Education Development Centre (SEDC).

1.2 Statement of the Problem

Teaching learning activity is not an easy task in which a teacher must be able to transfer his/her knowledge to the students. Transferring things from one's mind to others is not like copying from one folder and pasting to another one in computer program. A teacher must be able to support his teaching using different methods, techniques and skills. Preparing appropriate teaching materials, using them in appropriate situation effectively, teaching the students understanding their psychology and teaching in accordance with the needs, interests and levels of learners are some of the skills which are essential for the teacher.

Teacher training is such an educational program which enables them to maintain the above mentioned skills which really scaffold the learning. Different training institutions like NELTA, NCED, Universities, and Himalayan Trust are actively working in the teacher training field. Though a number of teachers are being trained yearly, quality of education does not seem to be improving.

What is the reason for the lack of implementation of skills? What is the difficulty of preparing teaching materials? Why are the teachers ignoring the

methods of teaching obtained from the training? What are the weaknesses of teacher training which is being provided at present time? How do the teachers perceive teacher training? What should we do to improve the weaknesses? Such kinds of questions were found in the case of teacher training. As we know that practical aspect is more important and difficult than theory. A single theory may not be applicable to all the places. The theories developed in Western countries may not be useful in Nepal. So it was thought to be better to carry out the research among those people who are facing particular problems in particular area.

Solukhumbu district is such a remote area where teachers teaching in different levels in general and primary level in particular are facing many challenges. Though most of the teachers are trained, they do not seem to be getting high success in teaching. Skills obtained from the teacher training do not seem to have been used. So, understanding teachers' perspective is more important than providing training to them. It is very essential to improve the weaknesses of teacher training program. Actually, no research has been carried out on this topic. So, it may be the helpful for solving such problem of training.

1.3 Rationale of the Study

Teacher training program functions as catalyst for improving quality of education. Education is known as the pillar of nation. Due to this reason, we need to have good management of education for the betterment of the nation. So training is not just associated with teaching and the life of an individual but also with the life of the nation. Theoretically, it is believed that if there are more trained teachers, educational achievement of students would be better. But in the context of Nepal, government aided schools where more trained teachers are teaching seem to be less successful in comparison to private schools. That is why, teacher training is one of the emerging issues of the present day. Speaking more specifically, studying about the good and bad aspects of teacher training as well as understanding the perspective of teachers are the most important issues at present time. Many researchers have carried

out research regarding the teacher training focusing on training program and its application but no research had been carried out regarding the teachers' perspective on teacher training. So, "**Teachers' Perspective on Primary Teacher Training**" was selected as the topic for the research.

1.4 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the teachers' perspective on applicability and usefulness of English language teaching skills obtained from the teacher training.
- b. To suggest some pedagogical implications.

1.5 Research Questions

Teaching learning activity is not an easy task where transfer of knowledge should take place between teacher and student. For successful teaching, teachers need to be trained. Generally it is believed trained teachers can ensure higher education quality. In fact, this hypothesis does not seem to be working in teaching field. The result of government aided schools is low in comparison to that of the private schools though more trained teachers are teaching there. That's why this research tried to find answers to the following questions:

- a) What is the usefulness and applicability of teacher training?
- b) How do teachers perceive the teacher training?
- c) What are the changes that teachers found on the students after teaching them by using teaching skills obtained from the teacher training?
- d) What are the obstacles and challenges that the teachers are facing in the classroom activities?
- e) What are the main reasons of having difficulty in the application of skills obtained from the teacher training?
- f) What can be the solution of those problems?
- g) What are positive aspects of the teacher training?
- h) What should be done to make training more effective?

1.6 Significance of the Study

This research aimed to focus on understanding the trained teachers' perspective on teacher training. The teachers who are teaching in remote areas know better about the difficulty regarding language teaching and applicability and usefulness of teaching skills obtained from training. This research might be beneficial for those people who are related to teacher training like teacher training policy makers, training program conductors, syllabus designers, text book writers, trainers, trainee teachers and students as well.

1.7 Delimitations of the Study

The delimitations of the study were as follows:

- a) The area of the study was delimited to Solukhumbu district.
- b) The study was delimited to primary level teachers of English.
- c) Only thirty-five primary teachers were selected as sampling population.
- d) The study was delimited to finding usefulness and applicability of English language teaching skills and their perception on teacher training.

1.8. Operational Definition of Key Terms

The key terms which are used in the thesis are defined as follows:

Training: training is the process of learning the skills that we need to do a job.

Teacher Training: teacher training is the program conducted for the flourishment of skills, methods, techniques and various tricks of handling the classroom effectively, efficiently and systematically.

Perspective: viewpoint of someone on something or particular attitude toward something is called perspective.

Policy: policy refers to a plan of action agreed and chosen by government or any institution.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Every new task needs the knowledge of previous background which can help and direct to reach the new target for finding out new things and ideas.

Actually, no research has been carried out on this topic. However, an attempt was made here to review some of the literature related to this study. The review of related literature gives the crucial idea for the study. It is also important for collecting the information about the study in the same field conducted in the past. Some of the study reports related to this study were reviewed as follows.

2.1 Review of Theoretical Literature

In the context of Nepal, mainly National Centre for Educational Development (NCED) is in existence for providing teacher training. Awasthi (2003, p. 20) mentioned that "NCED was established in 1992 with a view to training manpower involved in the field of school education. The NCED has nine well facilitated primary teacher training centers spread throughout the country. The NCED also has a policy to allow the private agencies to run teacher training programs." So, NCED conducted Ten Month in-service teacher training program in Solukhumbu district in 2006.

NCED, an organ of Ministry of Education (MOE), functions as a leading institution with the responsibility of capacity building of all the teachers in school education by determining training policy in the education sector. NCED designs various types of training as required, develops training materials and implements the training program for training school level teachers. NCED plays its role as the main institution responsible for the teaching which co-ordinates at centre and regional level especially for providing training and creating district wise institutional network through local institutions. Among several training programs conducted by NCED, Ten Month in-service Teacher Training Program is one of them. This ten-month training is also known as

competency based training. Regarding competency based training Dockling (1994 as cited in Richards & Farrell 2005, p. 142) states:

Competency based approaches to teaching and assessment offer teachers an opportunity to revitalize their education and training programs. Not only the quality of assessment will be improved but also the quality of teaching and learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that competency based assessment offers.

Ten Months in-service Teacher Training Program reflects the quality described in the above mentioned opinion. The ten month certification training program according to the *Primary Teacher Training Evaluation Manual* (2006) is presented as follows:

Table No. 1

Module of Teacher Training

Module	Training	Duration in month	Full Marks	
			External	Internal
1	a. Training centre based	1	50	50
	b. School based	1.5	-	100
2	Distance learning	5	50	50
3	a. Training centre based	1	50	50
	b. School based	1.5	-	100
Total		10	150	350
			500	

The above table reflects that ten month certification training program has been divided into three modules. The first and last modules are face to face modes

which are training centre plus school based whereas the second model is entirely distance mode based. The duration of first module is 2.5 months, second module 5 months and third module 2.5 months. Altogether duration of whole training is ten months. The first and third modules are further divided into two sections – one month as first section and 1.5 months as second section. The first section of training is training centre based while the second section is school based. In the school based part of the training, the trainee teachers have to be involved in the practice teaching in the real classroom. In the second module which lasts five months, the trainee teachers have to study self instructional materials developed on the basis of the training curriculum prepared by NCED.

In the context of Solukhumbu district, Mr. Uddab Kumar Sharma, Training Coordinator and Campus Chief of Solukhumbu Multiple Campus, stated that teachers were given instructions to study with the help of radio distance education broadcasted through radio Nepal. For assessing the trainees, two separate tests – internal and external are conducted with the full marks 150 and 350 respectively.

Though refresher training program is not conducted yet, NCED planned to conduct another supportive program Teacher Professional Development (TPD). NCED states:

Since 2010 NCED has extended Teacher Professional Development program for in-service teachers to Resource Center (RC) level while the service the then ten month teacher training was limited to Education Training Center (ETCs). Therefore resource persons are the instrumental to run Teachers Professional Development program successfully.

It means that TPD is planned to be conducted for renewing and updating in-service teachers' knowledge, obtaining skills of classroom management and developing habit of self study. Similarly, Teacher Professional Development hand book 2006, mentioned some of the themes of TPD policy:

- a. To guarantee the in-service teachers' access to TPD within five years.
- b. For the teachers' development different levels like Beginners, Experienced, Master and Expert would be made and training experience (TPD module), qualification and seniority would be made the norms of evaluation.
- c. Training program would be conducted for Special Education, Multi Language Education and Multi Grade Teaching designated by Department of Education for the development of teachers' ability.
- d. Training would be conducted for leadership development of head teachers.

Though NCED has planned the TPD program and implementing in some district at present time, unfortunately it has not being launched in Solukhumbu yet.

2.2 Review of Empirical Literature

Teacher training is taken to be the catalysts of teaching learning activities without which teacher is said to be almost unsuccessful as well as learning would be incomplete, inefficient, unsystematic and fuzzy. Theoretically it is considered that the better trained are the teachers, the better performance they show.

Basnet (2008) carried out the research on "Transfer of teacher training." The objective of study was to identify and analyze the teaching activities of trained teachers in terms of: students' motivation, presentation and practice mode, methods and techniques and evaluation system. All the trained teachers at secondary level of Surkhet district were taken as the population of the study. He followed non random purposive sampling procedure for sampling population and questionnaires as well as observation were used as the tools for data collection. Descriptive method of data analysis was followed in the research. He found that teachers' presentation and practice style were interesting because they presented the teaching item logically by understanding students' psychology. Out of total thirty teachers, 50%, 40% and 10% of the teachers were found good, tolerable and worse respectively. He claimed that

transfer of teacher training was good. He mentioned that majority of the trained teacher's performance was satisfactory.

Subedi (2008) carried out research on "Assessing English language teaching student teachers on teaching practice." Objective of study was to assess the lesson delivery of the student teachers in their practical settings. Students from public and private schools of Kathmandu valley were the population of the study. Twenty students teacher were selected as a sample population purposively. Those student teachers were of master level. He used purposive random sampling procedure to collect the data. Classroom observation was used as a tool. He found that our practice of the education system has been cultivating exam oriented teaching culture rather than knowledge oriented teaching.

Khadka (2009) carried out the research on "Classroom performance of trained teachers at secondary level." The objective of the study was to find out the classroom performances of the trained teachers of English at secondary level on the basis of the following factors: student's motivation, presentation in the class, practice in the class, methods and techniques used in the evaluation of the students. The trained teachers of English at secondary level in government aided schools of Dang district were the population of his research. Non random purposive sampling procedure was followed by the researcher. Check list, observation and questionnaire were used as the research tools. Descriptive and statistical way of data analysis was followed in this research. It was found that most of the teachers did not make the students participate in communicative activities. ty percent of the teachers hardly made their students participate in such activities.

Gautam (2009) carried out a research entitled "Teachers' perspectives on applicability of student's centered teaching." The objective of her research was to examine the applicability of student-centered teaching technique from secondary level teachers' perspective. She selected twenty secondary schools

involving two English teachers from each as sampling population by using simple random sampling procedure. A set of questionnaire, check list and class observation were used as research tools. She followed the descriptive method in her data analysis. She came up with the findings that in almost all teachers' perspectives involving students in classroom activities while teaching is a good way of teaching, but all teachers' were found to opine that large class size affected the implantation of student-centered teaching in the classroom.

Research carried out by Khadka (2009) on "Classroom performance of trained teachers at secondary level" and Gautam (2009) on "Teachers perspective on applicability of students centered teaching" came with similar findings. Infact, finding of the research carried out by Gautam (2009) seems to be one of the reason of the problems found on the findings of Khadka (2009). Khadka found that 70% of the teachers hardly made their students participate in communicative activities in the process of English language teaching whereas Gautam came with the findings that students' active participation in communicative activities are not being implemented due to large number of students in a class.

Joshi (2010) carried out the research on "Transfer of NCED ELT Training" The objective of the research was to examine whether or not the knowledge and skills acquired by the trainees are implemented and transferred in class room practice. The sampling frame was first obtained from NCED training centre Dhangadhi and he purposively selected fifteen teachers from different parts of the district as a sample population. Class observation and interview were the tools for the data collection. He followed descriptive method of analysis. He found that teachers did variety of activities in the class room but they could not make them meaningful, situational and real life like. Most of the teachers did not have significant content knowledge on language and linguistics.

Khatiwada (2010) carried out a research on "Transfer of teacher training in teaching reading skills." His objective of the research was to analyze the transfer of training of trained teachers in teaching reading skills in terms of

motivation, presentation, practice, methods, techniques and evaluation system of teaching. He selected ten secondary level trained English teachers from different government-added secondary schools of Illam District. He followed purposive sampling procedure for the selection of sample of population. Check-list and class observation were the tools which he used for the data collection. He followed statistical as well as descriptive method of data analysis. He found that students' motivation to the subject matter and towards the teachers were good and satisfactory respectively. He found that students' participation on reading and answering teachers' questions in teaching reading skills at the secondary level was tolerable and all the teachers were found using reading text as the main teaching materials for teaching reading skills. So the use of supplementary materials was found poor.

NCED (2010) carried out the research on "Comprehensive research on contribution on teacher training to primary education development in Nepal." The objective of the study was to assess the contribution of the teacher program to primary education development in Nepal. All the primary schools of twenty five districts were taken as population of the study. Among them, teachers of forty five primary schools were purposively selected as a sample population. Questionnaire was used as a tool for the data collection. Findings of the study showed that teacher training contributed to improve teacher student relation, students were more actively involved in learning and more projects were given by teacher; trained teachers were supportive to school management. In most cases teachers became instrumental in improving school community relation, teacher training helped building teacher confidence through additional knowledge and skills. However, the application of training program was yet to demonstrate specific impact on teaching and learning.

Trital (2011) carried out a research on "Transfer of teacher training in speaking skills." The objective of his research was to analyze the transfer of training of trained teachers' of English in teaching speaking. He selected fifteen secondary level trained English teachers' from different government-added secondary

schools of Sankhuwasava District as a sample by following the purposive sampling procedure. Classroom observation and checklist were used as research tools for the data collection. Both statistical and descriptive methods were used for the presentation and analysis of data. He found out that majority of the teachers (90%) were transferring their skills in terms of students evaluation. They were using picture description, reading aloud and oral tests as evaluation tools which are included in training manual and students' participation in presentation, practice and production stage was found to be satisfactory. Some of the students (around 30%) were found to be hesitating in participating in speaking activities. Majority of the teachers (80%) were found to be encouraging the students to be involved in talking to their friends as well as teachers.

Bhattarai (2011) carried out the research on "Delivery of training by NELTA members." The objective of study was to find out the delivery of training in teaching and learning activities by the NELTA members (teachers) in terms of: students' motivation, presentation and practice mode in the class, methods and techniques used and evaluation system. The fifteen members of NELTA who had been teaching at secondary level in both the government-aided and private schools of Rupendehi district were the sample of the study. He followed non-random judgmental sampling procedure to collect the required data. Checklist, classroom observation and a set of questionnaire were the tools for the data collection. Both descriptive and statistical methods of data analysis were followed in his research. He found that in majority of the classes, i.e. 83.33%, the NELTA members were able to motivate students towards the subject matter. The learners' motivation towards the subject matters was found quite satisfactory in those classes. Likewise, in 52% of the classes, their motivation towards the teachers was admirable. He also found that 46.66% of the NELTA members, (i.e. teachers) made students participate in discussion about the subject matter but 23.34% of them sometime did so and remaining teachers ignored the students' participation in discussion.

Koirala (2012) carried out research on "Transferring training skills in the class room." The objective of study was to identify the application of training skills in classroom situation and to observe the aspects that affect transfer of training skills in the classroom delivery. Secondary level English teachers from Tehrathum district were the population of his study. He followed non random purposive sampling procedure to select the sample for the data collection. Questionnaire and observation were the tools to collect the required data. Descriptive method of data analysis was followed by the researcher. He concluded that low level of transfer was caused by teachers' carelessness, incomplete and insufficient training, heterogeneous class, lack of need based training, lack of regular supervision and monitoring, overcrowded classroom, insufficient teaching materials and infrastructure, overloaded teachers, traditional way of organizing classroom, lack of reward for good teachers, less concerned school management committee, absence of students and lack of assessing the students' achievement regularly. He further argued that use of traditional teaching method and technique are also the factors which caused low level of transfer but it does not seem to be logical.

Above mentioned researchers carried out research on lower secondary and secondary level teacher training. All of them carried out the research regarding classroom activities of trained teachers and investigated the transfer of teachers' skill learned in training but the teachers' view regarding the usefulness and applicability of primary teacher training in the remote areas like Solukhumbu district has not been studied. So, I became interested in carrying out the research on **Teachers' Perspective on Primary Teacher Training in Solukhumbu District**.

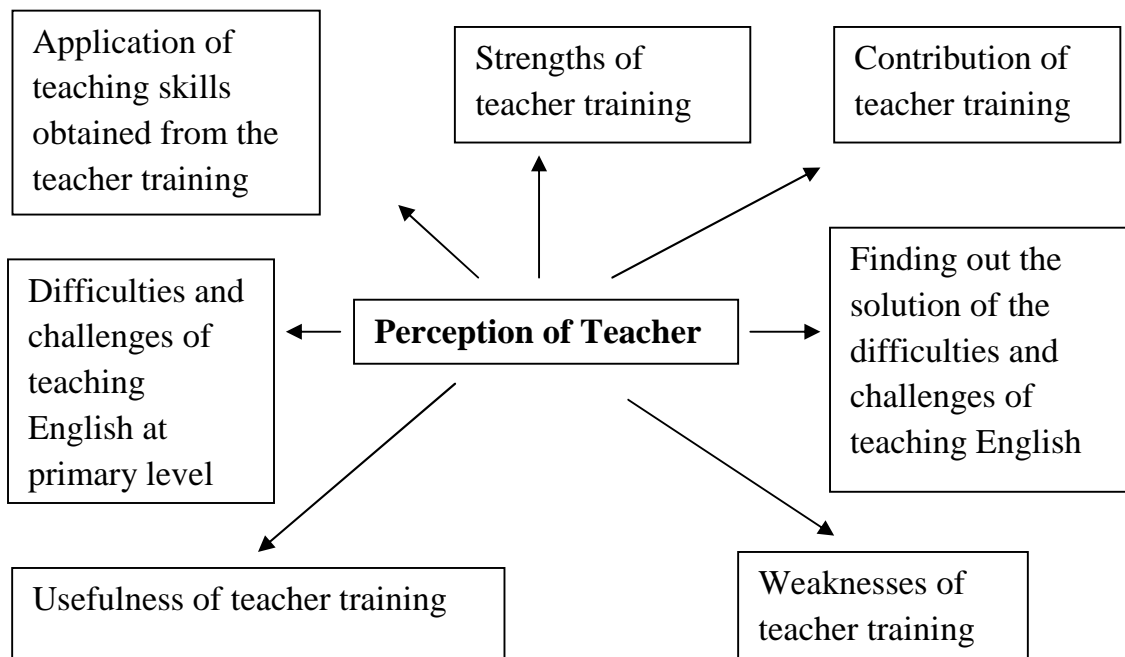
2.3 Implications of the Review of the Study

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 on **Teachers' Perspective on Primary Teacher Training**, I reviewed some of the researches related to the teacher training

submitted to the Department of English Education, T.U. , Kritipur as well as research carried out by NCED. Different findings were drawn by the different researchers. Some of the researchers like Basnet (2008), Bhattarai (2011) and Trital (2011) found that teacher training is really supporting the teaching learning activities and quality of education is being improved due to the skills development of preparing appropriate teaching materials and their use. One of the researcher, Subedi (2008) found that the classes are being exam oriented. Less students' participation in activities and difficulty in handling the class due to the large class size were the findings of other researchers like Khadka (2009) and Gautam (2009). Some researchers like Khadka (2009) and Koirala (2012) came with the conclusion that skills obtained from teacher training are not being totally used. So mixed type of findings were obtained from the review of the previous researches regarding the teacher training. Most of the researchers found that teacher training is useful to deal with the classroom activities. This review helped me to find out issues regarding teacher training and delivery in classroom. It also helped me to design appropriate tool, select proper methodology and research design. The most important of these reviews of related literature is that I found a gap between findings of the researchers and reality of teaching learning activities and decided to conduct this research.

2.4 Conceptual Framework

In the context of research, we need a clear plan through which any one can complete it. For the study of primary teacher training program conducted by NCED in Solukhumbu district the following conceptual framework was formulated by the researcher:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

The following methods and procedures were used for the study:

3.1 Design of the Study

The researcher used survey research design in this study. Survey is the kind of research which is mainly concerned with the research including large population size. It has wide and inclusive coverage. Hutton (1990 as cited in Sapkota, 2012, p.138) defines Survey research as "the method of collecting information by asking a set of pre-formulated questions in pre determined sequence in a structured questionnaire to a sample of individuals so as to be representative of define population." Similarly, Brayman (1989 as cited in Sapkota 2012, p.138) writes:

Survey research entails the collections of data on a number of units and usually at a single time, with a view to collecting systematically a body of quantifiable data with respect to a number of variables which are examined to discern (differentiate) pattern of association.

In other words, survey is type of research design for the data collection of research which is taken to be economical and efficient covering the wide range of target population. Steps of the survey research according to Nunan (1992, p.141) are as follows:

- | | |
|------------------------------------|---|
| Step 1: Define objectives | -What do we want to find out? |
| Step 2: Identify target population | -Who do we want to know about? |
| Step 3: Literature review | -What have other said/discovered about the issue? |

Step 4: Determine sample	-How many subjects should we survey and how will we identify those?
Step 5: Identify survey instruments	-How will the data be collected: questionnaire/interview?
Step 6: Design survey procedures	-How will the data collection actually be carried out?
Step 7: Identify analytical procedures	-How will the data be assembled and analyzed?
Step 8: Determine reporting procedure	-How will results be written up and presented?

Survey research is very useful to carry out the research among the large group of people. It has wide and inclusive coverage and is economic as well. This research design was appropriate to my research topic for achieving the objectives of research. Therefore, I selected this design.

3.2 Field or Area of the Study

The area of the study was all the primary schools of Solukhumbu district.

3.3 Sampling Procedure

Altogether thirty five primary schools and one English teacher from each school were selected by using non-random purposive sampling procedure. In sampling procedure, the researcher contacted only those teachers who he/she opined of having the required information to achieve the objective of the study. The process of sample selection was continued until the expected informants were selected to provide the adequate and required information. It was purposive as the selection of sample was determined by the subjective judgment and the purpose of the research. Solukhumbu, the study area of the researcher, is made up of hilly and Himali region where there is no facility of

transportation and people are geographically dispersed. We need to walk a long distance between two schools. So it is very difficult to conduct the research following other sampling procedures. Purposive sampling procedure is suitable procedure for conducting research in remote areas like Solukhumbu district because the researcher could contact the informants in his own convenience. Due to this reason researcher selected such sampling procedure.

3.4 Data/Information Collection Tools

Questionnaire was used as the tool for data collection. Both open and close ended questions were included in the questionnaire.

3.5 Sources of Data

The researcher used both primary and secondary sources of data for the data collection.

3.5.1 Primary Sources of Data

English teachers of the primary level were the primary sources of data from whom the researcher collected the required information for the research.

3.5.2 Secondary Sources of Data

Apart from the primary sources of data, the researcher studied different training manuals provided by NCED and Rural Education and Environment Development Centre (REED) Nepal as well as different journals, articles, magazines and websites as secondary source of data to support the research. Some main secondary sources were Freeman (1990), Wallace (1991), Harmar (1991), Duff (1998), Richards and Farrell (2005), Sapkota (2012) and so on.

3.6 Data/Information Collection Procedures

First of all, the researcher prepared a set of questionnaire and visited the schools which he had selected and met the teachers of English. He directly met some of the respondents requested them for filling up the questionnaire and in

the case of other, he sent questionnaire to them. In some cases, the researcher had to translate the questions and fill up the questionnaire himself by asking questions to the respondents because some of the primary English teachers' English language is very poor though they have long experience of teaching.

3.7 Data Analysis and Interpretation Procedures

The data were analyzed and interpreted descriptively with the help of descriptive statistics.

CHAPTER-FOUR

RESULTS AND DISCUSSION

This chapter mainly deals with the presentation, analysis and interpretation of the collected data. In this research, a set of questionnaire was used as a tool to collect the data. So, answers obtained from the questionnaire are presented, discussed, analyzed and interpreted in sequential order in this section.

4.1. Results

The current study aimed at finding out the teachers' perspective on applicability and usefulness of English language teaching skills obtained from the teacher training. Most of the in-service teachers trained by NCED teachers said that full implementation of the training is impossible because all of the skills are not equally useful for all the areas. It is really difficult to make the students understand the English because students even do not know the Nepali language very well in primary level. So, it is difficult to make English language environment in the classroom. Results of this research are presented below:

-) All of the learners complete all phases of teacher training.
-) Teachers are preparing and using teaching materials in the classroom as they learned in the teacher training program.
-) Majority of the respondents were found to be demonstrating creative skills in the classroom.
-) All of the respondents were found to be focusing on the students' active participation in learning.
-) Teacher training program established the habit of teachers to have self study to be updated with new and emerging issues.
-) It also helped the teachers to have professional network among the trained teachers.
-) It developed the habit of teachers to get engaged in research related problem found on the students.

-) It developed self confidence in the teachers to diagnose any kinds of problems.
-) Skills obtained from teacher training are only partially applicable in the context of Solukhumbu district due to different regions like overburden teachers, lack of good classroom management, students irregularity in the classroom and students various language background.
-) According to the trained teachers, head teachers and colleagues are supportive in applying the skills obtained from the teacher training whereas Teacher Parents Union and School Management Committee are dormant.
-) Teachers are contributing teaching by having maximum use of teaching materials, following centered method and including entertainment like games and music in the teaching learning activities.
-) Teaching speaking skill was found to be focused by teacher training program conducted in Solukhumbu district.
-) Majority of the respondents mentioned that they are getting difficulty in applying the teaching skills obtained from the teacher training whose main reason is lack of link language because students in primary level even do not understand Nepali language.
-) Teachers were found to opine that all the teaching skills are not being implemented because they are not contextual and do not match with the students' learning ability.
-) Lack of enough teaching materials, lack of time, lack of teaching staff, lack of awareness on the parents, poor economic status of the students, students' absence and lack of regular supervision are the main problems of teachers which hinders them to apply the skills obtained from the teacher training.

-) After attending teacher training, majority of the respondents were found to be involving parents to talk about learning achievement of their children.
-) Teacher felt that their responsibilities are increased after attending teacher program.
-) Through they have not got failure in teaching due to teacher training relationship among the parents and students was ruined as it is too long.
-) Many changes like students' active participation, increase on students' interest in study and increase on the rate of students' presence are found on the students after attending teacher training program.
-) Trained teachers are found to have opinion of developing new skills on the basis of changed academic curriculum.
-) Training program should be made on the basis of locality.

4.2 Discussion

The data obtained from the questionnaire for the research are discussed in a sequential order in the following section:

In response to the first question which was about the phases of training completed by the teacher, all of them said that they have completed all the three phases of teacher training program. All of the selected respondents mentioned that they had completed the total three phases of teacher training program. No drop out was found among all the selected trained teachers.

In response to question no. 2 which was about positive professional change brought by teacher training, all of them mentioned that teacher training has really brought positive professional change in their teaching profession. Hundred percent of selected informants' views were found to be same in the issue of positive professional change brought by teacher training conducted by NCED.

4.2.1 Teachers' Performance after Attending Teacher Training Program

Generally, teacher training program is given to bring improvement in the teachers' performance in teaching learning activities. The data obtained from the respondents regarding teachers' performance after attending training are as follows:

Table No. 2

Teachers' Performance after Attending Teacher Training Program

Performance	Yes\No	No. teachers	Percentage	Total
Use of teaching materials	Yes	35	100	100
	No	0	0	
Preparation of teaching materials	Yes	35	100	100
	No	0	0	
Addressing students interest	Yes	35	100	100
	No	0	0	
Demonstration of creative skills	Yes	29	82.86	100
	No	6	17.14	
Learners' involvement	Yes	35	100	100
	No	0	0	
Assessment of students' achievement	Yes	35	100	100
	No	0	0	

With the help of above mentioned table related to the data obtained from the question no. 3 which was based on the activities performed by the teachers

after attending teacher training program, all of the teachers mentioned that they are using teaching materials in teaching learning activities after attending teacher training. They mentioned that they are preparing teaching materials themselves as well. Preparing teaching materials means use of locally available materials for preparing teaching materials. Similarly, all of the selected trained teachers said that they are addressing students' interest while conducting teaching learning activities. Out of 35 teachers, 29 or 82.86 percent of the teachers mentioned that they are demonstrating creative skills in the classroom activities whereas 6 or 17.14 percent of the trained teachers said that they do not demonstrate the creative skills in the classroom. Creative skills here mean the activities performed by the teacher especially for the sake of developing creativity in learners. Similarly, 100 percent of the teachers mentioned that they are involving the students in different kinds of classroom activities. It means that all of the teachers are focusing on learner centered method. In the same way, 100 percent selected trained teachers mentioned that they are assessing the students' achievement through formative and summative means of evaluation in a limited time interval.

4.2.2 Achievement from the Teacher Training

The data obtained from the respondents related to achievements from the teachers training are presented in the table no. 3.

Table No. 3

Achievement from the Teacher Training

Achievements	Yes/No	No. of Teachers	Percentage	Total
Increase on rate of self study	Yes	35	100	100
	No	0	0	
Increase on the professional network	Yes	25	71.43	100
	No	10	28.57	
Involvement in research activities	Yes	27	77.14	100
	No	8	22.86	
Development of self-confidence	Yes	35	100	100
	No	0	0	

Response of the trained teachers regarding question no. 4 as reflected in the above mentioned table reveals that their rate of self-study increased due to teacher training program. All the teachers started to do self-study for the betterment of students' learning achievement after attending teacher training program conducted by NCED. Twenty-five out of thirty-five or 71.43 percent of the selected trained teachers said that they found the better professional network among the trained teachers and 10 out of 35 or 28.57 percent of the trained teachers said that they are having the same situation even after attending teacher training program. According to them, they are not in contact with other trained teachers for their professional support. It means that they are not in contact with those fellow trained teachers for co-operation. Similarly, 27 out of 35 or 77.14 percent of the respondents said that they are involved in the

research regarding educational issues and 8 out of 35 or 22.86 percent of the respondents said that they are never involved in any sort of educational research. In conclusion, 35 out of 35, it means that 100 percent respondents were found to be having the same opinion that training program really brought self-confidence in them. Thus, it can be said that training program was successful enough to make the teachers active for teaching learning activities.

Data obtained from the question no. 5 which was about applicability of skills obtained from teacher training indicates that 21 out of 35 argued that skills obtained from teacher training are only partially applicable some of them are outdated teaching skills which do not match to deal with the subject matter of present day. They explained that there are limited number of teachers in the schools and they have to teach many subjects in a day and sometimes even in a period by following multi grade teaching method. That's way; they cannot apply the skills obtained from the teacher training program. Similarly, another reason of difficulty in applying skills obtained from the teacher training as mentioned by respondents is poor economic status of the students and schools as well. Students cannot buy the essential materials and schools also have not been able to manage good and comfortable furniture, teaching materials and facilitative classroom. Here, view of the respondents seems to be contradictory because 100 percent of the respondents had already mentioned that they always prepare and use teaching materials. In the same way, another reason is students' irregularity in the classroom. They said that students generally do not appear in the class regularly which is really influencing the teaching learning process. Moreover, students' various language background is one of the reasons that creates difficulty in handling the class because they start learning English by replacing the English words in mother tongue structure.

On the other hand 14 out of 35 selected trained teachers argued that the skills obtained from the teacher training are applicable and beneficial because the skills obtained from the training program really scaffolds in handling the

classroom effectively. They further focused that training program taught them to prepare an appropriate and attractive plan as well as teaching materials.

As a response of question no. 6 which was about the contribution of training in enhancing the quality of education done by the trained teachers after they are trained, they forwarded their view that they are contributing more in teaching learning activities by using and preparing appropriate teaching materials for a particular topic a subject matter, by addressing students' interest and teaching by understanding learners' age, capacities and background. They further mentioned that they are contributing more in teaching learning activities by activating the students themselves. Games, music and other creative skills are used for teaching learning activities. From this evidence, training seems to be appropriate and fruitful for primary teachers. It highly contributed for improving the quality of education in the primary level for teaching English. But the respondents' views seem to be contradictory because majority of the respondents previously mentioned that the skills are only partially applicable in the classroom.

4.2.3 Language Teaching Skills Learned in Training

Language skills listening, speaking, reading and writing are focused in teaching language. The researcher wanted to found that if all the skills are emphasized equally. The data obtained from the respondents regarding language teaching skills focused in training are presented in table no. 4.

Table No. 4

Language Teaching Skills Learned in Training

Skills	No. of teachers	Percentage
Listening	5	14.29
Speaking	26	74.29
Reading	0	0
Writing	0	0
All	4	11.42
Total	35	100

Regarding the language skills learned from the teacher training mixed type of data were found as reflected in the above mentioned table. Twenty-six out 35 or 74.29 percent of the trained (majority of the respondents) teachers said that mainly teaching speaking skills was learned from the training program whereas five teachers or 14.29 percent of the respondents said that they learnt teaching listening skill form the training program. Similarly, 4 out of 35 or 11.42 percent teachers stated that they learnt all skills such as teaching, listening, speaking, reading and writing from the teacher training program.

4.2.4 Application of Skills Obtained from the Teacher Training

Teacher training program is can not be considered successful unless skills obtained from the training are utilized in the classroom and positive effect appear in students. Data obtained from the respondents regarding application of skills obtained from the teacher training are presented in the table no. 5.

Table No.5

Application of Skills Obtained from the Teacher Training

Application of skills	No. of teachers	Percentage
Yes	16	45.71
No	19	54.29
Total	35	100

Regarding the questions no. 8 related to the application of the skills obtained from the teacher training, mixed type of response was found as reflected in the above mentioned table. Nineteen out of 35 or 54.29 percent of the respondents mentioned that they are getting difficulty in applying the skills obtained from the training. Generally, they do not apply some of the skills because they do not get enough teaching materials. Lack of such materials make the skills impossible to be implemented. Another reason is various learning capacities and interests of the learners which makes the skills difficult to implement because all of the students do not prefer the same skill to be performed in the classroom. In primary school, students are found to have various linguistic backgrounds. Generally they even do not understand Nepali language (as a link language), which hinders learning. It means that the learners are out of access of communication. When the learners even do not understand the Nepali language (link language), it would be very difficult to make the students understand. Solukhumbu district is such a place where many castes like Tamang, Rai (Khaling, Thulung, Bahing, Nachhering, Kulung) Sherpa, Magar are living. So it is impossible for a teacher to understand the mother tongues of all those learners for translating in English terms and students are also in hard time to understand what the teacher is saying as they are in initial phase of learning. That is way teacher are in obligation to teach Nepali as a communicative language first and then only English language. Due to this obligation of the teachers, according to them, it is being very difficult to apply those skills obtained from the teacher training. Some of the respondents

forwarded the reason as lack of time and lack of enough teaching staff. As they mentioned, due to the lack of enough teaching staff they have to take eight periods in a day. So, they do not get time for preparing teaching materials and cannot conduct the regular test for measuring the students' achievement. On the other hand, 13 out of 35 or 45.71 percent of the respondents mentioned that they easily apply the skills obtained from the teacher training. For them, there is no any challenge and obstacle to implement the skills for them.

According to the data obtained from the respondents as reflected in the above mentioned table, majority of the respondents seem to be getting difficulty in applying the skills learned in teacher training. Major reasons of getting difficulty in this issue are the overloaded teacher and influence of mother tongue in English language learning.

4.2.5 Obstacles and Challenges in Application of Skills in Teaching

Teaching and learning activity is not an easy task like the process of copying and pasting in computer system from teachers' mind to students' mind. To make the teaching learning activity successful we need to apply different types of teaching methods and techniques. Obviously, we have to face different obstacles and challenges in application of teaching skills. Data obtained from the respondents regarding obstacles and challenges in application of skills in teaching are shown on the following table:

Table No. 6

Obstacles and Challenges in Application of Skills in Teaching

Obstacles and challenges	No. of teachers	Percentage
Yes	27	77.14
No	8	22.86
Total	35	100

As shown in the above table, in response to the question related to obstacles and challenges in applying the knowledge and skills obtained from the teacher training, 27 out of 35 or 77.14 percent of the respondents said that they are having obstacles and challenges in the process of applying the skills obtained from the teacher training and 8 or 22.86 percent of the respondents said that they are not having any obstacles and challenges to apply the knowledge and skills obtained from teacher training. Some of them mentioned that they are facing problem of preparing lesson plan and teaching materials because they do not get enough time to do so. Teaching learning is not just a process of giving speech. We need to be prepared very well for successful teaching. For that we need enough time but as the respondents said that they are facing lack of teaching staff and the teachers are being overloaded. So they have to take more classes which make them so tired and busy. They do not get enough time for preparing teaching materials and lesson plan to have successful teaching as they learned in teacher training because of the tiredness.

According to the respondents, there are various reasons of having difficulties in the application of skills obtained from the teacher training. Lack of enough time, increasing rate of students numbers year by year, lack of enough teaching materials, lack of awareness in the students and parents, lack of good educational policy for promoting the poor students, lack of regular supervision from the responsible department, low economic status of students and school, lack of implementation of the skills by the students, teachers carelessness, lack of social awareness, uncontextual teaching skills, lack of learning supportive environment and length course are the main reasons of having problems and difficulties in the application of skills obtained from the teacher training. They further mentioned that some of the teachers are not attending training for professional development but just for the promotion and they do not use the teaching skills that they learned in the teacher training. According to them lack of supervision from the concerned authority is one of the major reasons of low level of transfer of skills.

They suggested some solutions to the problem for ensuring the greater application of skills obtained from the teacher training. They mentioned that regular supervision of the teachers should be done because some teachers do not follow the teaching techniques and methods which they learnt in the teacher training. As they mentioned, senior teachers are attending training program just for promotion and some others are attending the training just for the formality. Similarly, they said that students should be encouraged to be regular in the class by providing various incentives because it would be very difficult to make the students understand if they are irregular. Classroom should be well managed by decorating and managing the furniture in appropriate places. In the same way awareness program should be conducted among the parents regarding education of their children as well as the future of them. They further mentioned that teaching materials or raw materials for preparing teaching materials should be made available to the teachers by the school administration.

Similarly, they highlighted the need of conducting refresher training program in a certain interval for updating the trained teachers. They also mentioned that training should be conducted according to the need, interest, capacity of learning and economic status of students. Teaching techniques and methods should meet the interest of the learners. It also should address the students' capacity of learning. Students of rural area get lower facilitation of learning in comparison to the students in urban area or students from the private schools. So, teaching skills should address the challenge of the students of rural area. Seminars and workshop among the teachers should be conducted regularly for the professional development of the teachers. Similarly, local curriculum should be given priority. Local curriculum here means a curriculum based on the locality where the learners are staying. The number of the students should be limited in the classroom because all of the teachers are taking large classes which make learning uncomfortable on the part of the learners. As a solution of this problem, they mentioned that students should be divided into different sections. In conclusion, they said that school administration should be strict for

avoiding the problems of difficulty in the application of the skills obtained from the teacher training.

Regarding the positive aspects of teacher training, the respondents mentioned that teacher training program built up self-confidence on the teachers. It made the teachers realize their mistakes they committed in previous classes. They also mentioned that teacher training program inspired them to activate the learners by following students centered teaching method. Similarly, they said that teacher training program helped them to manage the activities in the classroom in systematic order, which is really enhancing the teaching learning process. Most important thing that they learnt in the training is the skill related to preparing teaching materials and using in an appropriate context. As they mentioned professional quality of the teacher is really promoted by teacher training.

For the successful implementation of the skills obtained from the teacher training, we need to get scaffolding from different people in the schools like head teacher, colleagues, Parents Teacher Association (PTA) and School Management Committee (SMC). Most of the respondents mentioned that they are getting support from the head teacher for time management, materials management and getting encouragement as well. Similarly, colleagues share their experiences and discuss the problems to draw out the conclusion. They further mentioned in the questionnaire that colleagues help to find out the students' interest, learning capacities, language background and way of addressing all this problems. As a conclusion, they said that they neither get support nor obstruction from the PTA and SMC. Infact, they should help effectively to the teacher to manage the teaching environment in the school. If they become passive, the target of enhancing the quality of education remains incomplete.

Regarding the contribution of trained teachers after training for the improvement of the students' achievement in learning and motivating them for the continuation in learning, trained teachers are following students centered

teachings. They mentioned that they are contributing in teaching after attending training program by involving the students in entertainments like games and songs. They said that they are assessing the learners' achievement through various means of evaluation like summative and formative tests. They also said that they are applying maximum use of teaching materials in comparison to previous classes. They mentioned that they provide prize for good performance and provide corrective feedback to those students who are in poor performance level. They further clarified that they mainly focus on student centered teaching which is really making the students active and creative. Use of teaching materials is really enhancing the teaching learning activities.

4.2.6 Teachers' Activities in the Classroom

Generally, it is believed that activities of the teachers are changed after they are trained. Regarding the teachers' activities in the classroom the following type of data were obtained from the respondents:

Table No. 7

Teachers' Activities in the Classroom

Activities	Yes/No	No. of teachers	Percentage	Total
Involvement of students in discussion	Yes	35	100	100
	No	0	0	
Involvement of parents	Yes	30	85.71	100
	No	5	14.29	
Individual care of the learner	Yes	32	91.43	100
	No	3	8.57	

Above table reflects that the teachers' activities performed in the school after they got training. Regarding the involvement of students in discussion, 35 or 100% of the respondents mentioned that they are following active participation of students in discussion. It means they assign the students tasks to have

conversation among the friends for the development of communicative power. Similarly 30 out of 35 or 85.71 percent of the respondents replied that they discuss with parents about their children's study achievement whereas 5 out of 35 or 14.29 percent of the respondents did not do so. Similarly, 32 out of 35 or 91.43 percent of the respondents mentioned that they provide individual care to learners whereas 3 out of 35 or 8.57 percent of the respondents said that they do not do so. This data clearly reflects that 100 percent teachers are following student centered teaching method and majority of the respondents are doing individual care of the learners and involving parents for discussing about the learners' achievement and weaknesses which is good for the enhancement for the quality education.

In response to question regarding the future plan for the professional development, respondents mentioned that they will have self study to be updated with new and fresh techniques of teaching. They highly emphasized that training program should be conducted time to time in a certain time interval. They said that seminar and workshops should be conducted for the professional development of the teachers. They further mentioned that public awareness program should be conducted for making the parents facilitate their child's study.

4.2.7 Problem Occurred after Attending Teacher Training Program

Each and everything in the world has both merits and demerits. In response of the question related to the negative impacts of the teacher training, the respondents expressed their views as mentioned in table no. 8.

Table No. 8**Problem Occurred after Attending Teacher Training Program**

Problems	Yes/No	No. of teachers	Percentage	Total
Increased responsibility	Yes	35	100	100
	No	0	0	
Difficulty in time management	Yes	35	100	100
	No	0	0	
Failure in teaching	Yes	0	0	100
	No	35	100	
Negative impact on teacher student relation	Yes	31	88.57	100
	No	4	11.43	
Negative impact on teacher parents relation	Yes	31	88.57	100
	No	4	11.43	
Negative impact on relationship among the colleague	Yes	28	80	100
	No	7	20	

The above table shows the problems which are being faced by the teachers after they were trained in teacher training program. All the teachers felt that task is increased after teacher training. They said that they are facing the problems of time management because they have to prepare teaching materials and lesson plan for all the lessons. They have to take more than seven periods in a day. Though they are having difficulty in time management, they are not getting failure in teaching. Some of the respondents (Be Kumar Rai, Santosh Raut, Keshari Shrestha and Dipak Kattel) argued that time of teacher training is

too long which sometimes increase the distance among the teachers, students and parents. They said that students and parents are sometimes dissatisfied with the teachers who would be participating in training program. As the training program is too long, course will not be completed when the teachers are being involved in training program. Though only two month time is spend on training center based on training center module, it is comparatively too lengthy. So they opined that, no doubt, training is good for the teachers but time period of training program should be reduced. Regarding this issue, 31 out of 35 or 88.57 percent of the respondents mentioned that training program brought negative impact on the relationship between teachers and students as well as between teachers and parents whereas 4 out of 35 or 11.43 percent of the respondents said that training program did not disturb the relationship. On the other hand, 28 out of 35 or 80 percent of the respondents mentioned that teacher training program did not bring negative impact on the relationship among the colleagues whereas 7 out of 35 or 20 percent of the respondents said that it brought negative impact on the relationship among the colleagues. This clearly shows that training program mainly brought the negative impact on the relationship of teachers with the parents and students.

Regarding the contribution of teacher training program, the teachers mentioned that training program helped them to prepare and use teaching materials appropriately in the classroom. They mentioned that training program helped them to develop a rapport among the students and parents. Here the respondents seem to be contradictory because they have already mentioned that teacher training brought negative impact on the relationship of teachers with students and parents. Similarly, they said that teacher training program built up self confidence on the teachers and developed the skills of managing the classroom skillfully. They also mentioned that teacher training program made the students and teachers feel their responsibility toward teaching learning activities. In their own word, training program mainly helped them to make the classroom simple and facilitative due to the teaching skills obtained from the training program.

Respondents found many changes on the learners after they taught according to the skills obtained from the teacher training. They said that students started to be more interested in their study after teaching them according to the skills obtained from the teacher training program. Similarly, they stated that students overcome hesitation in the classroom while being taught according to student centered method. Teachers started to be habituated to carry out the research on particular problems found in the learners. As a result of application of skills obtained from the teacher training, students started to be more communicative in a language. They also mentioned that teacher training program helped the teachers to have all-round development of the learner.

Eventually the respondents gave some suggestions for making the training program more effective. They said that training program should be made on the basis of locality because curriculum made on the basis of central periphery model may not work in all situations. New skills should be developed on the basis of changed academic curriculum. Pre-service teacher training program should be applied strictly to produce trained and skillful teachers. They said that training program should be given regularly in a limited interval because training skills taught once may not work all the time. To be updated with new techniques, refresher training should be conducted. As they mentioned in the questionnaire regular supervision should be done by concerned authority for the effective application of the skills by trained teachers. Similarly, they suggested that good teachers should be given prize and lazy and careless teachers should be punished for the betterment of teacher training and its application in the classroom activities.

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

Generally, teacher is taken to be the pillar of education. Most people consider a teacher to be a store house of knowledge even today. The most important recent value of the teacher is an agent of social change for bringing positive attitude in the learners. For this, a teacher needs to be trained very well establishing positive attitude on the learners. That is why teacher and training program are interrelated to each other.

Teacher training is the process of preparing skillful teachers. A good teacher can change negative social attitude and may establish new positive values in it. Moreover, a good teacher may help a learner in making his or her future bright. However, in the context of Nepal, the outcome of teacher training has been so far elusive and questionable. Therefore, this study was carried out to find out the perception of primary level's teachers of English towards teacher training program.

In the process of reviewing a related literature, the researcher studied previous research activities in the Central Library. Some parts of literature review were done by taking help of internet and journal published by NELTA and NCED. After reviewing all these related literature, no research has been found previously carried out on **Teachers' Perspective on Primary Teacher Training**. So, the researcher decided to carry out the research on it.

In this research, the researcher aimed to find out the perspective of teachers on primary teacher training. This study was conducted in Solukhumbu district. Altogether 35 primary trained English teachers were selected from different primary schools of Solukhumbu district using purposive non random sampling procedure. In the process of contacting the trained teachers, the researcher selected the respondents in his own convenience. He followed the survey method in this research. The researcher used questionnaire as a tool to collect

the required data. Both primary and secondary sources of data were used in the process of carrying out this research.

For the collection of data from the respondents, the researcher distributed the questionnaire to some of the respondents. In some cases, he filled up the questionnaire himself due to the language problem of the respondents. After collecting the data, the researcher discussed and interpreted the data by following descriptive method. Finally, the conclusion and pedagogical implications were drawn which are presented in the following sections:

5.2 Conclusions

All the respondents were found to have completed all the phases of ten month teacher training. All the teachers said that they started using teaching materials in teaching learning activities, and students are highly activated through students centered teaching. Teachers started to have self study to be updated with new issues and knowledge. Teacher training mainly helped to prepare lesson plan and teaching materials.

Teacher training program developed self confidence on the teachers for teaching. After attending teacher training program, teachers are being able to handle the classroom easily. Regarding the language learning, teachers are mainly focusing in teaching speaking. Though teachers are using teaching skills obtained from the teacher training, some of them are not being used because students' level of understanding is rather low and those teaching skills do not match with the locality. Moreover, there are difficulties to manage the time for preparing teaching materials because they have to take many classes due to the lack of enough teaching staff. Teaching materials are also not easily available in the remote areas. To improve these all, we need to manage the teaching materials well and more teaching staff should be added. Teachers were found to opine that teacher training program mainly helps the teacher to handle the classroom easily, effectively and efficiently. So, teacher training program should be continued.

Teachers further opined that, no doubt, teachers training program should be continued as a refresher course but there should be some improvements. Teacher training curriculum should be made on the basis of related locality where teachers are teaching. Nowadays teachers are trained once and left as a trained army which is spoiling the education policy because skills and techniques of teaching keep on changing as the time changes. So, teacher training program should be conducted time and again among the teachers. Training held by NCED is too long which brings monotonous feeling on the trainees. That is why time of training should be reduced. Similarly, respondents were found to opine that pre-service and in-service training program should be focused equally and should be conducted effectively. Teachers should be regularly supervised by the District Education Office for the effective teaching.

5.3 Implications

In this part of the report, some pedagogical implications are suggested to the concerned levels such as policy level, practice level and further research. It is to be noted that if students cannot learn very well, skills provided to the teacher in training is not supporting the learner. If teachers get problem to apply the skills, training is not contextual or out dated. If such situations occur the system should be reviewed and should be made some necessary reformations.

5.3.1 Policy Level

-) Training curriculum should also be changed as per the change in language curriculum.
-) Skills of preparing teaching materials using locally available raw materials should be taught in teacher training program.
-) Training curriculum should address local context in which trainee teachers are working.
-) Time duration of teacher training is too lengthy. Sometimes it creates negative impact among the students and parents due to the teachers'

absence in the school during teacher training program. So, time duration should be decreased.

-) Training program should be conducted in each change of academic course curriculum.
-) The system of awarding the good teacher and punishing lazy and bad teachers should be established.
-) There is explosion of knowledge in the present day world. New issues appear day by day. In the context of Nepal, a teacher is given a training once and left as a trained army which is totally wrong trend. So, refresher training program should be given time and again.
-) To update the teachers, NCED made the TPD policy but it is not implemented in Solukhumbu district. TPD program should equally and effectively be implemented in all the district.
-) In average, teacher training program seems to be effective. If more supportive program would be launched it would be better.

5.3.2 Practice Level

-) Trainer should conduct training by understanding students' learning capacities, language background and teaching materials available in the related context.
-) Trainers should train the teachers to include more entertainments in their teaching like storytelling, music and game.
-) All the language skills like teaching speaking, reading, writing and listening should equally to be focused.
-) Teachers should not be made overburden because they cannot teach as effectively as they want due to tiredness.
-) Teachers should be trained to make the teaching materials by using locally available raw materials.
-) Awareness program should be conducted among the parents regarding the importance of education in the present day world.

5.3.3 Further Research

The researcher carried out the research using questionnaire only as a tool. So, many contradictory views were found among the answers of different questions. The findings may not be exact because the respondents may hide their weak points as well. As the researcher did not use observation tool, the findings of this research may not be totally correct from all the angles. That's why, other researcher, being based on this research, may carry out the further research on same topic by using observation and other tools in other districts to find out more facts regarding teacher training program.