

**English Language Teacher's Perspectives on Teacher Training for Enhancing
their Professional Development**

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

**Submitted by
Kalpana Neupane**

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

2024

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidate of research degree to any university.

Date: 25/09/2023

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This is to certify that **Ms. Kalpana Neupane** has prepared this thesis entitled **English Language Teachers' Perspective on Teacher Training for Enhancing their Professional Development** under my guidance and supervision.

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Dedication

Dedicated

To

My Parents and Husband

Who devoted their entire life for my study and making me what I am now.

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Abstract

This thesis entitled **English Language Teachers' Perspectives on Teacher Training on Enhancing Professional Development**, explores the view of teacher towards teacher training for teachers' development. It also helps to find out the use of teacher training for designing effective teaching activities. The study employed a survey design under quantitative research. For sample population of the study, forty secondary level English language teachers from Rupandehi district were selected through simple random sampling. I designed different types of questionnaires to collect the necessary data for my research. Questions were of close-ended (objective). Data were collected through class observation and interviews with teachers. The data were analyzed and interpreted descriptively by identifying them. The findings revealed that teachers have positive attitudes towards teacher training for their professional development and how they improve themselves after taking teacher training. Major findings are highlighted on different categories.

This study consists of five chapters. The first chapter comprises of the background of the study, statement of the problem, research questions, and significance of the study, delimitation of the study and operational definition of the key terms. The chapter two deals with review of the related theoretical literature and empirical literature, implications of the review for the study and conceptual framework. Likewise, chapter three incorporates research design, population, sample and sampling strategy, sources of data collection tools and techniques, data collection procedure and ethical considerations. The fourth chapter is about the analysis and interpretation of the result. And the fifth chapter is focuses on the conclusion and implications of the study. Finally, the references and appendices have been included in the last part of the study.

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Chapter I

Introduction

This study is entitled as the **English Language Teachers' Perspectives on Teacher Training for Enhancing their Professional Development**. Particularly, this chapter consists of background of the study, statement of the problems, objectives of the study, research questions and significances of the study, delimitation of the study and operational definitions of the key terms.

Background of the Study

Training is pre-requisite phenomena for handling any responsibility for everybody. In other words, the term 'training' is a learning process that involves the acquisition of knowledge, sharpening skills, concepts, rules or changing of attitudes and behaviors to enhance the performance of employee. In the same token, it can be defined in another way as the acquisition of knowledge, skills, and competencies occurs through the teaching of practical vocational skills and relevant information associated with specific, practical capabilities.

Lodge (2015) mentioned in her article 'Brief History of Western Education' the educational background, pedagogical theories, teacher education, and the contemporary history of education, which commenced in the early 18th century in Germany. In the history of education and teaching in English-speaking countries, the formal training of teachers began with significant milestones such as the establishment of a chair in education at the University of Edinburgh. This development parallels the historical progression in the USA's education system, where influential figures like Henry Bernard and Nicholas Murray Butler played notable roles. Teacher education and training, first teacher training college in French history of teaching began in 18th century.

Froebel in Germany and Alexander Bain's "Education as a Science" advocated for the education of teachers through teacher training colleges. Teacher education embraced philosophical principles in Western educational history, addressing the deficiencies identified in teaching. It incorporated Herbart's pedagogical emphasis, emphasizing five formal steps in teaching: preparation, presentation, comparison, generalization, and application. Germany's approach to teacher education and training served as a foundational element in the evolution of education and teacher preparation. The purpose of the Teacher Training is to afford opportunity for secondary school principals, teachers, supervisors and superintendents of schools and specialists in various branches of school's work, involving normal schools and colleges.

As Bhattacharya, Joshi and Gurung (2014) state: Teacher Education in Nepal started with the inception of basic Education Teacher Training Centre in Kathmandu in 1948 AD. This centre was established for training Primary School teacher and known as *Normal School Taalim* in Nepali. The training or the taalim was the non-academic and basic qualification requirement for the training was grade eight. After the formation of Nepal National Education Planning Commission in 1954 College of Education was established in 1956. College of education was housed in Rana palace *Chet Bhawan*. In the beginning, College of Education had two years of academic program for lower secondary school teachers and four years B.Ed. course targeting the High School teachers. In 1963 this training centre was changed into Primary Teacher Training Centre. College of Education became a part of Tribhuvan University and moved from Chet Bhawan to Kirtipur. University premises in 1970 the building was a joint venture of Nepal American aid. Until 1971 'College of Education' at Kirtipur had two years B.Ed. and one year B.Ed. programme. The primary teacher

training programme no longer remained with the introduction of the B.Ed. programme.

Similarly, they have mentioned that, “The teacher educators were educated in the United States of America and Philippines. Later B.Ed. programme took a new shape and only one year B.Ed. program remained till date candidates who have their first university degree are allowed to enrolled.” (p. 3)

Before the New Education System plan (1971-76), M.Ed. programme was dire state because there were no regular students and hence there were no regular teachers to teach them. However, with the introduction of New Education System Plan (1971-76) in 1971 (Marga 1 2029 B.S.) the first batch of in-service proper M.Ed. programme started. There were two groups of M.Ed. students: one year M.Ed. group and two year M.Ed. group. Those who had M.A./M.Sc. were grouped for one year M.Ed. programme and those who had B.Ed. degree were grouped for two years M.Ed. programme. Both group attended classes at Kirtipur. After introduction of NESP (1971-76) the college was renamed as Institute of Education. Although all the students were not in-service teachers, they had a three years appointed letter as Assistant Lecturer and enjoyed half the salary (half of Rs. 475 NC) as stipend. One year M.Ed. was for two semesters study period and two years M.Ed. four semester study period. A full semester was allocated for practicum. Students were sent out from Kathmandu valley for their practicum.

The other remarkable training centre was the Language Training Centre at Tahachal in the remains of the old building which partly exist in Mahendra Ratna Campus. Before 2029 B.S., the centre prepared English Language instructors who upon complain of the training taught English at Tribhuvan University affiliated campuses. This training was non-academic and remained only for a short period

before the introduction of the two years M.Ed. programme in 2029 B.S.

Uddin (2017) states, in the higher education sector in Nepal, the government has introduced and practised various systems in the name of ensuring quality education and producing quality human resources. The semester system in the college level education was introduced in Nepal during 1970s. However, the semester system could not be sustained for long and was replaced by the annual system in the year 1980.

The Tribhuvan University, after years of exercising the annual system, re-introduced the semester system from the year 2014 A.D. in Bachelor level. Semester system providing an opportunity to the students for continuous learning, assessment and feedback. It facilitates the better Understanding of the subject. It is not only an examination skill and capacity depth. Tribhuvan University gradually implementing the semester system in M.Ed. programme from 2015 A.D.

Teacher development can be viewed as teacher learning, rather than others getting teachers to change. In learning, the teachers will be developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing. To the extent that teachers are regularly asking themselves, how can I become a good teacher? How can I enjoy my teaching more? They are thinking about ways of developing their teaching skills. They are acknowledging that it is possible to change the way they teach. Teacher development as a continuous process is usually compared and contrasted with teacher training.

A training course generally has a beginning and an end. We cannot phone up the expert who gave the seminar to tell him that his idea did not work when we put it into practice. Teacher training is the starting points for teacher learning. Teacher training and teacher development both contribute to teachers' improved performance;

however, they are not the same in many respects. In order to clarify, what teacher development is, Evans (2002, p. 9) defines teacher development as “the process whereby teachers’ professionalism and/or professionalism may be considered to be enhanced”. Teaching all over the world is considered as profession and teachers are given a professional status. Being professional, teachers are accepted to use the best practices and strategies to meet challenging demand of their career, which involves imparting knowledge and developing essential skills and attitudes in the students. The accomplishment of these goals in teaching is demanding. The teachers have to use the best of their abilities to achieve these outcomes and use those practices and strategies that have been found more effective. The effectiveness of teacher in the classroom depends on the effectiveness of teacher training. To evaluate the effectiveness of instructions one must look into what is happening in the classroom and most of all the attitude of the teacher in the teaching learning situation. The performance of a teacher in this process is related to set of knowledge and abilities, which he/she possesses. For learning process to be an effective, a sound professional education and training is inevitable. Teacher training is an experienced phenomenon provided for transforming the behavior of the individual and arranged to influence learning that produces a change in knowledge, skills and attitudes and consequently in the performance of the job. Hence, training is designed to develop highly specific and immediately useful skills.

To define profession in a straight-forward way is not an easy task. The question what exactly is professionalism and do academic qualifications alone lead to something more to it need to be answered. Professionalism has been is a buzz word today. Most people believe that professionals are people who have acquired specialized training or qualification in a particular profession. They may be right, but

the term today is broader in meaning and its implication. However, profession indicates a sense of dedicating oneself to a vocation. It is something which carries value judgments about the worth of the person or activity referred to. Profession is a kind of occupation which can only be practiced after a long and rigorous academic study. It is a vocation founded upon specialized educational training and associated with great body of knowledge.

According to Pandey and Sharma (2022), Teacher development is the process of becoming the best kind of teacher. To the extent that teachers are regularly asking themselves (How can I become a better teacher? How can I enjoy my teaching more?). They are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach. Teacher development as a continuous process is usually compared and contrasted with teacher training.

Teacher training and teacher development both contribute to teachers' improved performance; however, they are not the same in many respects. In order to clarify, what teacher development is and goes on to differentiate teacher training and teacher development with a list of bipolar terminology showing that development is a long-term concept which teachers maintain through their own voluntary efforts.

Teacher training and teacher development can be compared in table 1.

Table 1

Difference between Teacher Training and Teacher Development

Teacher Training	Teacher Development
Top down	Bottom up
Related to need of course	Related to needs of the individual
Terminal outcome preempted	Terminal outcomes open
Information skills transmission	Problem solving
Other oriented	Inner oriented
Time bond	Continuing
Fixed agenda	Flexible agenda
Hierarchical	Peer oriented

Statement of the Problem

Community schools in Nepal received considerable supports in their physical infrastructure and educational resources. However, schools faced severe problems of quality, physical infrastructure, overcrowded classroom, unmanaged teaching learning situation and so on. It resulted into the degraded quality of education delivered.

Training is an important effort for quality education. EFA provisioned all schools teachers will get adequate training. Education Act 2028, Education Regulation 2059, and different directories provisioned pre-service, in-service and refresher training. With these, the first level of achievement has been made. Regarding training, National Center for Educational Development (NCED) launches in-service and refresher teacher training. In addition, TPD (a mode of demand based refresher training) training has been launched as refresher training from 2066 (Bhandari,2013.). Most of the teachers of community schools have been certified with TPD (Pokhrel et.al, 2012).

However, this is not all in all. What has happened is all the trained teacher don't think about their classroom performance and things they learnt from training. Because of that, their teaching technique, ideas and performances are not developing. They knew that the training is helpful for the teachers' professional development but they are neglecting and they are behaving traditionally. The quality of education delivered is not found effective as shown in their classroom performance.

For this, there may be so many causes behind this. One of them may be the training performance disseminated in the classroom. Thus, it is necessary to study why they are not utilizing the learnt things in their classroom and not thinking about their professional development. Therefore, this study entitled "View of English language Teachers' Towards Teacher Training for their professional Development"

makes an attempt to find out the situation and real view of them on TPD and teacher training.

Objectives of the Study

The objectives of the study are as follows:

- a. To explore the view of teachers towards teacher training for teachers' professional development.
- b. To find out the use of teacher training for designing effective teaching activities.

Research Questions

The study was oriented to find out the answers to the following questions:

- a. What is the view of teacher training towards teacher's professional development?
- b. How are the knowledge and skills through training used to get the effective teaching activities?

Significance of the Study

This research focuses on "English Language Teachers' Perspectives On Teacher Training for Enhancing their Professional Development. Training is necessary for teachers in the 21st century mainly because of the fact that current generation students don't comprehend traditional teaching methods. Teacher training is indeed crucial for promoting teaching and Learning excellence. When teachers are trained, they are more likely confident and happy with their performance. Their training also contributes to the successful implementation of educational reforms and creates a sense of satisfaction and fulfillment in the teaching profession. Therefore, it is imperative to focus on raising the confidence and status of teachers and their

professional development. It also helps to retaining high-quality teachers, as these factors significantly improve the overall condition of education.

In the context of Nepal, teacher training serves as a valuable tool for assisting teachers in their professional development. By providing training opportunities, teachers can acquire new skills, strategies and knowledge that enhance their professional development and teaching effectiveness. Such teachers training can cover a wide range of topics such as curriculum development, instructional methodologies, classroom management techniques and so on. Teacher training not only enhances teachers' pedagogical skills but also keeps them updated with the latest educational trends and advancement. This study will help language teachers to adapt their teaching methods to meet the need of students. Moreover, effective teacher training programs also promote a culture of continuous learning and professional development among teachers.

In summary, prioritizing teacher training and professional development is essential for improving education conditions. In Nepal, implementing teacher training programs is a useful approach to assist teachers in their professional development. Mainly this research is limited in the view of teacher training for teachers' professional development so that it can be more fruitful for those who are engaged in the field of English language teaching. Similarly, this study is also useful and good remedies for trainer, language teachers, language learners, textbook writers, policy makers, material makers, professors and other person who are involved in teaching field and teacher training. Moreover, this research will be helpful for that researcher who is interested to do research in this particular field.

Delimitations of the Study

Every research has its strength and weakness and a single person or any small organization can't conduct the research in a whole country or a big area. Because there are some barriers in research which is called delimitation of research, the delimitation of this study are as follows:

1. This study is delimited to interview and questionnaire to collect the data.
2. This study includes only community school's English teacher of secondary level.
3. This study is delimited to 10 schools of municipalities of Rupandehi district.

Moreover, while taking into account various economic factors, this study specifically concentrated on education conducted in English as a Medium of Instruction (EMI), and the research methodology employed was qualitative.

Operational Definition of Key Terms

Enhance. Intensify, increase or further improve the quality, value or extent of (English-Nepali Dict, 2019)

Teacher. In this research, teacher refers to the person who is teaching in public secondary schools. Here secondary level refers to class nine to twelve.

Teachers' Professional Development. It is a process in which a teacher is engaged with a career path that encourages, fosters and rewards constant growth reflecting directly and positively back on classroom practices. The concept of TPD has come with the view that every teacher will continuously have his pedagogical problems. It is, therefore, what is thought is if we can change our teachers from technicians to researchers, they can solve their own pedagogical problems.

Training. Here in our context training refers ‘teacher training’. The term ‘training’ which is one of the broad goals of teacher education (Richards and Farrel, 2005) it pertains to actions directly targeted at the current duties of teachers, usually oriented towards short-term and immediate objectives. Training refers to the process of educating and developing selected employees so that they have the knowledge, skills, attitudes and understanding needed to manage in future position.”

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter consists of review of theoretical literature, reviews of empirical research, implication of the review for the study and conceptual framework. The literature related to the study was reviewed under two broad topics; theoretical and empirical are discussed in detail below:

Review of the Related Theoretical Literature

Indeed, a teacher is also a kind of learner. As it is said learning is the continuous process. It ends with death only. Teacher has to be updated timely, which means they have to keep learning new ideas, techniques and information to teach. As being a teacher we have to accept many immediate and sudden changes in order to make and to create learning environment inside or outside the classroom. Therefore, to make updated to the teacher with the latest technique, idea, information and knowledge is the one of the best medium is training, to be more specific, the Teachers' Training. Likewise, one of the main task or responsibility of the teacher is to create learning environment rather than teaching the content. And how to create such environment is the toughest question among the teachers and other concerned authorities. Therefore, to be more contextual and to create friendly learning environment, the teacher has to be updated with the latest information, knowledge and technique. So, one of the best medium of getting such knowledge and technique is the teachers' training. It helps them to develop their professionalism and the career. Many changes can be seen in schools, among the students and within the teachers themselves from the training.

So, training is teaching or developing in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies (Wikipedia, 2023). It

develops both the competency and confident. Training has specific goals of improving one's capability, capacity, productivity and performance. In addition to the training required for a trade, occupation or profession, training may upgrade and update skills throughout working life (Brian, 2015).

Transformative Learning Theory

Each one of us has different views and perspective regarding teachers' training and the way it enhances the professional development of the teachers. In recent couple of decades, Nepal has transformed many policies and systems regarding teachers training. At the beginning it was established as the Basic Education Teacher training Center in Kathmandu in 1948 with the objective of training the primary school teachers. Likewise, it seems that only changing in the policies and the system has not worked effectively. Had we tried to seek the views of the teachers? Therefore, the transformative learning theory theorize that learner don't apply their old understanding to new situations, instead they find that they need to look at new perspectives in order to get new understanding of things as they change (Mezirow, 2020). This theory is particularly relevant to learners. It posits that new information can essentially change our behavior, worldview, when our life experience and knowledge are paired with critical reflection. As it says that for new situation, we have to look at new perspectives to bring transformation in the learners and in the system. It advocates the new styles of learning which can change our behavior and life experience with the critical reflection. So, teachers' training has to be critically observed to bring new knowledge and changes in the teachers' professionalism. Different and new perspectives have to be addressed sincerely.

As this theory suggests that if we could look from the teachers' perspective to the teachers' training we can bring transformation among the teachers' professionalism

and in the learners' behavior. Similarly, an important part of transformative learning is for individuals to change their frames of reference by critically reflecting on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds. This process is fundamentally rational and analytical (Grabove 1997, pp.90-91). Therefore, to explore the use of the teachers training for designing effective teaching activities, teachers' perspectives are the main concern. Implementing any plans with a new way of defining the teachers' training is very crucial. Transformative learning, as a theory says that the process of perspective transformation has three dimensions: psychological (changes in understanding of the self), convictional (revision of belief system), and behavioral (changes in lifestyle) (Clark, 1991). Therefore, changes in psychology, conviction and behavioral would be more effective if we could address the perspectives of the teachers regarding the training. And it will help to explore the views of the teachers towards teacher training for teachers' professional development. So, transformative learning theory helps to analyze perspectives of the teachers from different angles and at the same time it helps to study the uses of teachers training for new situation designing new effective teaching activities.

Teacher Training in Nepal

The origin of teacher education in Nepal dates back to 1948, marked by the establishment of the Basic Education Teacher Training Center in Kathmandu. The primary objective was to provide training to elementary school teachers, enabling them to teach with effective and scientific methodologies. However, the center had to discontinue its functions after the recommendation of Nepal Education Planning Commission (NNEPC, 1954). Therefore, we can assume that teachers training had limited only to the policy level and we could see mere effects of it on the teachers.

Similarly, in 1954 the establishment of College of Education had provided two years and four year teacher education programs to the perspective of School (MNS, 1956). It started a ten month teacher training program for a primary school teacher. Those schools were later converted into Primary School Teachers' Training Centers (PSTTC, 1963). So from this we can analyze the efforts that had made by the Government of Nepal to uplift the professional development of the teachers. Many policies and institutional bodies were established during that period to enhance the professionalism among the teachers.

Furthermore, there are mainly three institutions in Nepal which comprises National Center for Educational Development (NCED), solely works for the educational development, secondly, the Faculty of Education in different universities and thirdly, National Examination Board (NEB). These bodies were concerned for different responsibilities to uplift the behavioral, psychological and pedagogical aspects of the teachers. Likewise, the National Education System Plan brought a new impetus in teacher education for professional development (NESP, 1971-76). This policy created a favorable environment for the expansion of teacher education. All those institutions such as college of Education, National Vocational Training center came under the single umbrella of the institute of education under the Tribhuvan University. This was the great effort in the field of education at that time. And it is still working under the same policy having merely changes on them. A summary of the initiatives undertaken by the Institute of Education (IOE) to promote professionalism among teachers is outlined as follows.;

Pre-Service Teacher Training. Pre-service training, as the name suggests, pertains to the training provided to teachers before they officially commence their service. In Nepal, the government has implemented educational programs through

universities and the National Examination Board, including I. Ed/+2, B. Ed, and M. Ed. These degrees are recognized as level-specific prerequisites for teacher training. Additionally, the National Examination Board offers +2 programs within the faculty of education. As outlined by NCED (2009), 99 private teacher-training centers affiliated with NCED have conducted pre-service training for primary teachers with the necessary qualifications. Furthermore, NCED actively supports these centers by offering Training of Trainers (TOT), technical assistance, materials support, and access to professional development opportunities for teachers. Pre service teacher training courses are helpful for teacher to their teaching assignment. The Education Act of Nepal 2028 adapted compulsory provision of teaching license. Those are pre service trained teachers who have studied education subject under Faculty of education from different universities. According to Flash Report 2069 published by NCED, in Nepal at least ten months training is a pre-requisite to be a teacher.

In-Service Teacher Training. When a candidate enters into the teaching profession and takes responsibilities and accountabilities to handle the job successfully and effectively needs training to handle the teaching. The training for during teaching profession is technically known as In-service teacher training. Bailey and Swan (2006, p.267) writes about the term ‘in service’ as “teachers who are already employed as opposed to those who are completing their professional preparation.” From the aforementioned definitions we can understand that the phases from entry to retirement from profession teachers receive training related to the teaching profession which is known as in service teacher training. This kind of programme will be conducted mainly for two reasons; first, for the sake of capacity building and the second for both capacity building and accreditation. Both of them are necessary for teacher development. Regarding school education in Nepal, the National

Center for Educational Development (NCED) is tasked with the responsibility of teacher training. As per information from NCED, it oversees a network consisting of 29 educational training centers (comprising both ETC-As and ETC-Bs) and an additional five sub-centers. The training sessions take place through these 29 Educational Training Centers in 29 districts and 46 lead Resource Centers (RCs) in the remaining districts across the country.

Refresher Training. Teachers have consistently played a pivotal role in the development of any nation by shaping the human resource across diverse fields. Unfortunately, the development of teachers' capacity is often overlooked, leading to potentially undesirable educational results. To bridge this gap, periodic refresher training for teachers is essential. Emphasizing teacher training is crucial for inducing positive change. Refresher courses serve as a timely reminder of teachers' roles, enhancing their professional ethics, ultimately improving their performance and the overall quality of education. Such training becomes a catalyst for teachers to better express themselves and effectively utilize the educational material at their disposal. Some educators possess the necessary content knowledge but struggle with its effective application. Refresher training equips them with the skills and confidence needed to present content more effectively. Additionally, addressing deficiencies in classroom management skills is vital for creating an environment conducive to effective learning. Through exposure and training, teachers can enhance their competence, leading to improved educational outcomes.

Workshop. Workshop is a period of discussion and practical work on a particular topic/subject, when groups of people share their knowledge and experiences. The members of the workshop discuss and exchange views on a certain

issue. The duration of the workshop may be from three to ten days depending upon the gravity of the problem.

Seminars. In seminars small group of people meet to discuss a topic and each participant has the opportunity to gain knowledge and experience.

Conference. A conference is an assembly organized for the purpose of discussion and the exchange of ideas. Specifically, conferences involving teachers, principals, supervisors, and administrators serve to broaden their professional horizons and instill a sense of professional teamwork among the participating members.

Lectures. A lecture, being an oral presentation, is the simplest approach utilized in in-service education and teachers' re-orientation programs. Its effectiveness lies in its suitability for the straightforward transmission of knowledge.

Study Circle. It is regarded as a valuable approach in in-service education. In this method, educators specializing in a specific subject come together for a meeting to deliberate on various methods and approaches for teaching that particular subject.

Correspondence Courses. This is very effective method for the in-service education. With these courses a teacher can improve their professional knowledge.

Science Club. This is a technique of in-service education for the science teachers. The science teachers are given instructions in these science clubs to promote their understanding and the capacity of educating the young.

Publications. Teachers can utilize this method by writing about topics of general interest, sharing their personal experiences with fellow educators. The school can then publish the material or summaries of relevant research, providing valuable insights and benefits to the teaching community.

Vacation Institutes. These institutions are of high value for the teachers for many reasons firstly because they enrich teachers' treasury of knowledge and the teachers return to the school with renewed spirit secondly they make full use of the vacation in a better way and thirdly because the teachers have the opportunity of enjoying the life of studentship.

Demonstrations. This is an activity pre-arranged for the observation of the group. The demonstrator is usually a skillful expert of the field being demonstrated. Efforts should be made to make the demonstration genuine and natural so that artificiality could be avoided. Demonstration may be used for workshop or any other course of study where knowledge and skill is being improved. After the demonstration, a follow up should be made.

Project Group. Project group is used in those occasions where the accomplishment of a specific project is to be carried out. The project group usually makes survey of the project assignment and develops a course of study.

Field Trip. Field trips are used to provide an opportunity to the in-service to see the activities of this field. Field trips may be carried out inland and abroad.

B-Level Teacher Training. The need for primary and secondary school teachers to develop basic ICT knowledge and skills was originally approached during 2000-2004, through the initiative known as A-Level ICT Teacher Training. This was later followed by the in-service Training of Teachers in the utilization and application of Digital Technologies in the teaching practice, known as B-Level ICT Teacher Training and addressed basic specialty teachers: Primary Education and Kindergarten Teachers. The IOE also conducted B. level primary teacher training. The program continued until the MOES (Ministry of Education and Sports) made a decision to terminate under SLC teachers unless they passed SLC within a specified time period.

Vocational Teacher Training Program. The National Education System Plan (NESP) from 1971 to 1976 emphasized the importance of incorporating vocational education at the secondary level and pre-vocational education at the lower-secondary level in schools. To support this initiative, both pre-service and in-service teacher training programs were implemented across various campuses.

Human Resource Development in Teacher Education

In the era of the National Education System Plan (NESP), a one-year M.Ed program was introduced specifically designed for individuals holding MA and M.Sc degrees who were working as teacher educators. Unfortunately, this program was not sustainable beyond its inaugural year. Nevertheless, a two-year M.Ed program was initiated for both in-service and pre-service teachers, targeting under-qualified trainers employed in the Institute of Education (IOE).

Teacher development can hardly be said to be effective unless it supports to do their work as developing their professional skills. In the context of Nepal, different training packages have been conducted to develop professional skills on teachers. Both in- service and pre-service teacher trainings are being conducted by different national and international organizations. MOES has attempted to coordinate with international agencies clients to get economic and technological assistance. In service teacher training program are conducted by National Centre for Education Development (NCED) and the Secondary Education Development Centre (SEDC). Similarly, pre-service teacher education conducted by faculties of different universities and MOE affiliated schools. They are;

- a. Purbanchal University, Biratnagar
- b. Far-western University, Kanchanpur
- c. Kathmandu University, Dhulikhel

- d. Lumbini Bouddha University
- e. Mid-Western University, Birendranagar
- f. Agriculture and Forestry University, Rampur, Chitwan (Though this was a program started by Tribhuvan University it still is known as Rampur campus, it is also said that it is still a part of Tribhuvan University)
- g. Nepal Sanskrit University
- h. Pokhara University, Pokhara
- i. Tribhuvan University, Faculty of Education, Kirtipur
- j. Rajarsi Janak University, Janakpurdham

Relationship between Teacher Training and Teaching Profession

Originally, the word profession had religious overtones as in a profession of faith. It is sense of dedicating oneself to a calling (today we might call it a vocation). Some professions (for example, medicine) have never lost this sense of special kind of dedication to the welfare of others. Those engaged in profession also processed to have knowledge not available to the public at large but a knowledge that could be of great public use. The specialized knowledge might be based on scientific discovery.

Thus, the profession is a kind of occupation which can only be practiced after long and rigorous academic study. It is a vocation founded upon specialized educational training, the purpose of which is to supply disintegrated counsel and service to other for a direct and definite compensation, wholly apart from expectation of other business gained.

In line with Gall's perspective (2004), the effectiveness of teachers is inseparable from the overall effectiveness of the school, a viewpoint gaining attention among researchers and policymakers in developing countries. Notably, the focus has shifted towards examining the level of school resources. It is commonly understood

that, regardless of the quality of teachers' education and training, their effectiveness diminishes in schools lacking essential facilities, equipment, and materials crucial for effective teaching and learning. Bauer (2000, p.4) also underscores the diverse factors influencing student performance, including the curriculum, a student's inherent intelligence, and learning opportunities outside school, greatly shaped by their home environment. The current study aligns with these insights, revealing a significant correlation between teacher training and students' performance. However, given the variance with previous study results, caution is advised in generalizing the findings of this study.

A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to and are accepted by the public as possessing special knowledge and skills in widely recognized body of learning derived from research and training. Thus, training is important for teacher professional development. Teacher training is the important part of teacher development. Training makes teacher perfect in the teaching field. Teacher training essentially concerns with knowledge of the topic to be taught and of the methodology for teaching it. It emphasizes classroom skills and techniques. So, training is necessary for teacher's professional development. Teacher training is the starting point for teacher development.

Profession is occupation, vocation or career where specialized knowledge of subject, field or science is applied. Profession required prolonged academic training and a formal qualification. A professional activity involves systematic knowledge and proficiency. Different types of qualities of profession are; a basis of scientific knowledge, a period of rigorous study which is formally assessed a sense of public service, high standards of professional conduct, the ability to perform some specified

demanding and socially useful tasks in a demonstrably competent manner etc.

Having experiences and skills in these area is professionalism. Teaching is very challenging job as it has been changing over period of time. The world of today is world of technology. In the contemporary world, science and technology dominate, and practical approaches to teaching and learning are essential. Teachers are expected to be innovative, hardworking, and maintain regular punctuality. Consequently, ongoing training is crucial. Teachers serve as the backbone of the entire educational system, holding the future of the nation in their hands. Given their pivotal role, teachers must embrace their responsibilities diligently. Hence, training becomes an inevitable aspect in nurturing effective and competent educators for teachers' professional development.

Importance of Teacher Training

It is the training which provides the backbone of content at any institutes. In addition to the basic training require for a trade, occupation or profession, observer of the labor market recognize today the need to continue training beyond initial qualifications: to maintain, upgraded and undated the skills throughout working life: people within many profession and occupations may refer to this sort of training as professional development.

It is the teacher training programme which is very much essential and also is an integral part of effective teaching learning progress. No any institutes or schools can run successfully unless and until effective teachers are prepared. Keeping other variables constant, teacher training determines the transfer of knowledge, skills and attitudes to the students as well as the paramount achievement by students. In order to be competent teacher, it is not just sufficient that he/she is well versed in his/her subject but also he/she should be the science and art of pedagogy and master the

requisite teaching techniques.

Teacher training is not for the sake of knowledge and certification only. It develops skills to be used in the real classroom. Every teacher gets theoretical knowledge from different sources, academic institutions and other aspects. But, the utilization of theoretical knowledge is not possible from a theoretical perspective only. The practical aspect is possible from practical work that is maintained by training.

In Nepal, the education system faces challenges as many teachers lack proper training, resulting in the use of outdated teaching methods. Initial and ongoing teacher training is deemed crucial to address these issues and enhance the overall quality of education. Training is essential for teachers to acquire practical knowledge, improve classroom management, and stay updated with new teaching strategies. The Education Act of 2028 in Nepal underscores the mandatory nature of teacher training, covering programs from pre-primary to higher secondary levels.

Continuous training is necessary in the dynamic field of education to adapt to evolving knowledge and teaching approaches. Wallace (2010) emphasizes that training is a holistic process, contributing to moral, cultural, social, and intellectual development. It fosters an active teaching style and helps teachers apply new techniques effectively in their classrooms.

Teacher training plays a vital role in bridging the gap between theoretical knowledge and its practical application. It encompasses various methods, skills, and techniques to facilitate systematic and effective classroom management. Trained teachers are crucial in English teaching programs, ensuring the delivery of quality education in both foreign language and second language contexts.

The challenges in teaching today's technologically advanced world require innovative and dedicated educators. As the backbone of the educational system,

teachers hold the future of the nation. Continuous training is indispensable to equip them with the skills, knowledge, and confidence needed for effective and quality education delivery.

Professionalism in Teaching

Teacher professional development stands out as a crucial factor in enhancing school quality. Its effectiveness has the potential to shape teachers' learning, teaching methods, practices, and, ultimately, student learning outcomes. The growing investment in professional development has led policymakers to seek concrete evidence of its impact on teachers' knowledge, teaching techniques, and student learning.

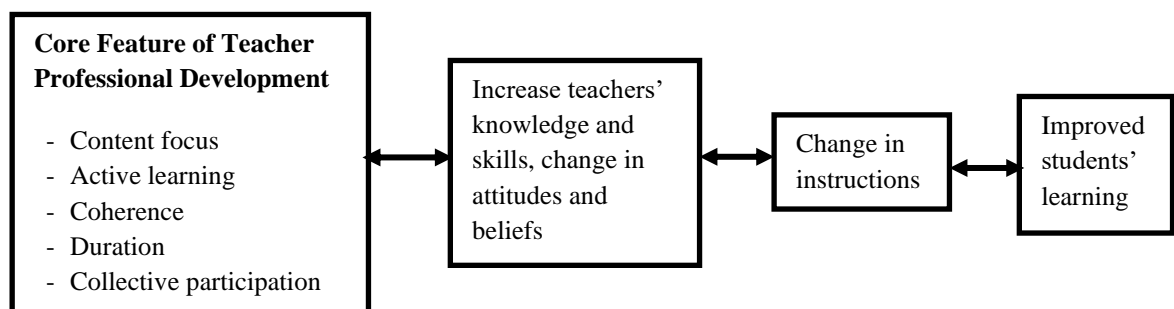
Scholars stress the necessity of employing rigorous methods, such as experimental designs, in researching professional development. This approach aims to establish evidence grounded in research, which can then be applied to practical teaching situations. Through a thorough evaluation of professional development using robust methods, researchers and educators can gain valuable insights, enabling them to make well-informed decisions to elevate the overall quality of education.

Therefore, in order to evaluate the effect of Teachers' professional development on either teachers' or students' outcomes, we need to use a comprehensive framework which not only literature has suggested but also empirical re- search has supported. Above all, a comprehensive framework for evaluating professional development impact should describe three aspects: first, it should define what the effective professional development is? Second, it should explain the path how this effective professional development affect teacher's and students' outcomes. Third, it should describe what the contextual factors impacting professional development are. By review of empirical research as well as theoretical

literature, we will examine whether Richards and Farrel's framework could be justified as a solid theoretical framework for evaluating professional development. Although empirical research has been conducted for exploring the relationship between professional development and teachers' outcomes in Korea, to the best of my knowledge, there is no literature which comprehensively describes three aspects which were shown above as a solid framework for evaluating professional development. Therefore, if Richards and Farrel's (2008) framework is justified by both theoretical literature and empirical research, this framework will help to inform further evaluation studies of professional development and the evidence offered through this review of the research will help policy makers implement future professional development initiatives.

Figure 1

Teacher Professional Development



Trained teachers play a pivotal role in delivering effective education, although the number of educators with proper training remains limited. The application of the skills acquired during training within the classroom is a subject of ongoing discussion. It becomes essential for teachers to effectively implement the knowledge, strategies, and skills gained from training in actual classroom scenarios for meaningful impact.

Additionally, a teacher's qualifications extend beyond mere training, encompassing a genuine interest and engagement in their work, a sense of

responsibility towards their students' well-being, and loyalty to their schools. In the context of language teaching, training goes beyond instructing on how to teach a language; it involves developing familiarity with the language and its internal mechanisms.

Success in language learning hinges on the quality of teaching, with key elements such as the approach, syllabus, methodology, materials, evaluation, and teacher training playing crucial roles. Therefore, a trained language teacher should possess a comprehensive understanding of these facets to effectively contribute to the language learning and teaching process.

According to Karl (1994, p.19) the following are the characteristics of the good language teacher.

- a. Friendly
- b. Explains things
- c. Provides good notes
- d. Knew how to treat with learners
- e. Uses student centered techniques in teaching while s/he is in the classroom
- f. Talks about the problems of students and school
- g. Talks about other subjects
- h. Tells jokes
- i. Always supports weak students
- j. Tries to understand learners view, understanding and their curiosity
- k. Treats the learners according their psychology
- l. Uses movement to make meaning clear
- m. S/he makes sure everyone understood
- n. Creates funny environment in the classroom

- o. S/he is always close to the learners
- p. S/he gives advice to the students if necessary
- q. She/ he asks questions a lot in the class
- r. Shares his/her experience with students

In conclusion Karl (1994, p.21) presented the diagram of a good teacher showing the teacher trapped within certain constraints (the inner circle), which overcome, activate a wider range of teacher's role (outer circle).

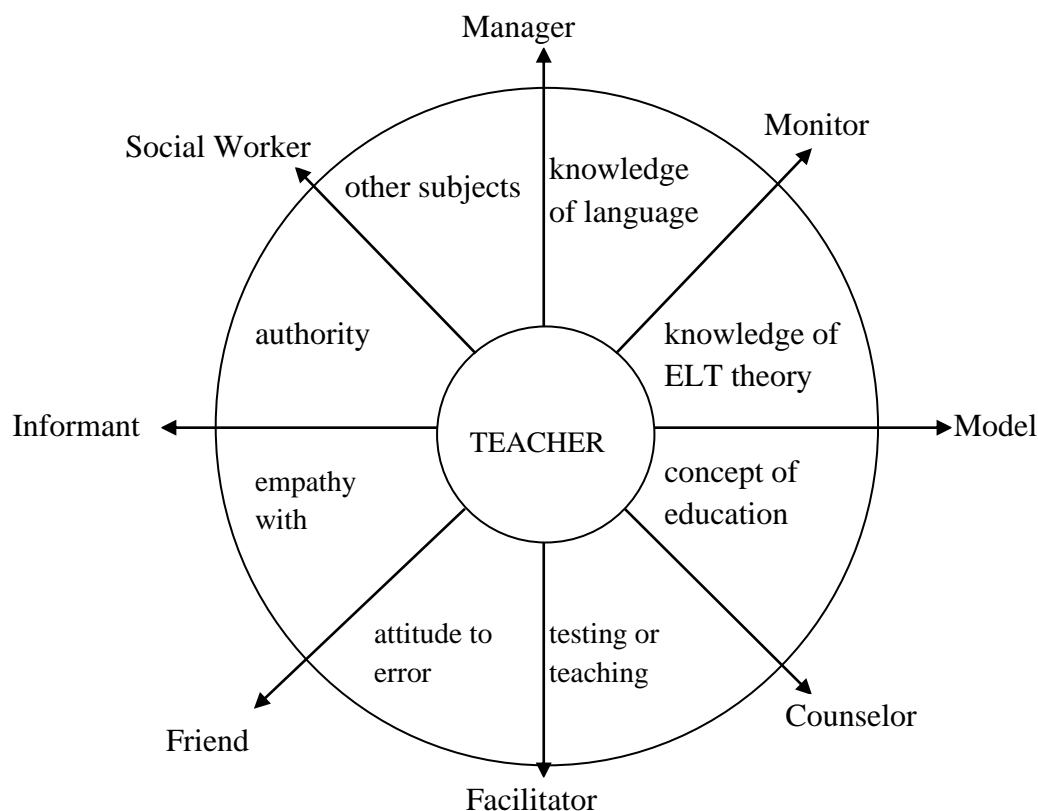
Top five Qualities of a Trained Teacher

- a. Ability to develop good relation with their students
- b. Patient, caring and kind personality
- c. Knowledge of learners
- d. Dedication to teaching
- e. Engaging students in learning.

Characteristics of Trained Teachers

Figure 2

Characteristics of a Trained Teacher



Thus, it is evident that proficient teachers should possess a comprehensive understanding of implementing teaching theories to ensure successful imparting of knowledge to learners. Practical knowledge is deemed essential for effective teaching. In the context of Nepal, expertise in the field of education is primarily cultivated by institutions such as the Faculty of Education at Tribhuvan University and similar faculties in other universities. In conclusion, a trained teacher has many good qualities and characters as how to treat with students, talks about the problems and solutions, understanding checks, advice to the students, shares experience with students and many more. Not only this much, a trained teacher has ability to develop good relation with students, patient, caring for all, knows everything of all learners etc. It means a trained teacher always be the best teacher for all.

Review of Empirical Literature

Empirical Literature refers to the application of the theoretical literature in the practical field. There are many research studies carried out in previous days similar to this study. This section attempts to review the related research works particularly on the teachers' perspectives towards teacher training and enhancing the professional development of the teachers. Therefore, I have reviewed some of the related literature.

Subba (2014) carried out the study on "Application of Teachers Professional Development Training in English Classroom". The study aimed to evaluate how secondary level English teachers applied Teacher Professional Development (TPD) training in their classroom instruction. Employing a survey research design, the research selected a sample of ten English teachers from government-aided schools in Ilam district through random sampling. Data for the thesis were collected using a combination of open and closed-ended questionnaires and an observation checklist. The results indicated that the teachers exhibited competence in their subject matter,

presented information coherently, and delivered contextually relevant teaching, incorporating appropriate examples.

Adhikari (2016) carried out a research entitled "Teachers' individual Efforts for Professional Development." The fundamental objectives of this study were to pinpoint the efforts made by individual teachers in enhancing their professional development, propose a range of strategies for teacher learning, and offer pedagogical implications derived from the study's findings. The survey method was adopted following descriptive method to analyze and interpret the collected data. Random sampling procedure was used; twenty secondary level schools located in the Kathmandu valley were selected which were selected purposively. The major results were that it was found that most of the teachers had positive attitudes and high level of enthusiasm towards their professional development. Similarly, it was found that majority of the teachers confidently opined that professional development of teachers consist a long term goal.

Khanal (2006) conducted a research entitled "Trained teachers and teacher training". The study is carried in order to find out the environment available for teacher in the institution to make them information literate. Khanal concluded that being competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the process of learning. Similarly, Khanal found out that all the teachers institution lack the effective environment to make them information literate teacher.

Budhathoki (2017) conducted the study on "Teachers perceptions towards Teacher Training for Professional Development". Which aimed at identifying the perception's on the teacher training for professional development and to find out the

role of the teacher training for the teacher professional development. He used non-random purposive sample of the study was thirty teachers. He used questionnaire including both close ended and open ended questions as the research tool. From his study he concluded that the teachers viewed the teacher training as the most essential, inevitable and important way and strategy of teachers' professional development.

Bhattarai (2018) conducted a research entitled "Perception of teachers towards action research for professional development". The main objective of the research was to find out the teacher's perception and to explore the teachers views on the role of action research for the teacher's professional development and to suggest some pedagogical implications from their study. The research was limited to the Kathmandu and Lalitpur district and 40 secondary level English teachers were consisted from the public and private school. The research tools were questionnaire (open-ended and close-ended) and carried out it through survey design. The findings of the research showed that most of the teachers were aware of action research and the culture of action research in schools, but they didn't have usual habit of carrying out an action research. Most of the teachers also supported that the action research had significant role in teacher's professional development through it had some drawbacks.

Payne (2018) carried out the research on "Professional Development and Its Influence on Teacher Practice and Student Achievement". The main objective of the study was to examine the characteristics of effective professional development and to disuse the change process in a system and how it applies to an educational setting, including teacher practice and student achievement. This study used a survey method, interviews and student benchmark assessment data to assess the influences. For the method a mixed research design for this study included qualitative data and quantitative data presented in benchmark assessment report. The data were collected

from the southeast region of the United States. Teachers and the students were selected from the rural school of the district. The major findings were that past experience shapes the beliefs and practice and coherence throughout a system supports a lead t authentic change in practice and professional development influences the entire system.

Dilshad, Hussain and Batool (2019) carried out the study entitled "Continuous Professional Development of Teachers". The main objectives of the study were to explore the professional development pursuits of teachers and evaluate how teachers perceive the significance of various professional development activities. The study encompassed educators across various teaching departments within a public university situated in Southern Punjab. Convenient Sampling technique was used to select the sample for this study. The qualitative method was used and case study was conducted as a design. The result showed that teachers were moderately engaged in all professional development activities included in the questionnaire. There was no significant disparity noted between male and female teachers. Key obstacles, including limited time, insufficient funds, and the absence of suitable courses, were identified as major hindrances affecting the continual professional development of teachers. Based on the study's results, it is recommended that the professional growth of university teachers be regarded as a continuous and evolving process, taking into account these challenges.

Karki (2019) conducted a research on the topic of "Role of in-service Teacher Training for Secondary Level Teacher for Professional Development." The main aim of the study were to explore the role of in-service teacher training for secondary level teachers' professional development and to find out the benefits of in-service teacher training for secondary level teachers' professional development. This research has

adopted qualitative research method in general and narrative inquiry research design in particular. The narrative inquiry is based on interpretative research paradigm that takes participants' experiences as the central phenomenon. It gathers lived experiences and in depth data from the researcher and participants. According to Schwant(2007), "Narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences". Five secondary level community school's teachers were selected through non-random purposive convenient sampling procedure from Kathmandu district. The major findings were that all of the five respondents shared their experiences that in-service teacher training is the education which the teacher training is the education which the teacher receives after she or he has entered the teaching profession and it also found that respondents were benefitted from the training form competency level as well.

Hatling (2021) carried out the study on "Teachers' Perceptive of Professional Development Examining insights from middle school Teachers". The main objective of the study was to obtain a better understanding of professional development based on teachers' perceptions and how those experiences impacted their professional practice. Similarly, the study aimed to identify current teachers' perceptions of professional development based on their own unique experiences how those experiences. The researcher utilized a qualitative approach to conduct the study, specifically employing a narrative inquiry design that provided participant the opportunities to describe their own experience. Narrative inquiry involves collecting research information through storytelling. Connelly and Candinin (1990) describe it as a natural process, recognizing humans as storytelling organisms whose lives are shaped by individual and collective stories. The study utilized a qualitative research method, facilitating investigation within a natural setting. The participants were

middle school teachers from a rural district in the upper Midwest, totaling 29 educators responsible for around 440 students in the district. The major findings were that teacher's increased self-efficacy, collaboration among themselves, grew up as the leader reflecting on practice.

Implication of the Literature Review

Different previous research works have been reviewed here. These reviewed have been considered useful resources to the present study. These studies have been carried out with different objectives, methodology and research question and in different situation. Various ideas are found after reviewing them which have become great beneficial and supportive to my study.

For this study, I reviewed various research works of previous researcher like Subba (2014), Basudev (2016), Khanal (2006), Budhathoki (2017), Bhattarai (2018), Payne (2018), Dilshad (2019), Karki (2019) and Julie (2021). From the research of Subba (2015), I have got some valuable ideas regarding application of Teachers' Professional Development Training in English classroom. How a Teacher Professional Development Training (TPDT) could be a great use for developing the career of the teachers? It also taught me to know that teachers' development training has great roles in enhancing their professionalism. Likewise, from the Basudev (2016), I grabbed the essential information that as individual's effort is very necessary to impart the learnt knowledge into practice. Similarly, from the research conducted by Khanal (2006), I gained that teacher has positive perception on the TPD for them it has brought vast changes in their competency level and performance level. In addition it has become great resources for enhancing their professional development. Furthermore, Budhathoki (2017) helped me to know the views of the teachers towards the training for their career. And most of the teachers have viewed Teachers' Training

stands out as the most crucial, unavoidable, and vital approach and strategy for the professional development of teachers. Likewise, Bhattarai (2018) has mentioned about the perception of teachers' towards action research for professional development. It has become great aid to my research that an action research can be used as the tools of training to enhance the quality of the teacher.

Nevertheless, Payne (2018) from the United States has shared me useful information through her thesis. It has aided my research that teachers' professional development would be useful mostly to the students. If the teachers are well equipped with the professional qualities then its direct benefits can be exercised by the students. In addition, Dilshad (2019), his research was very valuable aid to my study for it has given useful materials to my study stating that continuous professional development of the teachers are very essential and one of the best way of qualifying the teacher is the training. Likewise, Karki (2019) conducted a research which was beneficial aid to my study. It was helpful to grab the essential information regarding the teacher training and yet it has provoked that in-service teacher must take part in the training to learn new pedagogical methods. Also, it is found the respondents were benefitted from the training from competency level as well. Last but not least Hatling (2021), her research has become helpful resources for my study that through training their self efficacy has increased and collaboration among them has embraced.

Furthermore, I reviewed some theories and reports which have supported my study to explore my research's objectives. Similarly, it has helped my study to elaborate and to justify my research work and its goals. As Philip's report (2016) study support my study to get insights of the teachers' perception towards teachers' training to enhance their professionalism. In addition, Mezirow (2020), has helped my research to gain some useful information regarding Transformative Learning

Theory, that new situation needs new knowledge to cope with, so that to be updated is the most essential quality of the teacher which help them to remain always fresh and sound. And for this, teachers' training is the one of the vital source which helps them to be. Likewise, the NNEPC report (1954), has helped me to elaborate the conditions of teacher training and helped my study to study by making comparison between now and then. Likewise, the Flash Report 2069 published by NCED has assisted me to understand the situation and factual information regarding pre-service Teacher Training and In-service Teacher Training.

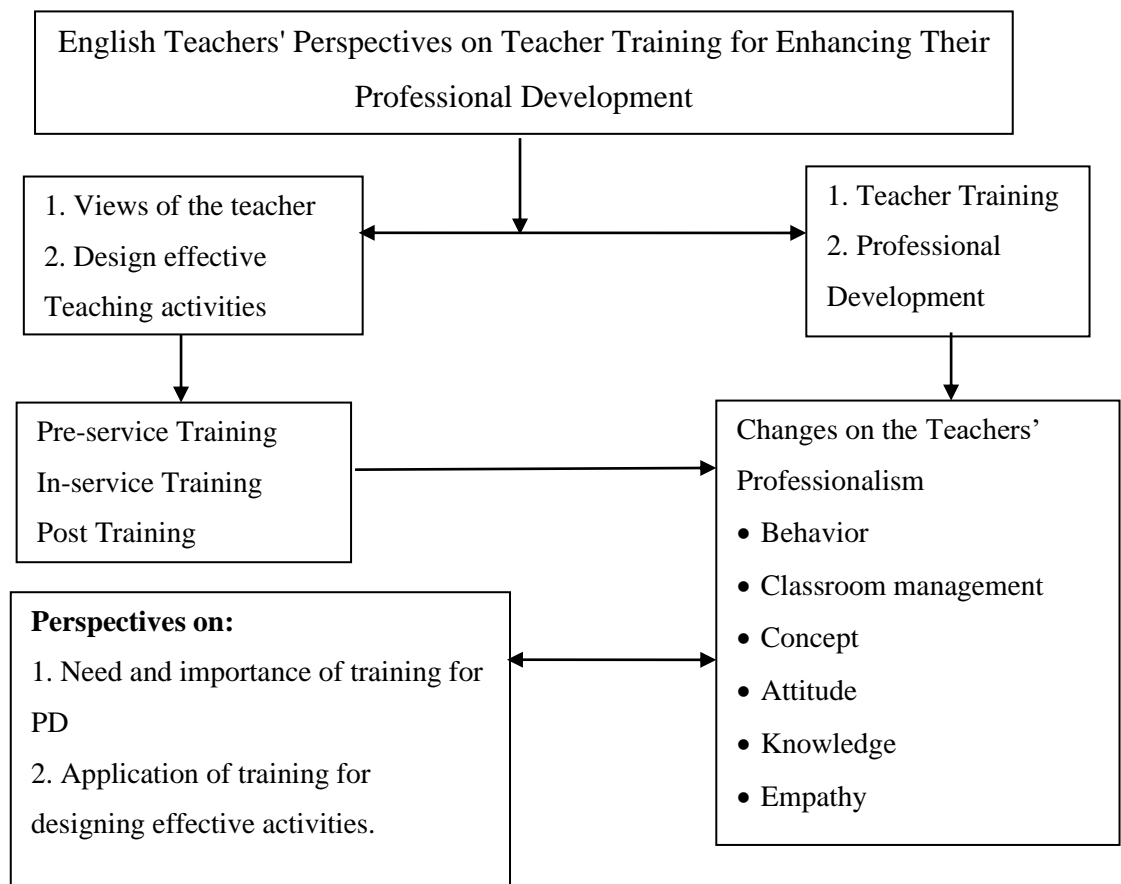
All the studies that I have reviewed during my own study have become supporting and helpful that made my work more reliable and informative. After reviewing all those research work, I updated myself with research process and methodological tools which are very beneficial to my research work. In order to conduct that design, I get ideas on the process of it after reviewing those research works. As above researchers have used questionnaire as research tool of data collection, those works have direct implication to my research study therefore, after reviewing those research works, I updated myself with research process design and methodological tools which are very beneficial to my research work.

Though the further research works helped my research study, I could not find teachers' perceptions on teachers' training enhancing their professional development. And also, I could not find the use of teachers' training to design effective teaching activities. Teaching activities are the essential tools to make better understanding. We can see many schools and the teachers are lacking the effective teaching activities which resulted weak understanding level of the students. Therefore, I considered and selected as one of the new studies in the field of ELT in the Department of English Education. I hope this work is a new attempt in the exploration of abovementioned

untouched area. It has been a single study to address teachers' perception on teachers' training for enhancing professional development in the Department so far. So, this research seems to be a new study.

Conceptual Framework

Simply, a conceptual framework is essentially a researcher's initial roadmap for a study. It evolves throughout the research process and is depicted diagrammatically. It reflects the researcher's understanding of relevant theories and their conceptualization of the relationships between different variables. This framework guides the study by determining what and who should be studied. It serves as a visual representation of the theoretical foundations and connections between various elements in the research, adapting and refining as the study progresses. Establishing a conceptual framework at the outset helps researchers define the study's scope and focus, making it a valuable tool for planning, conducting, and interpreting research. The conceptual framework of the study diagrammatically presented below:



Chapter III

Methods and Procedures of the Study

This chapter includes research methodology of dissertation. In this chapter I outlined design, strategies, research methods, research approach, the tool and methods of data collection, analysis of data and ethical considerations of the research. So, this chapter describes design of the plan and the procedures of the whole study which are able to carry out a valid result and conclusion following objectives. Research is a systematic method of finding true solution of the problems whereas research methodology indicates to the various sequential steps to adopt by a researcher in studying problem with certain objectives view.

Research Design and Methods of the Study

Research design is the way or path of the research that guides the researcher to reach the goal of the research or thesis. It is the set of the methods and procedures used in collecting and analyzing measures of variables specified in the problem research. We should apply appropriate research design regarding our thesis topic. So as a research design I followed survey design under quantitative research design. For this research I used survey research design because it associates with both quantitative and qualitative approach. According to Creswell (2012), survey designs are procedures in quantitative research in which investigators administer a survey a sample or to the entire population of people to describe the attitudes, opinions, behaviors or characteristics of the population. Creswell continues, "Surveys help to identify important beliefs and attitudes of individuals." Therefore survey design was considered the most appropriate design for this research.

Therefore, this research is based on survey research design because it helped me for the study in order to fulfill my objectives, I choose survey design because it helps to find out quantitative as well as qualitative data. It also helps to investigate teacher's experiences and practical knowledge with abundant and insightful data. This survey design also helps me to discover the real stories of those English language, trained and untrained teachers who are teaching in Public School.

Population and Sample of the Study

The population of my study comprised secondary level community schools teachers. I selected the forty secondary level English teachers from twenty secondary level public schools from Rupandehi District. I selected sample by using Simple Random Sampling. Simple Random Sampling is a type of probability sampling in which the researcher randomly selects a subset of participants from a population. According to (Simkus, 2023) Simple random sampling is a technique in which each member of a population has an equal chance of being chosen through an unbiased selection method. So I listed out all the secondary public schools from Rupandehi district and randomly selected twenty schools for sample for my research.

Sources of Data

To accomplish the research work, the researchers needed both the primary and secondary sources of data. The sources of data of my research are as follows:

Primary Sources of Data

Primary sources of data refer to the first handed data gathered by the researchers themselves. Secondary level English language teachers were the primary source of data for this research.

Secondary Sources of Data

Secondary sources of data means data collected by someone else earlier using primary sources. I read journals, articles, books, websites, as the secondary sources of data collection.

Sampling Procedure

Random selections have done with the help of Simple Random Sampling (SRS). For a sampling design to be a random sample, it is imperative that each element in the population has an equal and independent chance of selection in the sample. Random sampling is also called Probability sampling. SRS is the most commonly used method of selecting a probability sample. In Rupandehi district, those forty ELT teachers from twenty schools have been selected purposively. It means, I followed the simple random sampling procedure for the study.

Tools and Techniques

I designed different types of questionnaires to collect the necessary data for my research. Questions were of close ended (objective). All the questions were set to collect the opinion and experiences of English teachers towards training and the professional development through the training. There were altogether twenty-one questions in a set. The questionnaires will be available in the appendix I. I also have prepared a checklist for the classroom observation in the appendix II.

Data Collection Procedures

As mentioned in the design of the study, the data were collected by providing them some questionnaire and then, I collected first hand data from the subjects. The sample population of the study were forty secondary level English teachers and head teachers who have been teaching in government aided schools in Rupandehi district and who had already taken English teacher training.

The following were the procedures of data collection:

- a. At first, I visited the secondary schools of Rupandehi district and contacted with principals of respective schools.
- b. I requested the principal for the permission to conduct research.
- c. I selected teachers using simple random sampling design for research.
- d. I observed the classes of teachers using the observation check list.
- e. Then, I distributed questionnaire to teachers.
- f. Each school was visited and followed the same process of data collection.
- g. I used both primary and secondary sources of data to complete this research work:

Ethical Consideration

Addressing ethical considerations is a crucial aspect of this study, given their universal importance in human life. Safeguarding the privacy, dignity, and rights of research participants, along with preserving the institution's reputation, is paramount.

To ensure ethical conduct, initial steps involve seeking permission from both the school administration and informants. This is aimed at preventing any disruptions to the study. Furthermore, securing consent from participants to endorse the questionnaire is essential for gathering authentic data, accompanied by a commitment to using the information exclusively for research purposes.

An ethical pledge is also made to refrain from utilizing the collected data for any secondary purposes. During the discussion and analysis of data, a primary focus is placed on respecting the privacy rights of respondents, avoiding the use of real names to maintain confidentiality. These ethical measures contribute to the responsible and considerate execution of the research study.

Chapter IV

Analysis and Interpretation of Data

This section of thesis deals with the analysis and interpretation of data collected from primary sources. The main aim of this study was to find out the views of teachers towards teacher training as well as its role for teachers' professional development.

Results and Discussion

I have analyzed the data into two broad headings; (a) Analysis of data on the basis of responses of the teachers. (b) Analysis of data on the basis of class observation. I prepared twenty-one questions and nineteen aspects for class observation checklist.

General Provision of Teacher Training

This section of thesis deals with analysis of data on the basis of responses of the teachers towards teacher training. The responses of the teachers have been analyzed under following sub-headings;

Number of Teachers Having Training. This section of thesis deals with number of teachers who have training. The given table presents the number of teachers who have training.

Table 1

Number of Teachers Having Training

Teachers	Frequency	Percentages
Trained	40	100%
Untrained	-	-

The above table shows that 100 percent teachers were found trained. No teachers were found untrained.

Type of Training those Teachers Had. This section of thesis deals with types of training teachers have in their professional career. The following table represents type of training the teachers they had.

Table 2

Type of Training that Teachers Have

Teachers	Frequency	Percentages
In-service	18	45%
Pre-service	22	55%

This table shows that 45 percent teachers were found to had in- service training and remaining 55 percent of teachers were found to have pre-service teacher training. In-service trainings also motivated them in their teaching career.

Frequency of Training the Teachers Had. This section of thesis deals with frequency of training the teachers had. The table presents the frequency of training the teachers had;

Table 3

Frequency of Training of the Teachers

Frequency of Training	No of Teachers	Percentages
1Time	28	70%
2 Time	7	17.5%
3 Time	5	12.5%

The above table shows that 70 percent teachers were found to have taken training only one time, 17.5 percent teachers were found to have taken training two times and only 12.5 percent teachers were found to have training three times.

Provision of Training by the Schools. This section of research deals with whether the schools provided training to the teachers during teaching career or not.

The following table represents the number of schools that provided training during teaching session;

Table 4

Provision of Training by the Schools

Provision of Training by the Schools	No. of Schools	Percentages
Yes	26	65%
No	14	35%

The above table shows that only 65 percent schools provided teacher training during teaching career and 35 percent schools did not provide training to the teachers during teaching career. This shows only few schools provided with training to their teachers during teaching career.

Teachers' Perception on Various Issues Related to Teaching Profession

This section of thesis deals with the teachers' perception on different teaching and training related issues on their teaching profession. The responses of the teachers are analyzed under the given sub headings.

Students' Satisfaction towards Teachers' Performance. This section of my investigation deals with whether the students have been satisfied with teachers' performance in the classroom or not. The following table shows the teachers view towards students' satisfaction on their performance;

Table 5

Students' Satisfaction towards Teachers' Performance

Students satisfaction towards Teachers' Teaching	No. of Teachers	Percentages
Yes	32	80%
No	8	20%

The above table shows that only 80 percent of teachers claimed that all their students were satisfied with their teaching style and 20 percent of those teachers are not satisfied with their own performance because they claimed that they couldn't make their students 100 percent passed in the examination which subject they taught.

Impact of Training in Educational Sector. This section of my research deals with whether the training impact in educational sector or not. The following table presents the views of teachers on impact of training in educational sector;

Table 6

Impact of Training in Educational Sector

Impact of Training in Educational Sector	No. of Teachers	Percentages
Yes	40	100%
No	-	-

The above table shows that 100 percent teachers claimed that the impact of teacher training in educational sector. All of those teachers told training is necessary for teachers to develop their teaching profession.

Necessity of Training for Teaching Profession. This section of thesis deals with whether the training is necessary for teachers in teaching profession or not. The following table presents the teachers' opinion towards the necessity of training for teaching profession;

Table 7

Necessity of Training for Teaching Profession

Necessity of Training	No of Teachers	Percentages
Yes	40	100%
No	-	-

The above table shows that hundred per cent teachers were found to opine training is necessary for teaching profession. All teachers told that training is necessary for teachers' professional development. They told training plays very important role in teaching profession.

Role of Teacher Training for Teachers' Professional Development. This section deals with teachers' views towards role of teacher training for the teachers' professional development. From the responses of teachers, it was found that training plays very important role and it is necessary for all teachers for their professional development.

Table 8

Role of Teacher Training for Teachers' Professional Development

Role of teacher training for TPD	No of Teachers	Percentages
Yes	40	100%
No	-	-

The above table shows that 100 per cent teachers were found to opine that the teacher training is necessary for the development of teachers' professionalism. All teachers told that training is necessary for teachers' professional development. They told training plays very important role in teaching profession.

Teachers' Perception on the Role of Teacher Training for Effective Classroom Activities

This topic deals with the analysis of data on the basis of the classroom observation of teachers by the researcher mainly to find out the perception, different strategies that were used by both trained and untrained teachers while teaching and to show the role of training in the classroom presentation and the responses of students

on teachers' performance. The analysis is made under 17 sub-headings;

Motivation towards the Lesson. This section of thesis deals with how far secondary schools' teachers were successful to motivate students towards their classroom. The result of motivation power of teachers can be seen in the following table;

Table 9

Motivations towards Lesson

Teachers	Frequency	Percentages
Effective	15	37.5%
Tolerable	17	42.5%
Poor	8	20%

The above table shows that only 37.5 percent teachers were found to be effective in motivating their students. They created jokes, short stories in the classroom before they started the class to motivate students. Similarly, 42.5 percent found to be tolerable and 20 percent poor in motivating students. Only very few teachers conducted warm up activity.

Class Related to Previous Lesson. This section of thesis deals with whether the teachers' classes were related to previous lesson or not? The result has been shown in the following table;

Table 10

Class Relation to Previous Lesson

Teachers	Frequency	Percentage
Effective	12	30%
Tolerable	18	45%
Poor	10	25%

Above given table shows that 30 percent teachers related their lesson to that of their previous lesson. On the other hand, 45 percent were found tolerable and 25 percent were found poor to correlate their lesson to that of previous lesson. They did not relate to previous lesson. From the above table, it is clear that most of the teachers correlate their lesson to that of their previous lesson and some of them were correlate their lesson with previous lesson and few teachers did not do so.

Classroom Management. This section of thesis deals with whether the higher secondary school English teachers managed classroom properly or not. The capacity of teachers on classroom management is shown below;

Table 11

Classroom Management

Teachers	Frequency	Percentages
Effective	19	47.5%
Tolerable	12	30%
Poor	9	22.5%

The above given table represents that 47.5 percent teachers' classroom management seemed to be effective, 22.5 percent teachers were unable to manage their class. There were not sufficient furniture and setting of the class and management of students was random. Whereas 30 percent teachers were found tolerable to manage the class. This shows that, most of teachers were unable to manage their class properly.

Command of Subject Matter. The command of teachers on subject matter was also studied in the research to find out whether the teachers have good command over particular subject matter or not. The level of teachers' command on subject

matter is tabulated below:

Table 12

Command over Subject Matter

Teachers	Frequency	Percentages
Effective	26	65%
Tolerable	10	25%
Poor	4	10%

The above table shows that 65 percent teachers were found to be effective in teaching whereas 25 percent were found to be tolerable and only 10 per cent teachers were found poor in the command of subject matter. These teachers were found confused and low power of necessary knowledge in subject matter.

Thus, the greater number of English teachers had good command over the subject and a smaller number of teachers had poor over the subject matter as presented above.

Student's Level of Interest. I have tried to find out whether teachers teach according to level of student's interest or not. The following table presents teachers' capacity to arouse interest of students according to the level of interest;

Table 13

Level of Interest

Teachers	Frequency	Percentages
Effective	28	70%
Tolerable	6	15%
Poor	6	15%

The above table shows that 70 percent teachers were found to be effective. They taught in accordance with the level of students' interest. Whereas only 15 percent were found to be poor and 15 percent were tolerable in arising interest

according to level of interest. They taught difficult things which were not suitable for that level of students and provide the subject matter unnecessarily out of course.

Confidence in Delivery. A language should be confidence in the subject matter which they teach in the classroom. Unless the teacher is confident in his subject matter, s/he cannot teach properly or cannot provide the necessary subject to the learner. Following table presents teacher's confidence in delivery of subject matters in classroom;

Table 14

Confidences in Delivery

Teachers	Frequency	Percentages
Effective	22	55%
Tolerable	18	45%
Poor	-	-

Above table shows that only 55 percent teachers were found to have effective confidence in teaching. In the same way, 45 percent teachers were found to be tolerable in the confidence in delivery. They were not confident in teaching.

Class is Lively and Interactive. This part of the thesis deals with whether they make classroom lively and interactive or not. The level of teachers to make classroom lively and interactive is shown in the table below;

Table 15

Lively and Interactive Classes

Teachers	Frequency	Percentages
Effective	14	35%
Tolerable	18	45%
Poor	8	20%

The above table shows that only 35 percent teachers' class was found to be interactive they taught students with interaction way. whereas 45 percent teachers' class was found tolerable to make class lively and interactive. Similarly, 20 percent teacher's class was found to be boring. while concluding the fact, most English teachers of higher secondary level were found tolerable to make class interactive and lively.

Teacher's Encouragement to the Students. This section of thesis deals with whether teachers encourage their students to learn or not and how they encourage their students to learn. The following table presents the level of teacher's encouragement to the student;

Table 16

Encourage to the Students

Teachers	Frequency	Percentages
Effective	28	70%
Tolerable	10	25%
Poor	2	5%

Above given table shows that 70 percent teachers were found effective in encouraging students to learn. They gave examples of great personalities in the classroom to encourage the students to learn. 25 percent were tolerable to encourage students. And finally only 5 percent teachers were found poor in encouraging students to study.

Lesson Plan Used and Unit Plan Prepared. This section of thesis deals with whether the teachers prepared lesson plan or not. The following table presents number of teachers used lesson plan and unit plan.

Table 17*Lesson Plan Used and Unit Plan Prepared*

Lesson Plan and Unit Plan Used	No of Teachers	Percentages
Yes	10	25%
No	30	75%

The above given table proves that 75 percent among selected teachers did not use both lesson plan and unit plan. Only, 25 percent teachers they prepare lesson plan and follow that while teaching in the classroom. In essence, teachers did not have the habit of making lesson plans rather they taught the subject matter given in the textbook day by day.

Emphasis on Individual Learner. I observed the class of higher secondary English teachers to see how much he/she emphasizes on individual learner. The result of the emphasis of teachers on individual learner is shown below;

Table 18*Emphases on Individual Learner*

Teachers' emphasis on individual learner	Frequency	Percentages
Effective	12	30%
Tolerable	22	55%
Poor	6	15%

The above table shows that 30 percent teachers were found effective and 55 percent teachers were found tolerable and the study found that 15 percent of the teachers did not emphasis on individual learner. They came to the class and provide lecture as a whole and return to their routine. Most of teachers emphasize the talent students rather than weak students. It means many teachers were found poor in the case as mentioned above. Just 30 percent of the students they emphasis on individual learners in the classroom.

Lesson Presented with Teaching Materials. The importance of teaching aids and materials in language teaching is immense and their presence is indispensable. Teaching materials make classroom lively and interactive. Students learn language easily with the help of teaching materials. I observed the classroom of English teachers whether they use teaching materials or not in the classroom.

Table 19

Lesson Presented with Teaching Materials

Lesson prepared with teaching materials	Frequency	Percentages
Always	-	-
Sometimes	16	40%
Never	24	60%

It was found out that there were only 40 percent of the teachers prepared their lesson with different types of teaching materials like word cards, pictures, and others but 60 percent of the teachers who didn't used teaching materials in the classroom. Mostly they talked about the subject matter without presenting any teaching materials.

Presentation Ability. I observed the class of secondary English language teachers to find out the rate of presentation ability and how the teachers presented subject matter in the classroom. The result of presentation ability of English teachers is shown below;

Table 20

Presentation Ability of Teachers

Presentation ability of teachers	Frequency	Percentages
Effective	10	25%
Tolerable	30	75%
Poor	-	-

The above given table shows that only 25 percent teachers were found

effective in presentation ability. They presented lesson effectively. Similarly, 75 per cent teachers were just tolerable in presentation ability.

Teacher's Capacity to Make Students Participate in Classroom

Activities. This section of thesis deals with teachers' capacity to make their students participate in various classroom activities which is shown in the following table;

Table 21

Teacher's capacity to make Students Participate in Classroom Activities

Teachers capacity to participate students in classroom activities	Frequency	Percentages
Effective	12	30%
Tolerable	24	60%
Poor	4	10%

The above table shows that 30 percent teachers were found effective whereas 10 per cent teachers were found poor. And rest of 60 percent teachers were found tolerable to make the students participate in classroom activities. They made students to participate in pair work, group work, role play, different types of discussion in the classroom etc.

In conclusion, higher number of teachers were found tolerable to participate students in classroom activities. They did not have any ability to make their students participate in classroom activities and provide knowledge of language. It was found out that students were not found participating as they really should be.

Use of Techniques like Role Play/Group Work. This section of thesis deals, whether teachers used different techniques like role play/ group work in classroom or not. I observed classes of secondary English language teachers and I found the following result;

Table 22*Use of Different Techniques*

Teachers Use of Different Techniques	Frequency	Percentages
Effective	8	20%
Tolerable	14	35%
Poor	18	45%

The above table shows that only 20 percent teachers were found effective whereas 35 percent teachers hardly used such techniques in their classroom. Forty-five percent teachers were found poor to use different techniques like role play and group work.

The above table shows that no teacher was found effective in using different techniques like role play and group work. The greater number of teachers were found poor to use different techniques in classroom while teaching English language in the context of public schools of Rupandehi district.

Giving Homework and Correction. I observed the classes of secondary English language teachers to find out whether they give homework to students or not. I have also observed if they check previous day's homework and make necessary correction or not. After observation, I found out the following result;

Table 23*Giving Homework and Correction*

Giving Homework and correction	No. of Teachers	Percentages
Yes	36	90%
No	4	10%

The table reveals that 90 percent teachers were found to give homework. On the correction side, it was found that teachers collected all the homework and

corrected them at school time and handed over them. Just 10 percent of teachers they did not give homework to the students. Not only the homework they did not asked the students for classwork. They came as a lecturer and return back after finished the lecture.

Achievement of Objectives. How far the lesson becomes successful depends upon the achievement of objectives of the class. I have tried to find out whether the teachers' classes were found satisfactory in term of achievement of objectives of lesson or not. Finally, I found out following result;

Table 24

Achievements of Objectives

Teachers	Frequency	Percentages
Effective	8	20%
Tolerable	12	30%
Poor	20	50%

The above table shows that only 20 percent of the teachers' classes were found satisfactory in terms of the achievement of objectives. More than 50 percent of the teachers' classes were not found achievable in term of the objectives of lesson. The questions which are asked by the teachers were not replied by students. 30 percent of teachers' classes were found tolerable. The table exposes that higher number of teachers was found poor to achieve objectives according to lesson. No excellent teacher was found to achieve the objectives of class.

Evaluation Techniques. I have tried to find out whether the evaluation techniques of teachers were good enough to evaluate the performance of the students or not. The teachers were found to have been applying some techniques of evaluation by knowingly or unknowingly. The result of evaluation techniques of higher

secondary school teachers is tabulated below:

Table 25

Evaluation Techniques

Evaluation Techniques of Teachers	Frequency	Percentages
Effective	14	35%
Tolerable	20	50%
Poor	06	15%

The above table shows that 35 percent teachers tried to apply the evaluation techniques but they were not sufficient and 15 percent teachers were found to be poor to apply the evaluation techniques in the class. 50 percent teachers were evaluated students effectively. They asked questions to all students in the classroom. It was found that teachers were not as good as they should be in using evaluation techniques.

Major Findings of the Study

The major focus of the study was to find out the role of teacher training for teacher's professional development, differences between trained teacher and untrained teacher, as well as teachers' views towards teacher training. On the basis of analysis and interpretation, the findings of the study are stated as follows:

- Only forty five percent teachers were found to have in-service training.
- Only sixty five per cent schools were found to provide training during teaching session.
- Hundred percent teacher claimed that the role of teacher training for teachers' professional development is most important and is effective for teaching in the classroom.
- Hundred percent teachers were not claiming that all their students were satisfied with their teaching style. Just eighty percent among selected teachers

claimed that their students were satisfied with their classroom performance and fifteen percent teachers were accepting their unsatisfied classroom performance.

- Hundred percent teachers were found to be positive towards the role of teacher training for their professional development although they are untrained and not in my research selection.
- Trained teachers were found better in classroom management, presentation ability, confidence in teaching, evaluation techniques, motivate the student in class, encourages the students to learn than the untrained teachers. All the selected teachers were trained but untrained teachers were also teaching in the school where I conducted a research activity.
- A very few teachers were found to motivate their students towards the lesson. Only thirty seven point five percent of teachers were found to be motivate the students effectively to the lesson. A large number of teachers were found just tolerable in motivating students and few numbers of teachers were not unknown about the motivation activity. The main reason of inability to motivate the students was lack of proper knowledge and strategy, crowded class, heterogeneous class and lack of planning to the lessons.
- About seventy five percent of teachers could relate their lesson to that of previous one very effectively. In about twenty five percent teachers could not sufficiently correlate their lesson to the previous one.
- Only thirty seven point five per cent teachers were found to manage the classroom effectively but twenty two point per cent teachers were unable to manage classroom properly.
- It was found that the majority of teachers (i.e. sixty-five percent) had good

command over subject matter. They only taught what is in the text book but not doing any situational questions and activities. And rest of the teachers had not good command over the subject matter so they couldn't have any chance to create magic in the classroom.

- My study, I found that fifteen percent teachers were poor in arising interest to the students while they are performing on the classroom.
- Fifty percent of teachers were found confident in teaching inside the classroom. They did not have the sense of hesitation and monotony in dealing with the class. They seemed to be very active but rest of other fifty percent teachers were not confident while delivering in the class. They seemed to be shy, hesitate, uncomforted and less interested in the classroom deliberation.
- Thirty-five percent among the selected teachers' class were found interactive, forty-five percent teachers' classes were tolerable but twenty percent teachers' classes were found boring.
- Most of the teachers were able to encourage the students to learn. Only twenty-five percent teachers were found medium and five percent teachers were unable to encourage the students to learn.
- Lesson plans and unit plans are very important for teaching English language class. They were found to have heard some values of the lesson plan but most of the teachers never prepared lesson plan for their teaching. Few teachers were found to have lesson plan sometimes.
- Most of teachers emphasized the talent students than their weak ones but some teachers behave equally to all the students in the class but few teachers they didn't concern any of the students, talent or back bencher. They just came, lecture and returned.

- The classroom presentation ability of some teachers was found as systematic as it should be. Sometimes they taught in haphazard way their classroom was found rule based. But most of the teachers were unable to present their class presentation satisfactory.
- Twenty percent of teachers' classroom was found satisfactory whereas thirty five per cent teachers were found tolerable and rest of the forty-five percent of the teachers were poor in using different techniques like; group work, role play etc.
- Most of the teachers were found that they gave homework very well but they did not have sufficient time to check them in detail because of large amount of students in a class and no more time to check them. But some of them were didn't care on providing homework even classwork. Some of the teacher manage their time to check homework and they correct it.
- Almost fifty percent teachers were found poor in achievement of objectives. They thought that they can do but they make different pretends.
- The teachers were not as good as they should be in using evaluation techniques. Only thirty-five percent teachers were found effective which was not satisfactory at all.

Chapter V

Conclusion and Recommendation

This section focuses on presenting the conclusion and recommendations of the study. The conclusion is derived from the analysis and interpretation of the collected data, summarizing the key findings. Additionally, the section includes pertinent recommendations that stem from the study's insights.

Summary

The teachers need the knowledge and skills of training in order to engage the learners in learning effectively. Teacher training means a process of learning the skills that a teacher needs to be a professional. There are mainly two types of teacher training in practice, i.e. pre-service and in-service. In Nepal, these two modes of training are helping teachers to update about their profession. TPD is a form of in-service refreshment training.

Most of the teachers of public school have been certified with TPD training. However, what happened is, whatever the data of trained we have in our hand, the data and learning outcomes do not match. The challenges now await us in the improving learning outcomes. So, the research entitled **View of English Language Teachers' Towards Teacher Training for Their Professional Development** aimed at exploring the view of teachers on teacher training for their professional development and to develop their classroom performance in the context of Nepal. For this, survey research design has been adopted. Questionnaire checklist and class observation have used as research tools. The classroom performance of TPD trained secondary level English language teachers has been observed and interpreted on the basis of initiation, presentation, practice, production and conclusion. For this, simple statistical tool such as percentages and tables have been used.

Summary on Teachers View

As the view of teachers towards English Language Teacher Training for their TPD training concerned, hundred percent of the teachers were positive with teacher training though that is pre-service or in-service and told it is essential for ELT teachers. However, due to heterogeneous classroom, background of students, lack of supervision, school environment, lack of sufficient resource materials and working load, it was difficult to implement the training in the classroom. They requested concerned bodies for favorable environment to implement training and upgrade the learning achievement.

Summary on Classroom Practice

Regarding the classroom practice, teachers were found excellent. The result on classroom practice of TPD trained teachers in accordance to TPD training manual has been summarized in this way.

The use of teaching materials was not found good. They used only the materials of daily use. Participation of students on learning was found good. Teachers made students actively involve on learning. More than seventy five percent teachers were found good in relating their presentation with the previous lesson. It was found that, the presentation relevant to students' needs and level was satisfactory.

Connection of lesson with pre, while and post learning phase was found not very bad. More teachers were not able to integrate the all language skills and aspects. So, integration of all language skills and aspects was not found good. It was found that sixty -five percent teachers habituate to command over the subject matter. The use of evaluation tools and techniques by secondary level TPD trained teachers was satisfactory. They used observation, oral and written tests, class work as well as common observation tools. Most of the trained teachers provided feedback

immediately to their students' responses. Teachers were found satisfactorily able to achieve the objectives of taught lesson. It was found that most of the TPD trained teachers were habituated to conclude the lesson at the end.

From the above mentioned descriptions, we can declare that teachers have positive attitude towards TPD and their classroom practice was found good.

Conclusion

The present study investigates the views of English teachers towards training and the role of that on TPD. In this study, I tried to explore the present situation of teacher, training, teachers' professional development and training implementation. Along with this it surveyed the teachers' perception on TPD training.

After the analysis and discussion of the study, results in chapter four and summary of main findings have been submitted in chapter five. On the basis of those findings, regarding the view of English language teachers towards teacher training for TPD, it can be concluded that teachers perceived it as an essential programme for all the teachers not only the language teachers but one thing is clear that the teacher training is most important factor for English language teacher teaching in secondary level and professional development and improving learning outcome. Though, this programme was felt necessary they got it difficult to disseminate in the classroom.

In conclusion, TPD training itself is an excellent programme launched by MOE in Nepal. However due to perception, practice and implementation it is being less effective than that of expectation. So, to make this programme more effective concerned authorized body (i.e. trainers, trainees, supervisors, officials and so on) should be responsible and aware to make it fruitful.

Recommendations

Every researcher has their own value and merits due to their various usefulness and implications. This study ‘View of English Language Teachers towards Teacher Training for Their Professional Development’ has also its own values and implications in different sectors because of its various purposes and usefulness. Mainly, this study is limited in the view of teacher training for teacher’s professional development so that it can be more fruitful for those who are engaged in the field of teaching. Similarly, this study is also useful and good remedies for trainer, language teachers, language learners, text book writers, professors, material makers, policy makers and other concerned person who are involved in teaching field and teacher training. Furthermore, this study is more effective and a good panacea for them who are going to carry out the research in the TPD and teacher training. It is somehow a better guide for them to lead good mark in their further research in the related topic in TPD and teacher training.

The implications of this study can be discussed in the following level:

Policy Level

- a. Decision has to be made on, after successful completion of the training, trainers should be provided with basic materials, reference materials and modern technology at policy level. In order to implement training inside classroom effectively the resource materials are essential. But teachers are not getting appropriate and sufficient supportive materials. So, program should be made for this at policy level.
- b. The time allocation for the training center based session was only five days (i.e. first phase). That is very little time. So, the problems of teacher cannot be addressed within prescribed time. So, duration should be maximized.

- c. TPD is a need based program for teachers where trainee teachers should have to explore their training content according to their needs. However, it was found that all of them were not able to explore and share their needs and problems among colleagues and experts. So, training contents of TPD training should be prescribed in accordance with the classroom observation report from school supervisor at policy level
- d. The provision of selecting favorable and trained teachers should be made in order to rise student's level of interest.
- e. The curriculum has been changing time and again. So, to implement the changed curricula effectively teacher training program should be launched by concerned body.
- f. Inability of teachers on classroom management is also another problem which I found during research, such teachers should be given planning and management education.
- g. School administration should compel all the teachers to plan the lesson and unit before they commence the new unit and lesson respectively.
- h. To provide the systematic knowledge of presentation ability to teachers, different seminars, conversation, workshop and other necessary meeting for teachers should be held.
- i. The government should give different training to teachers like pre- service training, in-service training and refreshment training to teachers, so they can develop teaching techniques.
- j. Government should give different training to teachers to make their successful teaching as well as evaluation; It also helps to make the classroom environment educationally modern and scientific.

- k. As the curriculum changes with change in time, the government should conduct teacher training program as the demand of time.

Practice Level

- a. There should be proper monitoring, supervision and control for the effective implementation of the training during and after the completion of the session. Better should be awarded and worse should be punished.
- b. Training is not everything. All kinds of needs and problems cannot be addressed by training. There should be supportive workplace environment at school. School should be committed to improvement strategy, change and improvement in school culture, classroom practices and learning.
- c. In large and heterogeneous classroom, individuals have more life experiences and knowledge, more varied opinions. For this, teachers should make students involve in learning and initiate generative topics.
- d. Trainers should be committed on their profession that they should manage the training according to its spirit.
- e. Trained teachers were found better in classroom management, evaluation techniques, presentation ability, motivation to students, encourage the students to learn. So, government should conduct pre-service and in-service teacher training program on every teacher.
- f. Some teachers were found unable to relate the previous lesson at the time of teaching new lesson. This irresponsibility of teachers should be managed and checked by administration of related school.
- g. In order to make classroom more interactive the system of asking questions should be made by teachers. They should also appeal the students to ask the confused questions.

- h. To encourage the students to learn and improve their study teachers should give examples of great personalities and counsel them.
- i. Emphasis should be given more to weak students than talent students by the teachers.
- j. Teachers should regularly check the homework with necessary correction.
- k. In order to achieve the objectives of teaching, teachers should make preliminary plans on lessons and units.

Further Research

- a. The study was limited to the fifteen secondary level English teachers of Rupandehi district. It is prepared for the academic purpose. Therefore, the researcher did not claim that it is complete in itself. Some implications for further researches have been suggested as follows;
- b. First, the sample population of the study should be larger so that there will be high chances obtaining real findings. It is suggested that more informants should be included to investigate the impact. Therefore, laid and reliable results will be derived.
- c. Second, this study was limited to find out the attitude of secondary level English teachers. So, more studies could be conducted to find out the attitude and practice of lower secondary, primary level teachers.
- d. Third, it is suggested that the following research titles could be useful to analyze the other aspects of TPD training.
 - i. Impact of TPD training in Language Classroom
 - ii. Implementation of TPD training in Public Schools
 - iii. A comparative study on Learner Achievement before and after TPD training.

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7. Are you trained or not?

- i) Yes ii) No iii) I don't know

8. Do you need English Teachers' Training?

- i) Yes ii) No iii) I don't know

9. What are good aspects of Teacher Training?

- i) Refreshes the past learning
- ii) Provides the platform for sharing knowledge
- iii) Increases teaching achievement
- iv) Provides the theoretical concept

10. What is the most important training method in your view?

- i) Communicative Method
- ii) Translation Method
- iii) Interactive Method
- iv) Student centered Method
- v) Lecture method

11. Which type of training do you want in the training session?

- i) Learner Centered
- ii) Training for the transfer
- iii) Training for the theoretical knowledge.
- iv) Training for the involvement of the teacher.

12. Do you think that knowledge and skills of the training will help you in teaching profession?

- i) Yes ii) No iii) I don't know

13. Are you satisfy with the methods used by trainers while in the training?

- i) Yes ii) No iii) I don't know

Appendix II

Check List for the Class Observation

Teacher's Name :

Name of the School :

Observed Class :

Teaching Item :

S.N	Aspects	Effective	Tolerable	Poor
1	Students motivation to the classroom			
2	Related to previous class			
3	Classroom management			
4	Command over subject matter			
5	Students' level of interest			
6	Confidence in delivery			
7	Class is lively and interactive			
8	Teacher encourages students			
9	Lesson plan used			
10	Unit plan prepared			
11	Lesson presented with teaching materials			
12	Emphasis on individual learner			
13	Presentation ability			
14	Students' participation in classroom activities			
15	Use of role play/ group work			
16	Makes correction of class work/ home			

	work			
17	Achievement of objectives			
18	Teacher gives home assignment			
19	Evaluative technique			