

CHAPTER ONE

INTRODUCTION

This is the study about “Teachers’ and Students’ Perception on Students’ Quality Circle (SQC) in Developing English Proficiency”. This chapter consists of general background, review of related literature, objectives of the study, significance of the study, methodology, analysis and interpretation and findings and recommendations.

1.1 General Background

English being an international language and a common lingua franca is used widely. So, English has become a focus for different language speaking communities. Though different varieties of languages are spoken in Nepalese community, English has its own space. The use of English has been for survival, functional, professional and academic purposes, and has remained subject of social practices in Nepalese societies. In this regard, Bhatta (2003, p.111) says:

The demand for teaching /learning of English in Nepal has been increasing day by day despite constraints of several kinds- resources (human and materials), diverse needs, expectations and heterogeneity of the learners and limited opportunity for exposure to and use of English in the Nepalese context.

Private and government aided schools in Nepal have been teaching English as a compulsory subject from elementary level. English medium schools have treated their territory as ‘English Speaking Zone’. This has built pressure on students to have strong command over English, which is a difficult task as we do have Nepali as our mother tongue. To minimize the problems and to

facilitate the learning of English different programmes are launched in schools. Among which forming SQC could be beneficial for facilitating learning English.

Talking about SQC, it is a small group of voluntary students of the same educational institutes who meet regularly in their study place for a particular period to identify analyze and solve their problem related to study area. The members of SQC are very active in using language. The members of SQC also collaborate to create better English speaking environment by forming different rules and launching different programmes. Their facilitator trains them. They work to solve any difficulties by participatory approach or group discussion. They encourage each other to go forward. There could be a number of quality circle in a school from different standards and levels. Vineeta Kamram, Principal of CMS and Degree College, Lucknow in the keynote speech of the second NCSQC (25-27 Nov, 2006) states:

TPQ is a positive stepping-stone for the growth and development of children, staff and organization and is a dynamic process for continuous improvement. It is a systemic methodology to bring about positive change through teams involving teacher, students and even parents.

1.1.1 English Language Development in Nepal

When we turn back to the history of English language teaching and learning, the first credit goes to Jung Bahadur Rana, the founder of Rana regime in Nepal, who established modern school for the first time in 1910 B.S. where English was taught as a subject. Though the door of English education was opened for Rana family it was an appreciable initiation from the side of first Rana Prime Minister Jung Bahadur Rana. We came to know that English

language teaching started in Nepal during the first decade of 20th century. In this regard, Rai (2004, p.215) says:

Mr. Ross and Mr. Canning were the first ELT teachers in Nepal who were brought from Britain. Later another Rana Prime Minister Bir Shamsheer Rana opened the door of English for public. In 1971, National Education System Plan (NESP) was implemented by Panchayat Regime. After implementation of NESP, English teaching and learning was expanded throughout the nation.

According to the census report of Nepal 2001, there are 1037 speakers of English. But the use of English is far from this number indicates. Thousands of people use English in their daily life matters such as education, business, communication etc. It functions as the language of prestige. English is considered as the means of upward mobility. It has been used as an international language and a link to the rest of the world. For these reasons, it has been not only taught as a compulsory subject at public schools and university levels but also used as a medium of instruction in almost all the private schools and some of the government aided schools. Besides, it has been employed as medium of science, technology and commerce.

From the above discussion, it can be said that the craze for learning English started from the Rana period in Nepal. It is taught as a compulsory subject from primary to higher level. Today, English is not only a subject taught in the academic institution but is also a medium of communication, the language of training and conferences etc. After the declaration of Republic Nepal, the issue of mother tongue from various indigenous groups has been put forward, in which English is supposed to have less priority in the days to come. So, English has been critically viewed in the context of Nepal. Many people worry about what English means for the cultures. They see its teaching as a form of cultural

imperialism. They believe that English is being imposed to promote the English cultures and a language promoting colonialism. Anyway, English is given high space in the Nepalese society. Everyone is found having interest in learning English for different purposes.

1.1.2 English language Teaching and Its Importance

Traditionally, it was believed that the only tool a language teacher needed was a sound knowledge of the grammar of that language. But now it has been realized that linguistic is not the only area in which a language teacher should be trained. The importance of psychology and sociology as well as more extensive training in pedagogy has been realized by those all concerned with language teaching. In this regard Ur (1996, p.5) writes “besides methodology, foreign language teaching has further important components such as lesson planning , classroom discipline, the provision of interest–topics which are relevant and important to teachers of all subjects”.

Similarly, Richards and Rodgers (2001) mention “Language teaching came into its own as a profession in the 20th century”. Brown’s (1994, p. 78) view presents the role of English teacher more clearly, “Your understanding of how the learners learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques”. Before some years teachers’ role was sometimes understood as a ‘drill sergent’ and ‘orchestra conductor’ and sometimes as an ‘authority’ inside the classroom. Today the language teacher has to play sensitive and more dynamic role, i.e. the role of the facilitator’ of the language learners.

Being an international language and a lingua franca, English has gained the status of first language in some countries, second language in other countries and is learnt as third language in other countries. The latest and the most advanced discoveries and inventions in science and technology are being made in the universities located in United States of America where the English

language is means of scientific discourse. Thus, today English is globalized and most widely used language of the world.

The English language is available to us as a historical heritage in addition to our own language. We must make the best use of English to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. English is our window to the world. English language is one tool to establish our view point. We can learn from others experience. We can check the theories of foreigners against our experience. We can reject the untenable and accept tenable. We can also propagate our theories among the international audience and readers.

Regarding the importance of English language, Manivannam (2006) states:

Generally, Standard English today does not depend on accent but rather on shared educational experiences, mainly of print language. Present day English is an immensely varied language, having absorbed material from many other tongues. It is spoken by more than 300 million native speakers, and between 400 to 800 million foreign users. It is the official language of air, transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, and international negotiation. For this reason, scholars frequently refer to its latest phase as world English.

(<http://www.usingenglish.com>. Retrieved on May 12, 2012)

1.1.3 SQC: A Brief Introduction

Students' Quality Circle (SQC) is an approach which was originated from Japan in 1962. It has already proved its success in cooperation by empowering employees but is a relatively new approach in academics.

A quality circle is a volunteer group composed of workers (or even students), usually under the leadership of their supervisor (or an elected team leader), who are trained to identify, analyze and solve work-related problems and present their solutions to management in order to improve the performance of the organization, and motivate and enrich the work of employees. When matured, true quality circle become self-managing, having gained the confidence of management.

In education, we apply this quality management approach to develop the personality of students. SQC soon got its popularity all over the world. Its benefits of innovative and creative approach have attracted the educationalist in Nepal as well. Prof. Dr. Dinesh Chapagain established the first organization in Nepal to promote the SQC, i.e. Quality Circles in Education for Personality (QUEST), Nepal in 2006. According to Chapagain (2006), SQC is a team of students who work to solve their problems through group work and participatory approach. This helps to develop leadership quality attributes of the members working in the team. They are formal groups. They meet at least once a week at school and are trained by competent persons (usually designated as facilitators) who may be any trained person having qualities to facilitate quality circle having basic skills of problem identification, information gathering and analysis, basic statistics, and solution generation. Quality circles are generally free to select any topic they like. Quality circles are an alternative to the dehumanizing concept of the division of labour, where workers or individuals are treated like robots. They bring back the concept of craftsmanship, which when operated on an individual basis is uneconomic but when used in group form can be devastatingly powerful. Quality circles enable the enrichment of the lives of the workers or students and create harmony and

high performance. Typical topics are improving occupational safety and health, improving product design, and improvement in the workplace and manufacturing processes.

City Montessori School first promoted the concept in its school and presented quality circle cases in international conference held in different cities of the world. People concerned wish.

The term quality circles derive from the concept of PDCA (Plan, Do, Check, Act) circles developed by Dr. W. Edwards Deming.

1.1.3.1 History of SQC

Quality circles were first established in Japan in 1962; Kaoru Ishikawa has been credited with their creation. The movement in Japan was coordinated by the Japanese Union of Scientists and Engineers (JUSE). The first circles were established at the Nippon Wireless and Telegraph Company but then spread to more than 35 other companies in the first year. By 1978 it was claimed that there were more than one million quality circles involving some 10 million Japanese workers. They are now in most East Asian countries; it was recently claimed that there were more than 20 million quality circles in China.

Quality circles have been implemented even in educational sectors in India, and QCFI (Quality Circle Forum of India) is promoting such activities. Mr. Jagdish Gandhi tried to realize a vision that problem solving tools that helped a war worn and trodden Japan in 1950's become an economic gain. In 1980's Sean used the same approach to develop pro-social behavior among students at school. Similarly, Dr. Mrs. Veenita Kamram, Principal, City Montessori School and Degree College, Lucknow, Mr. Pc Bihari a quality professional of Indian railway, also contributed a lot in the field of SQC. Since 1994, Students' Quality Circles a pro-social behavioral intervention is being promoted in Indian school and by 1997 WCT QEE was established with an objective of developing quality mind set among school children all over the world. However this was

not successful in the United States, as it (was not properly understood and) turned out to be a fault-finding exercise although some circles do still exist. Ref Don Dewar who together with Wayne Ryker and Jeff Beardsley, first established it in 1972 at the Lockheed Space Missile Factory in California. In a structures-fabrication and assembly plant in the south-eastern US, some quality circles (QCs) were established by the management (management-initiated); whereas others were formed based on requests of employees (self-initiated). Based on 47 QCs over a three-year period, research showed that management-initiated QCs have fewer members, solve more work-related QC problems, and solve their problems much faster than self-initiated QCS. However, the effect of QC initiation (management- vs. self-initiated) on problem-solving performance disappears after controlling QC size.

A high attendance of QC meetings is related to lower number of projects completed and slow speed of performance in management-initiated QCS. QCs with high upper-management support (high attendance of QC meetings) solve significantly more problems than those without. Active QCs had lower rate of problem-solving Quality circle failure, higher attendance rate at QC meetings, and higher net savings of QC projects than inactive QCs. QC membership tends to decrease over the three year period. Larger QCs have a better chance of survival than smaller QCs. A significant drop in QC membership is a precursor of QC failure. The sudden decline in QC membership represents the final and irreversible stage of the QC's demise. Attributions of quality circles' problem-solving failure vary across participants of QCs: Management, supporting staff, and QC members.

1.1.3.2 Aims and Objectives of SQC

The main aim and objective of SQC is to develop leadership personality of students and to encourage students to identify, analyze and solve their respective problems. In order to achieve this aim SQC has set the following objectives:

- Develop self-confidence in their knowledge, action and capability.
- Make students self-discipline by developing commitment and honesty.
- Regular interaction among students for better interpersonal relations.
- Develop empathy.
- Increase the sense of social responsibility.
- Enhance adaptability and tolerance for well being of society.
- Develop time management skills.
- Develop scientific and analytical skills.
- Develop communication and presentation skills.
- Develop creativity and lateral thinking habits.
- Working habits in a team.
- Develop broader vision.

1.1.3.3 Formation and Implementation of SQC in School

More than one quality circle is formed in a school which has implemented SQC in its education system. So, before formation of SQC, the school must announce the SQC programmes in institutes as a regular co-curricular activity.

For the implementation of SQC in Educational Institutions at first Chief Executive of the institute (Chairperson, Managing Director, Deans, Principals, and Head Master/Mistress) should have to understand the potentials of SQC. Then, school integrates SQC plan in institutional plan (academic calendar) as co-curricular activities and Chief Executive exhibits commitment and involvement for its continuous development. Few senior teachers interested in undertake the facilitators' skill training, outside / inside the country are selected or appointed. Then few students (who are keen to take leadership roles and participate in SQC activities) undertake SQC tools and techniques of problem solving. Chief Executive publicly announces the SQC programmes in institutes as a regular co-curricular activity and facilitators collect volunteer students who have desire to develop their personality.

Now facilitators form Students' Quality Circles and facilitators give training on tools and techniques of SQC to all SQC members. Students interested to take parts in quality circle are assembled by facilitator.

Generally all the students in any quality circle are of same class and/ or of same age groups. They are asked to form a team. A team can consists of 5-10 numbers of students. If there are more than 15 numbers of students in any group, two and more teams are formed. Facilitator asks each QC team to elect one QC leader and select name for their Quality Circle. Brainstorming session starts immediately after the formation of QC. Different SQC starts working simultaneously.

In the process of SQC activity, the role of facilitators is only to train and facilitate students. Students identify, analyze, solve and prepare presentation themselves. Facilitators only fix the schedule, venue, logistics required, and brief counseling if students stuck on their process.

Chief Executive invites guests, senior teachers and guardians to attend in house SQC presentation, seminars. The Seminar is organized regularly (monthly, quarterly, half yearly or annually). Facilitators facilitate the logistics for SQC required for case presentation.

One facilitator can handle more than one SQC activities in one institute. In larger scale institutes, one senior facilitator can be designated as Chief facilitator to lead a SQC promotion office.

1.1.3.4 Growing trend of SQC in Nepal

SQC is a growing culture among well established government and private schools in Nepal. The story of development of SQC in Nepal has been put under different topics below:

a. First knowledge in February 1999

In February 1999, on conceptualizing that Quality Circles can be applied in educational institutes for their continuous improvement, not only among teachers and administrators but also among the students for their personality development, Prof. Dr. Chapagain was eager to experiment the approach in some of the educational institutes in Nepal. When he expressed the desire to a few schools in the Kathmandu Valley to experiment that concept, the principals of most of the schools agreed but with some initial hesitation. The approach was quite new and educationists had not heard about Total Quality Management and Quality Circles at that time. Those who were aware of TQM related the approach for quality improvement in the industries and businesses and they thought that educational field was different.

b. Pilot Programme in 1999

When the founding principal of Himalaya Vidya Mandir, a medium-sized school in Kathmandu, agreed to provide Prof. Dr. Chapagain with the opportunity to test the QC problem solving approach in her school, he could not but help admire the encouraging and risk taking attitude of this lady. He held a one-day seminar on the SQC approach for a group of interested teachers and students. He found seven students who could volunteer to form a team. He facilitated the team for seven months visiting the school for two hours every week. The SQC team selected their problem of “non-uniformity in school uniform”. Those students were very enthusiastic and diligent. That time, Prof. Dr. Chapagain learned to adapt the QCC techniques for continuous improvement in industries and apply it for the personality development of students. He was very satisfied to see the transformation of the personality of students from individual excellence to group excellence in a holistic manner. He was amazed to see those students striving to be both good and smart rather than becoming smart only.

c. Expansion to other areas, since 2000

After his first experiment, he was encouraged to promote the SQC approach of personality development in other parts of the country. In 2000, he provided a brief introduction on the subject to a group of teachers in Biratnagar situated 500 Km south-east of Kathmandu. He received a second breakthrough when one very experienced and energetic chairman of a relatively large school from Dharan, Vijaypur High School invited him to give a seminar cum training on facilitating SQC activities to a few teachers of his school and a few other schools of the region. The seminar proved to be a great success. On returning to Kathmandu, he learned that about 30 schools of that region had already started SQC activities. Every year a number of SQC teams have been presenting various SQC cases on different occasions since then.

d. Nationwide expansion, since 2003

It then became his ambition to take up SQC as a national project. For this, he received the third breakthrough when one young and intelligent principal of a small school, Kathmandu University High School, immediately accepted the idea of SQC after attending one of his seminars on the subject and established SQC in his school. He talked to Prof. Dr. Chapagain on taking the SQC programme on a larger forum. On 26~29 October 2005, the first National Convention on Students' Quality Circles was held successfully. About 700 students and teachers from different parts of the country attended the convention, and endorsed the SQC approach for transforming their students into quality people. The second and third national conventions were held in Kathmandu in November 2006 and 2007 respectively. The fourth national convention is being held on 1-3 November 2008 again at Kathmandu, where about two thousand students and teachers are expected to attend and share their experiences on SQC.

e. Institutionalization of SQC, since 2006

The fourth breakthrough in the initiation and promotion of SQC in the academia in the country happened with the formation of an institution called *Quality Circles in Education for Students' Personality Development, Nepal*, or, in short, QUEST-Nepal (www.questnepal.org.np). The objective is to further enhance the promotion of SQC in educational institutes in the country with a purpose of creating quality people. Many educational institutes agreed to join in forming this national forum. The governing board members of QUEST-Nepal comprises of enthusiastic chief executives, educationists and teachers of the country. QUEST–Nepal is playing a facilitating role to introduce SQC as an integral part of curriculum through training, motivating and disseminating knowledge.

1.2 Review of Related Literature

Since SQC has been adopted as an approach to prepare Total Quality People for Total Quality Management, some research work have already been carried out about it and different articles have been published in different journals. Among them I have reviewed some research work under the department of English Education, T.U. and some article on different journals which are somehow related to my study.

Mr. Jagdish Gandhi tried to realize a vision that problem solving tools that helped a war worn and trodden Japan in 1950's become an economic gain. In 1980's Sean used the same approach to develop pre-social behavior among students at school. Similarly, Dr. Mrs. Veenita Kamram, Principal, City Montessori School and Degree College, Lucknow, Mr. Pc Bihari a quality professional of Indian railway, also contributed a lot in the field of SQC. Since 1994, Students' Quality Circles a pro-social behavioral intervention is being promoted in Indian school and by 1997 WCT QEE was established with an

objective of developing quality mind set among school children all over the world.

Karki (1989) studied “Attitude of Campus Student towards English Language Field Study”. The objective of the study was to compare the attitudes of students towards English as a foreign language from technical and non-technical institutes. He selected 50 students from proficiency certificate level and 50 students from diploma level from 10 institutes available in Kathmandu valley. The students were selected randomly with the help of register copy. The questionnaires were used as a tool for data collection. He found positive attitudes of campus students towards English as foreign language.

Chapagain, 2006, p.176 says, “By adopting the concept of SQC the students from different schools in all over the world they have been presenting their problem solving cases in national and international conferences.”

Vineeta Kamram, Principal of CMS and Degree College, Lucknow in the keynote speech of the second NCSQC (25-27 Nov, 2006) states that, “TPQ is a positive stepping-stone for the growth and development of children, staff and organization and is a dynamic process for continuous improvement. It is a systemic methodology to bring about positive change through teams involving teacher, students and even parents”.

Chapagain (2006), the President of NQPCN, states:

The students of SQC improve their personality and communication skills and develop a sense of social responsibility and global outlook.

SQC program introduced as an integral part of TQM in school and university will help to reorient the psycho-social traits of students who as future leaders and managers can promote TQM culture in their

respective organization to develop win –win playing fields.

Kumar (2008) studied “Teachers’ Perception Towards Grade XI Teacher’s Book of Meaning into Words”. The objective of the study was to find out the teacher’s book. The primary sources of data were 30 English teachers of higher secondary level of Lamjung, Kathmandu and Tanahun district. The teachers from each district were selected through random sampling method. The data were collected through operating questionnaire. He found that the teacher’s book is very practical and highly helpful.

Khanal (2010) carried out a research on “Writing proficiency of the member and non-member of the SQC”. She had the objectives to investigate the writing proficiency of the members and non-members of SQC. Two schools were randomly selected from Pokhara. Forty students were selected by using non-random judgmental sampling procedure. The questions were based on two types of test items (guided and free compositions). She found that SQC members have better writing proficiency than non-members of SQC.

Parajuli (2011) carried out a research on “Development of Writing Skill through Students’ Quality Circle”. The objectives of the study were to identify the role of SQC activities in developing writing skills and to explore the ways of solving problems in writing skills among lower secondary and secondary level students. One school was randomly selected from Kirtipur. Forty students were selected by using non-random judgmental (purposive) sampling procedure. The researcher used questionnaires check sheets and test items for data collections. He found that students showed better performance on writing activities after involving stepwise activities of SQC.

Though various studies have been carried out in the field of SQC, still there is lack of research in area of SQC’s roles in developing English proficiency of students. The research work mentioned above related to SQC shows that none of the research has been carried out on the role of SQC in developing English

proficiency of students in lower secondary and secondary level. So the researcher is interested to carry out research on this very topic.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To find out the teachers' and students' perception on SQC in developing English proficiency
2. To suggest some pedagogical implications

1.4 Significance of the Study

The study "Teachers' and Students' Perception on Students' Quality Circle in Developing English Proficiency" is significant to all who are involved in the field of teaching and learning. This study will be beneficial for changing the negative attitude of the students towards learning English language. It plays the vital role for the teachers, students, supervisors, researcher and the person who has interest in the field of language teaching and learning. It is needless to say that most of the SQC activities have been conducted on very popular, highly facilitated, private leading school in Nepal like St. Xavier, Budhanilkantha schools, LRI school, Little Angels school, etc. in Nepal but this research is going to be carried out in a private school of Far Western Development Region, Nepal. This research will be a model for other back warded schools, public and private school in the context of implementing SQC in school particularly solving the problem related to English language. This study will have significant contributions in developing good students- students and teacher-student relationship, and effective teaching.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

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

2.1.1 Primary Sources

The primary sources of data for the research were the teachers involved in SQC and students of lower secondary and secondary level studying in Sunrise Public Higher Secondary School and Adarsh Vidya Niketan Higher Secondary School.

2.1.2 Secondary Sources

The secondary sources of data for the research were the related books, journals, articles, websites, magazines, theses approved in the Department of English Education etc which were related to SQC and developing English language proficiency. Some of them are Kumar (1999), Chapagain (2006), Harmer (2008), SQC journals and so forth.

2.2 Sampling Procedure

Researcher used purposive sampling procedure. The total sample population of this study was 5 teachers and 35 students of Sunrise Public Higher Secondary School, Mahendranagar and Adarsh Vidya Niketan, Mahendranagar involved in SQC.

2.3 Tools for Data Collection

The researcher basically used 'Questionnaire' to elicit the required information for the study. The questionnaire consisted of both close-ended and open ended questions.

2.4 Limitations of the Study

The study had the following limitations-

1. The study was limited to the perception of teachers and students involved in SQC.
2. This study was limited within two schools: Sunrise Public Higher Secondary School, Mahendranagar and Adarsh Vidya Niketan Higher Secondary School, Mahendranagar.
3. The teachers involved in SQC and students of Grade seven, eight, nine and ten who are the SQC members were taken for this study.
4. It was limited to the questionnaire only as a tool to elicit the data.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources. Having collected the questionnaire, I have tabulated the data and analyzed below-

3.1 Holistic Analysis

The first concern of this chapter is related to the holistic analysis of the collected data. Especially, the responses of the majority of the informants are included here.

Table No. 1
Holistic View of Respondents on SQC's Activities

S.N.	Themes	Percent
1.	A volunteer group of students who are trained to identify, analyze and solve their problems.	75
2.	Provides trainings, seminars, interaction, case study etc.	75
3.	Trainings are related to discipline, interaction, paper presenting etc.	60
4.	Appropriateness of training provided.	95
5.	Participation in training.	75
6.	SQC helps to make learning English natural.	97.88
7.	Bridged the gap between natural and classroom use of English language.	40
8.	SQC training and conferences, a powerful tool to enhance teaching and learning.	60
9.	Role in improving English,	85
10.	Type of programmes conducted-quiz contest, debate, spelling contest, poem competition etc.	60

11.	Present condition of English environment, getting better.	55
12.	Watchdog facility to watch students' behaviour.	55
13.	Charges fine and punishes if rules are not followed.	80
14.	Getting opportunity to conduct various programmes in English.	71.42
15.	Conducting programmes for better English environment.	52.5
16.	Encourage to use different materials.	95
17.	Problems with new-comers who have poor English background.	40

The first item of the questionnaire was related to the general definition of SQC. Majority (i.e. 75%) of the respondents defined SQC as a volunteer group of students who are trained to identify, analyze and solve their problems. Similarly, regarding SQC in the context of their school, 80 percent of them defined as a group of students working together to solve problems related to learning. In the same way, related to the programmes that SQC has been conducting for the improvement of English, 60 percent of them replied trainings, seminars, interaction and case study.

Regarding the participation in seminar and conferences conducted by SQC, 75 percent wrote they have taken part in them. The next concern was related to training courses designed by SQC. In response to this question, 60 percent of respondents wrote that SQC has designed training courses related to discipline, paper presenting etc. The next concern was whether the training provided by SQC is situationally appropriate or not. Most of them, 95 percent of the respondents showed positive response. Similarly, in another question, they were asked about their participation in the training which was provided by SQC. Among them, 75 percent of the informants informed that they participated in the training. The next concern was whether SQC really helps to make learning English natural or not. Most of them, (97.88 percent) showed positive response towards it and their reason were SQC creates English

speaking environment where the students speak without any hesitation. The next concern was whether SQC has played any role to bring improvement in learning of the English language. Forty percent of them replied SQC has bridged the gap between natural and classroom use of English language. Regarding the trainings and conferences provided for SQC members are powerful tools to enhance learning English, 60 percent of them agreed on it. Another item was related to the contribution of SQC in the improvement of English. Maximum number of them i.e. 80 percent of informants said that SQC has played a vital role in creating English speaking environment.

Regarding the work of SQC in improving English among students, 85 percent of informants showed positive response towards it. The next concern was about the programmes that SQC is conducting in the school. Sixty percent of the respondents replied it has been conducting quiz contest, debates, spelling contest, poem competition, essay competition etc. On the query present condition of English environment at their school, 55 percent replied it is getting better. The next concern was related to the sufficiency of textbooks where 60 percent of them replied 'No'. In the next item they were asked whether there is any provision of observing the behaviours of its members. More than half number of respondents (i.e. 55%) replied 'Yes'. The next question was how they know whether the programmes are followed or not. Almost all the respondents replied by watching their behaviours. On the query the response of SQC in finding students not following the lunched rules, 80 percent of them replied it has provision of charging fine and punishing them. The next concern was related to the participation in research on the basis of knowledge provide by SQC. Here, 85 percent of the respondents said that they had never participated in any research. In the question related to opportunities that they are getting being a member of SQC to develop their English, 71.42 percent of them replied to conduct various programmes in English. The next concern was whether SQC has been conducting programmes for better English environment regularly or not. Majority of them (52.5%), respond positively. Similarly, in

concern about encouraging its members to use different materials for improving English, 95 percent of them replied 'Yes' for the better and effective learning.

Regarding the problems which SQC is facing to improve English language environment in their school, 40 percent of them showed problems related to the new comers who have very poor English background. Another concern was suggestions to the SQC to overcome from such type of problems. Here, 66 percent of them emphasized to involve new comers in different programmes.

3.2 Itemwise Analysis

The first item of the questionnaire was "How do you define SQC?" Out of 40 respondents, 75 percent of them defined it as a volunteer group of students who are trained to identify, analyze and solve their problems. Similarly, 15 percent of them defined as group of active students working together. Five percent defined it as a committee who work for quality education and remaining 5 percent defined it as a group committed to create better learning environment.

Table No. 2
Respondents' Views on SQC

S.N.	Themes	Number	Percent
i.	A volunteer group of students who are trained to identify, analyze and solve their problems.	30	75
ii.	Group of students working together.	6	15
iii.	A committee for quality education.	2	5
iv.	A group committed to create better learning environment.	2	5
Total		40	100

The second item of the questionnaire was "How do you define SQC in the context of your school?" Majority (i.e. 80%) of the respondents replied that it is

a group of active students who work together to solve problems related to learning. Fifteen percent replied as a committee to create better learning environment and 5 percent replied as a group which works for the all round development of students.

Table No. 3
Respondents' View on SQC in the Context of their School

S.N.	Themes	Number	Percent
i.	A group of students working together to solve problems related to learning.	32	80
ii.	A committee to create better learning environment.	6	15
iii.	A group which works for the all round development of students.	2	5
Total		40	100

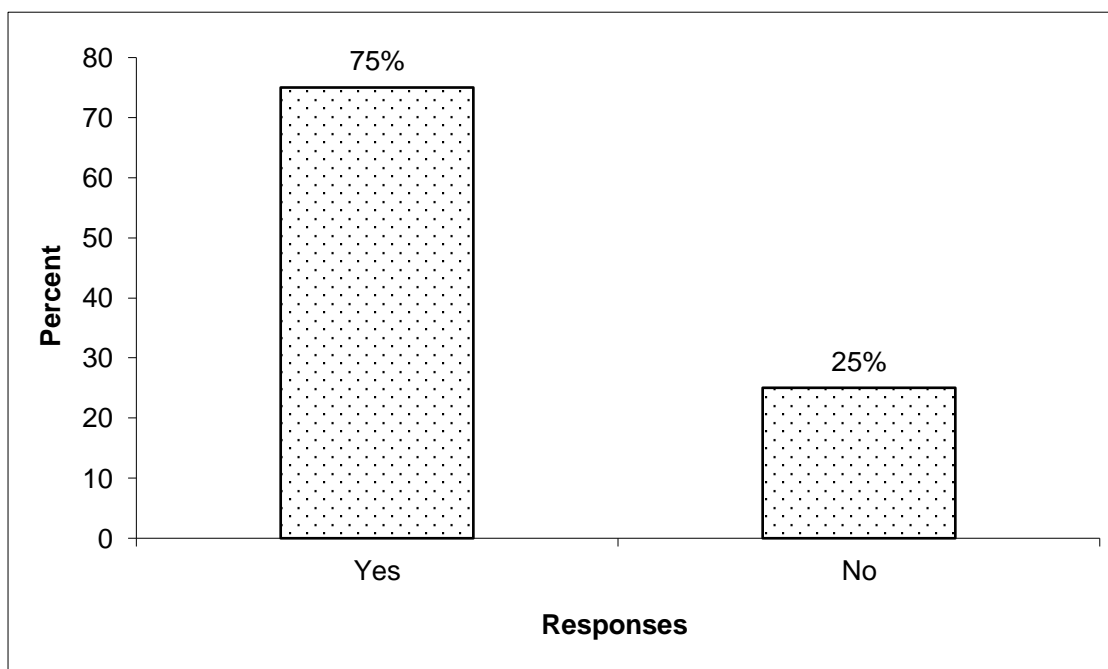
The next query of the researcher was "What sorts of programmes has SQC been conducting for the improvement of English?" Among them, 75 percent of respondents replied that it provides different trainings, seminars, interactions, case study etc. Ten percent of them replied it conducts various programmes like- debate, interaction, spelling contest etc. and remaining 10 percent of respondents replied that in lunches different rules to create English environment.

Table No. 4
Programmes by SQC for the Improvement of English

S.N.	Themes	Number	Percent
i.	Provides trainings, seminars, interactions, case study etc.	30	75
ii.	Conducts programmes like- debate, interaction, spelling contest etc.	6	15
iii.	Lunches different rules to create English environment.	4	10
Total		40	100

The fourth question was divided into two further parts. The close-ended question was "Have you ever participated in seminar and conferences conducted for SQC members?" Majority of them i.e. 60 percent of them replied 'Yes' and 40 percent of them replied 'No'.

Figure No. 1
Participation on Seminars and Conferences



Regarding the types of conferences among 30 respondents, 70 percent attended both national and international conferences. Only 30 percent of them attended national conferences.

Table No. 5
Types of Conferences

S.N.	Responses	Number	Percent
i.	Both National and International	21	70
ii.	National	9	30
Total		30	100

The fifth question was related to the training that SQC provides. The question was "What sorts of trainings does SQC offer?" Sixty percent of the respondents replied that SQC offers trainings related to discipline, interaction, paper presenting etc. Twenty percent of them replied that SQC offers trainings related to maintaining better learning environment, using different technologies, developing leadership etc. Similarly, 20 percent of them replied that it offers trainings related to conducting various extra-curricular activities like –essay competition, quiz contest, poem competition etc.

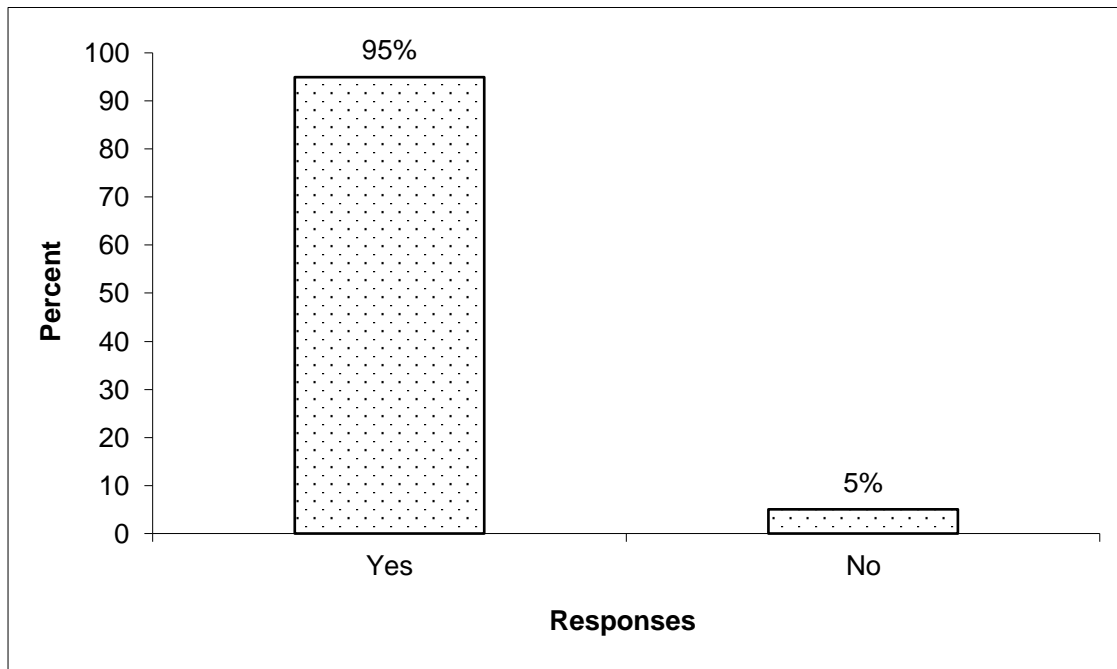
Table No. 6
Respondents' Views on Types of SQC Training

S.N.	Themes	Number	Percent
i.	Trainings related to discipline, interaction, paper presenting etc.	24	60
ii.	Trainings related to create better learning environment, operating technologies, developing leadership etc.	8	20
iii.	Trainings related to conducting extra-curricular activities like- debate, quiz contest etc.	8	20

Total	40	100
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Another question was divided into two further parts. The close-ended question was "The training provide by SQC is situationally appropriate or not?" Ninety five percent of them were positive towards it and five percent of them were found negative and said 'No'.

Figure No. 2
Appropriateness of Training Provided by SQC



In relation to the next part of this question, 95 percent of the respondents who showed positive attitude towards it, 75 % percent of them replied that they are situationally appropriate because they provide different ideas and techniques to solve the existing problems. Only 16.66 percent of them replied that they are knowledgeable and remaining 8.33 percent supplied nothing.

Table No. 7

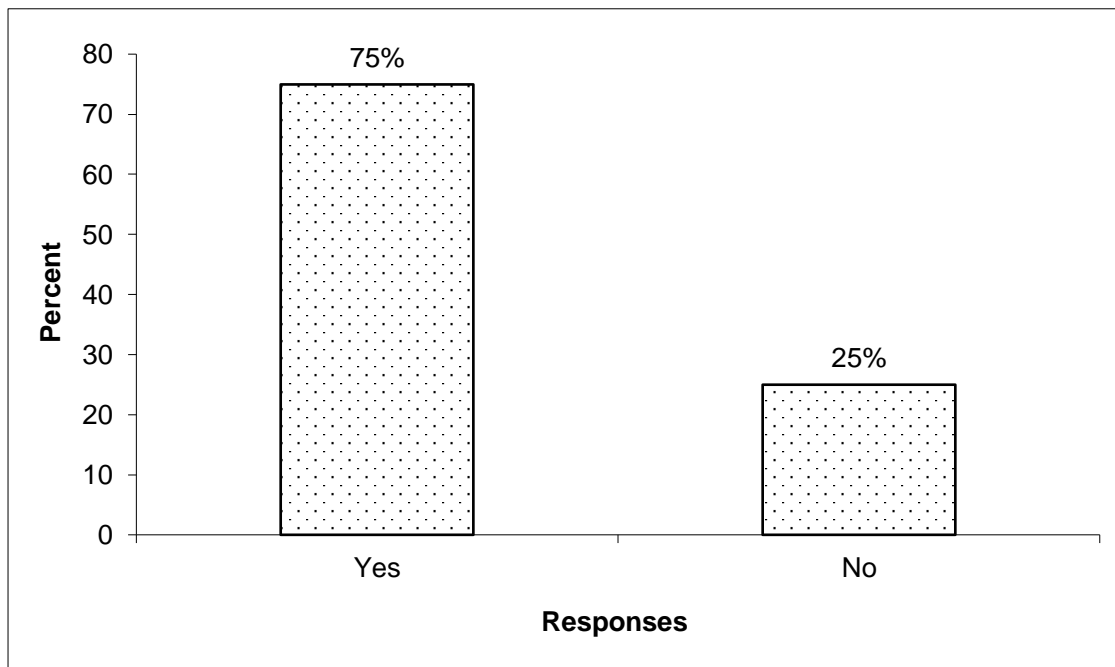
Reasons for Appropriateness of Trainings

S.N.	Themes	Number	Percent
i.	Provide different ideas and techniques to solve the existing problems.	27	76
ii.	They are knowledgeable	6	16.66
iii.	Nothing	3	8.33
Total		36	100

The next item was also divided into two parts. The first part of the question was "Have you ever participated in the training provided by SQC?" In response to the question, 75 percent of the respondents replied 'Yes' and 25 percent of them replied 'No'.

Figure No. 3

Participation on Trainings Provided by SQC



Another part of question was only for those people who had participated in training provided by SQC. Among 36 respondents, 50 percent of them got

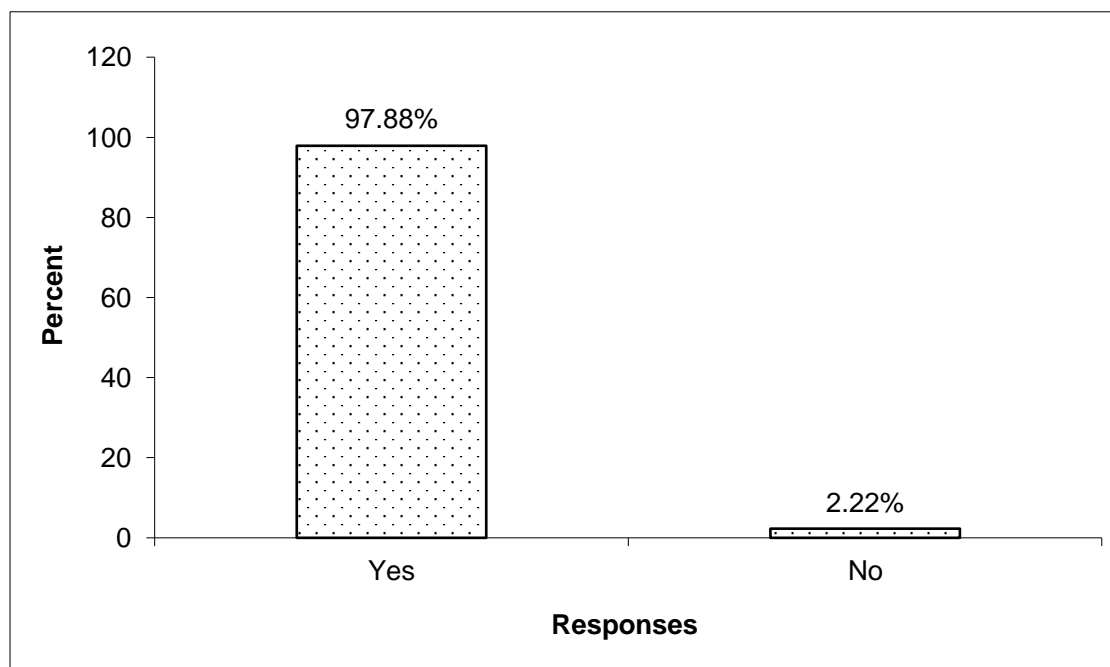
general trainings (low level), 25 percent got training on implementing SQC in school (high level) and 25 percent didn't respond.

Table No. 8
Types of Training

S.N.	Themes	Number	Percent
i.	General training	18	50
ii.	Implementing SQC in school	9	25
iii.	Not mentioned	9	25
Total		36	100

The eighth item was again divided into two parts: close-ended and open-ended question. The close-ended question was “Do you think SQC really helps to make learning English natural?” Among them, 98 percent of respondents agreed with the given question and two percent of respondents disagreed.

Figure No. 4
SQC Helps to Make Learning English Natural



Regarding another part of the question, 66.66 percent of them said that SQC encourages students to use English by creating English speaking environment. Likewise, 23.07 percent of respondents replied that SQC makes the classroom

communicative one and 10.25 percent of respondents gave other different reasons.

Table No. 9
Reasons to Makes Learning English Natural

S.N.	Themes	Number	Percent
i.	Creates English speaking environment	26	66.66
ii.	Turns classroom into communicative one	9	23.07
iii.	Other reasons	4	10.25
Total		39	100

The ninth question was "Has SQC played any role to bring improvement in learning of the English language? Explain your view briefly." Ninety-five percent of them replied that SQC has played vital role to bring improvement in learning of English language whereas 10 percent of them were unknown. Among 90 percent of informants, 40 percent of them said that it has bridged the gap between natural use of English and school situation. Thirty percent of them said that it has helped to lessen the hesitation from students and 20 percent said it has been encouraging by giving various training.

Table No. 10
Role of SQC to Bring Improvement in Learning of English

S.N.	Themes	Number	Percent
1.	Played vital role to bring improvement in teaching and learning of English language.		
i.	Bridged the gap between natural and classroom use of English language.	16	40
ii.	It has lessened the hesitation from students.	12	30
iii.	It has been improving by giving various trainings.	8	20
2.	Unknown	4	10

Total	40	100
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The next concern of the researcher was "Trainings and conferences provided for SQC members are the powerful tools to enhance learning English." Majority of the respondents i.e. 60 percent agreed with that. Similarly, 20 percent of respondents were strongly agreed. Fifteen percent of them were undecided and 5 percent of them were disagreed on that.

Table No. 11
Trainings and Conferences Provided by SQC are Powerful Tools to Enhance Teaching and Learning

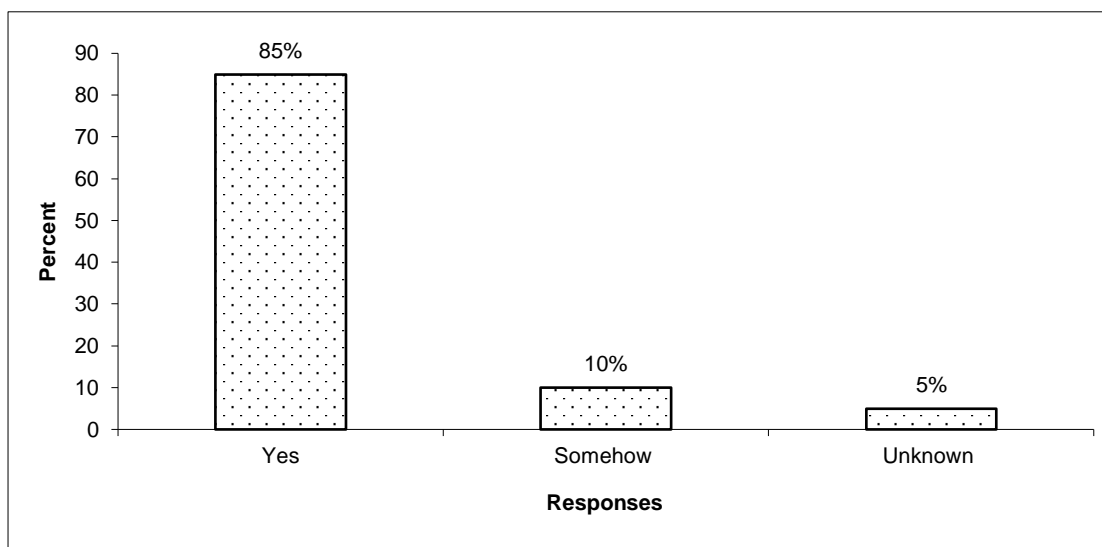
S.N.	Themes	Number	Percent
i.	Strongly agree	8	20
ii.	Agree	24	60
iii.	Undecided	6	15
iv.	Disagree	2	5
v.	Strongly disagree	-	-
Total		40	100

In connection to the question "Please mention any five contributions that SQC has done for improving English among students", majority of respondents said that SQC really helps to create an English speaking environment where students speak without any hesitation. Here, I have listed some of their views-

- ✓ It has played vital role in creating English speaking environment.
- ✓ It has lunched different rules to be followed.
- ✓ It watches whether the pupils are following the rules or not.
- ✓ It has conducted various extra-curricular activities in English.
- ✓ It has encouraged students to go through different novels, stories, drama etc in English and watch English movies

In question number 12, the respondents were asked "Is SQC really working in the field of improving English among students?" Eighty-five percent of them replied that SQC is really working in the field of improving English. Ten percent of them said it is somehow working and 5 percent of them replied unknown.

Figure No. 5
Role of SQC in Improving English Among Students



In question number 13, the respondents were asked "What sorts of programmes SQC is conducting in the school?" About 60 percent of them said that SQC has been conducting various programmes like-quiz contest, debate, spelling contest, poem competition, essay competition etc. Here, 27.5 percent of respondents replied it has been conducting programmes like interaction and training. Likewise, 12.5 percent of them replied that SQC has been conducting various programmes like-case study, paper presentation, finding the problems and solving them.

Table No. 12
Types of Programmes Conducted by SQC

S.N.	Themes	Number	Percent
i.	Quiz contest, debate, spelling contest, poem competition, essay competition etc.	24	60

ii.	Interaction programmes and trainings	11	27.5
iii.	Case study, paper presentation, finding and solving problems.	5	12.5
Total		40	100

The fourteenth item addressed to the respondents was about their views towards the present condition of English environment of their school. Fifty-five percent of them replied that it is getting better. Forty percent of them replied satisfactory and 5 percent of them said not satisfactory and needs improvement.

Table No. 13

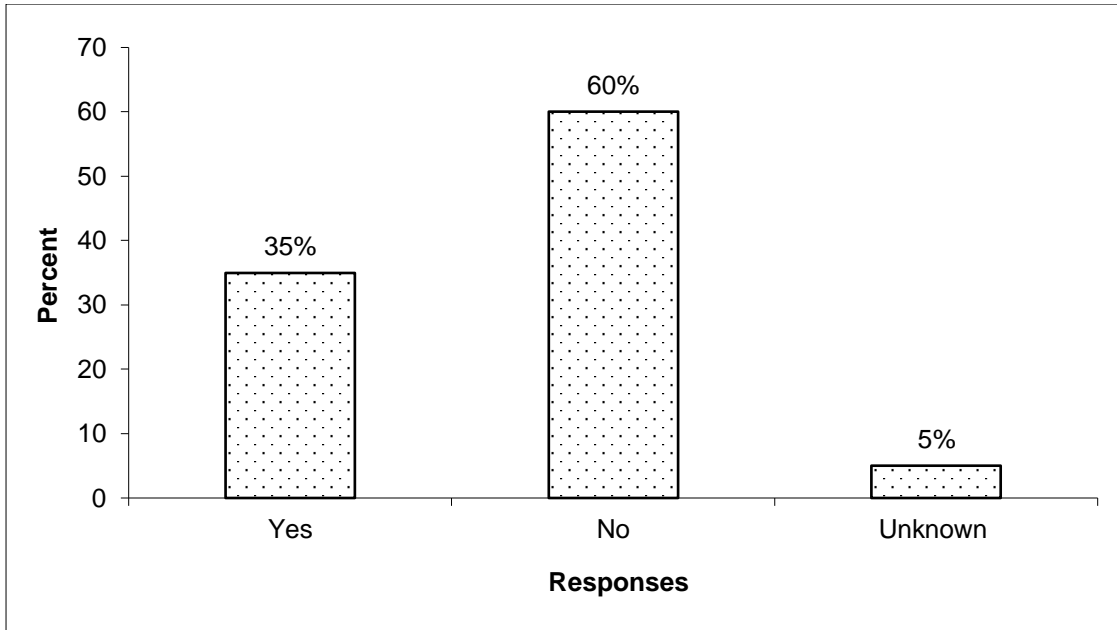
Present condition of English Environment

S.N.	Themes	Number	Percent
i.	Getting better	22	55
ii.	Satisfactory	16	40
iii.	Not satisfactory, needs improvement	2	5
Total		40	100

The fifteenth item was divided into two parts i.e. close-ended and open-ended. The first part was close-ended and the question was "Are the textbooks enough for the improvement of English among students?" Sixty percent of respondents replied 'No' whereas only 35 percent said 'Yes' and 5 percent were unknown about it.

Figure No. 6

Textbook is Enough for the Improvement of English



The second part of the question was only related to the 60 percent (i.e. 24 respondents) because they disagreed with the first part. Among these informants, majority of them i.e. 50 percent replied SQC can overcome the pitfalls of textbooks by encouraging them to use what they have learnt in actual situation. Similarly, 20.83 percent replied by focusing all language skills equally. Likewise, 20.83 percent replied by emphasizing practical aspect and remaining 8.33 percent did not reply to the question.

Table No. 14
SQC to Overcome the Pitfalls of the Textbook

S.N.	Themes	Number	Percent
i.	Encouraging to use what they have learnt in real situation	12	50
ii.	Focusing all language skills equally	5	20.83
iii.	Emphasizing practical aspect	5	20.83
iv.	No response	2	8.33
Total		24	100

In question number 16, the researcher asked "Does SQC have any watchdog facility to observe the behavior of its members?" Among them, the majority of

respondents i.e. 55 percent replied 'Yes'. Likewise, 40 percent of them replied 'to some extent' and remaining 5 percent replied 'not sure'.

Table No. 15
Watchdog Facility to Observe the Behaviour

S.N.	Responses	Number	Percent
i.	Yes	22	55
ii.	To some extent	16	40
iii.	Not sure	2	5
Total		40	100

On the question “How do you know whether your programmes are followed by the SQC members efficiently?” almost all respondents replied by watching their behaviours.

In question number 18, the researcher asked "If the rules lunched by SQC are not followed by the members, what does SQC do?" Here, 80 percent replied it charges fines and gives punishment. Similarly, 12.5 percent said it gives advice to use English. Likewise, 5 percent replied SQC manages counseling programmes and 2.5 percent did not supply any information.

Table No. 16
Response of SQC if the Rules Lunched is not Followed

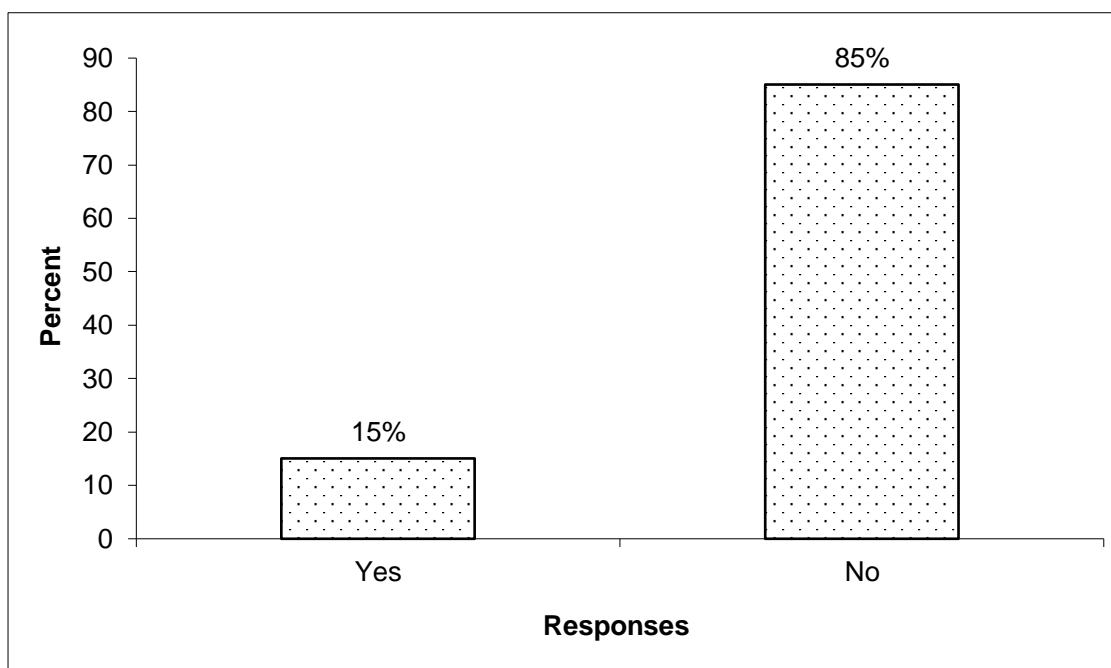
S.N.	Themes	Number	Percent
i.	Charges fines and punishes	32	80
ii.	Gives advice to follow the rules	5	12.5
iii.	Provides individual counseling	2	5
iv.	No response	1	2.5
Total		40	100

In question number 19, the informants were asked whether they have conducted any research depending upon the knowledge provided by SQC or

not. Eighty-five percent of them did not conduct research whereas 15 percent of them conducted research.

Figure No. 7

Conducting Research Depending Upon the Knowledge Provided by SQC



The next question "What sorts of opportunities are you getting being a member of SQC to develop your English?" was only asked to the SQC members but not to the teachers. Majority of them i.e. 71.42 percent replied they are getting opportunities to conduct various programmes in English. Likewise, 8.57 percent of them replied that they are getting chance to provide training / seminars. Only, 5.71 percent replied that they are getting opportunities to read various books and watch English films and 14.28 percent had different response to the question.

Table No. 17

Opportunities Received Being a SQC Member to Develop English

S.N.	Themes	Number	Percent
i.	To conduct various programmes in English	25	71.42
ii.	To organize trainings /seminars/interaction	3	8.57
iii.	To read various texts and watch English movies	2	5.71
iv.	Others	5	14.28
Total		35	100

In question number 21 the researcher asked “Has SQC been conducting programmes for better English environment regularly?” Majority of the respondents i.e. 52.5 percent of replied 'Yes' , 32.5 percent of them replied 'No' and 15 percent of them replied that SQC is planning to do.

Table No. 18

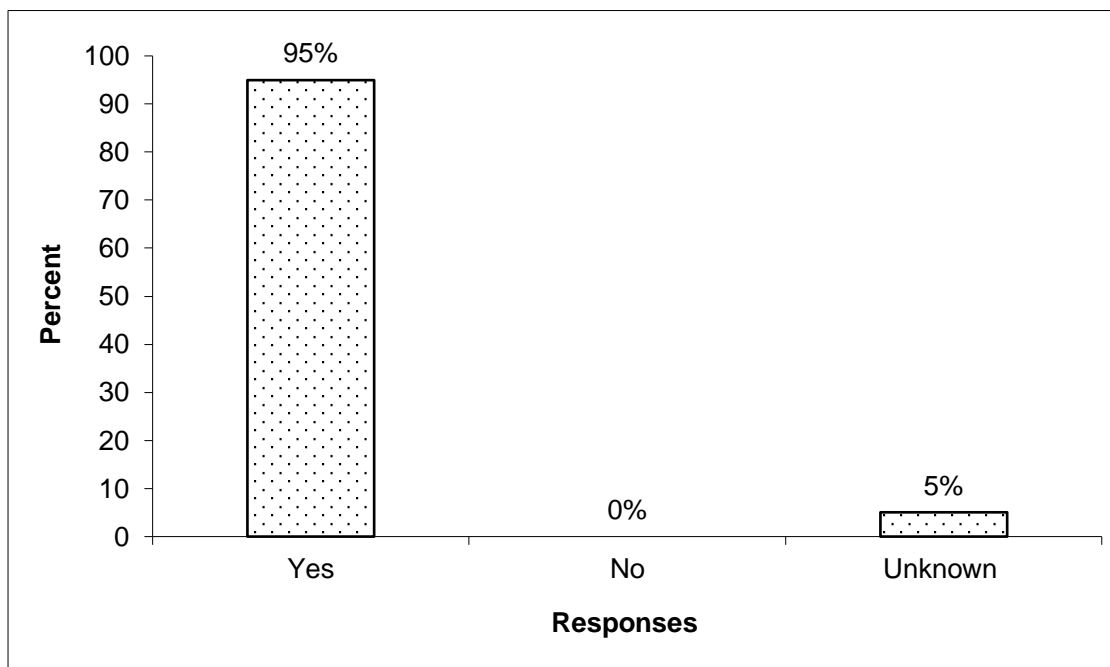
Conducting Programmes for Better English Environment

S.N.	Responses	Number	Percent
i.	Yes	21	52.5
ii.	No	13	32.5
iii.	Planning	6	15
Total		40	100

Another concern of the question was the use of different teaching materials. The question was divided into two parts i.e. close-ended and open-ended. The close-ended question was-"Does SQC encourage its member to use different materials for improving English?" Large number of them, 95 percent replied 'Yes' whereas 5 percent of them were unknown about it.

Figure No. 8

SQC Encourages its Members to Use Different Materials



Among 95 percent of respondents (i.e. 36 respondents), 50 percent said they are encouraged to use materials like CDs, English texts, projector etc for better and effective learning. Similarly, 22.22 percent of respondents replied that SQC encourages using different materials to make the best use of materials what they have. Likewise, 8.33 percent of them said for clear concept and 19.44 percent of them gave some other reasons.

Table No. 19

Reasons to Use Different Materials for Improving English

S.N.	Themes	Number	Percent
i.	For better and effective learning	18	50
ii.	To make the best use of the materials that they have	8	22.22
iii.	For clear concept	3	8.33
iv.	Others	7	19.44

Total	36	100
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The next question was related to the problems which SQC has been facing to improve English language environment in their schools. Here, 40 percent of them gave problems with new comers who have poor English background. Fifteen percent of them showed the financial problems. Likewise, 5 percent of them showed the problems related to the organization of SQC and disinterest of some students towards the rules made by SQC and 40 percent of the respondents were unknown about it.

Table No. 20

Problems Faced by SQC to Improve English Language Environment

S.N.	Themes	Number	Percent
i.	Problems with new comers who have poor English background	16	40
ii.	Financial problems	6	15
iii.	Problems related to the formation of SQC and disinterest of the students.	2	5
iv.	Unknown	60	10
Total		40	100

Finally, they were asked "What suggestion do you like to provide to SQC to overcome from these types of problems as its member?" Out of 60 percent of respondents (i.e. 24), 66 percent emphasized to involve new comers in different programmes. Twenty-five percent replied to manage financial problems by finding other sources and remaining 9 percent emphasized timely training for the SQC members for its effective result.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents the main findings of this study. Regarding the objectives of the study, it was intended to find out the teachers' and students' perception on SQC in developing English proficiency. To fulfill the set objective, a survey was made to elicit the data. The findings of this study are derived from the analysis and interpretation of the data which were collected through questionnaire. The main findings of the study are listed below-

4.1 Findings

- i. More than 80 percent of the respondents showed their positive attitude towards SQC and they said SQC has a great contribution in developing English proficiency.
- ii. Similarly, SQC provides different trainings, seminars, interactions and case study for the development of English. Seventy-five percent of informants agreed with this.
- iii. A large number of informants (97.88) replied SQC helps to make learning English language natural.
- iv. Majority of the informants, 60 percent, said that the textbooks are not enough for the improvement of English.
- v. Almost eighty percent of informants replied that SQC charges fines and punishes to law breakers to maintain English environment.
- vi. SQC provides opportunities to conduct various programmes in English for developing English proficiency. More than 70 percent of respondents replied this.
- vii. A large number of informants (95 percent) replied that SQC encourages using different materials for better English learning.

- viii. Regarding the problem which SQC has been facing, 40 percent of the informants showed problems with the new comers who have poor English background.

4.2 Recommendations

On the basis of the findings of present research work, the following recommendations have been made-

- i. SQC is a team work, which helps to develop analytical skill and problems solving attitude. So, SQC should be implemented in all schools.
- ii. Students are suggested to participate in SQC.
- iii. Students can develop their English proficiency and create better English environment in their schools.
- iv. Concerned authorities are suggested to take their students in different national and international trainings, seminars and conferences where students learn many things by the interaction with other students from other parts of the country/world.
- v. There should be at least one SQC in a school.
- vi. There should be good provision of facilitators for smooth functioning of SQC.
- vii. SQC is a student-centered approach because students have major role in it. So, the first priority should be given to the students in the course of learning.
- viii. The members of SQC should be given positive reinforcement after they solve the existing problems or they bring any positive change in teaching learning activity in school.
- ix. SQC is equally effective in other areas besides language learning like-solving disciplinary problems, case study etc.

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Appendix I

Questionnaire

Dear Respondents,

This questionnaire is a research tool for gathering information for my research entitled “Teachers’ and Students’ Perceptions on Students’ Quality Circle in Developing English Proficiency” as a partial fulfillment of Masters Degree in English Education, T.U., Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure you that your responses will remain confidential and used only for research purpose.

Researcher
Mani Ram Pandey

Name:

Qualification:

Post:

Answer the following questions:

1. How do you define SQC?

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2. How do you define SQC in the context of your school?

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.....

3. What sorts of programmes has SQC been conducting for the improvement of English?

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.....

4. a. Have you ever participated in seminar and conferences conducted for SQC members?

i) Yes ii) No

b. If 'Yes' what sorts of conference, national or international?

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.....
.....

5. What sorts of training SQC offers?

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.....
.....

6. a. The training provided by SQC is situationally appropriate or not?

i) Yes ii) No

b. Support your answer with reasons.

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

7. a. Have you ever participated in the training provided by SQC?

i) Yes ii) No

b. If 'Yes' what sorts of training and which level?

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.....
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8. a. Do you think SQC really helps to make learning English natural?

i) Yes ii) No

b. Support your answer with reasons.

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.....

14. What do you think about the present condition of English environment of your school?

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15. a. Are the textbooks enough for the improvement of English among students?

i) Yes ii) No

b. If 'No' how SQC can overcome the pitfalls of textbooks?

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16. Does SQC have any watchdog facility to observe the behavior of its members?

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17. How do you know whether your programmes are followed by the SQC members efficiently?

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18. If the rules launched by SQC are not followed by its members, what does SQC do?

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19. Have you ever conducted any research depending upon the knowledge provided by SQC?

20. What sorts of opportunities are you getting being a member of SQC to develop your English?

21. Has SQC been conducting programmes for better English environment regularly?

22. a. Does SQC encourage its members to use different materials for improving English?
 i) Yes ii) No
- b. Support your answer with reasons.

23. What sorts of problems is SQC facing to improve English language environment in your school?

24. What suggestions do you like to provide to SQC to overcome from these types of problems as its member?

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Thank you for your kind co-operation.