

**TEACHERS' PERSPECTIVE ON PRIMARY TEACHER
TRAINING**

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

**Submitted by
Ganga Bahadur Rai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2014**

DECLARATION

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

Date: 28 January 2014

.....

Ganga Bahadur Rai

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Ganga Bahadur Rai has prepared this thesis entitled **TEACHERS' PERSPECTIVE ON PRIMARY TEACHER TRAINING** under my guidance and supervision.

I recommend this thesis for acceptance.

.....

Mrs. Madhu Neupane (Supervisor)

Lecturer

Department of English Education

T.U. Kirtipur

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T.U. Kirtipur

Chairperson

Mr. Raj Narayan Yadav

Reader

Department of English Education

T.U. Kirtipur

Member

Mrs. Madhu Nupane (Supervisor)

Lecturer

Department of English Education

T.U. Kirtipur

Member

EVALUATION AND APPROVAL

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

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T.U. Kirtipur

Chairperson

Dr. Chandreshwar Mishra

Professor

Department of English Education

Chairperson

English and other Foreign Languages

Education Subject Committee

T.U. Kirtipur

Member

Mrs. Madhu Nupane (Supervisor)

Lecturer

Department of English Education

T.U. Kirtipur

Member

Date: 7 Feb 2014

DEDICATION

Dedicated
to
My source of inspiration
and
God father
Mr. Uddab Kumar Sharma

ACKNOWLEDGEMENTS

I owe debt to all my teachers without whose constructive suggestion and regular support, this research would not have been in this form now. Firstly, I would like to extend my deep sense of profound gratitude to my research supervisor **Mrs. Madhu Neupane**, Lecturer at the Department of English Education without whose constant supervision, regular inspiration, encouragement and insightful suggestion, the research would have remained incomplete. Her patience, co-operative nature, enthusiasm, continuous assistance, enlightening ideas and interest in this study would be everlasting in my memory. It is her insightful guidance and regular supervision that enabled me to present this task in such a form. In this regards, it is very difficult to find words to express my gratitude to her.

Similarly, it is my great pleasure to express special acknowledgements and thanks to **Dr. Anjana Bhattarai**, Reader and Head, Department of English Education and Chairperson of Research Guidance Committee for providing a lot of valuable suggestions and encouragement. Similarly, I would like to express my gratitude to all the members of Research Guidance Committee and the teachers of the Department for their inspiring suggestions and encouragement in the work.

Similarly, my special thanks go to **Mr. Uddab Kumar Sharma**, Campus Chief of Solukhumbu Multiple Campus and Training Center for providing me with the records of trained teachers, training manuals and curriculum. I would like to thank all the trained primary teachers who provided me with the data by filling up the questionnaire.

Similarly, I am grateful to **Mr. Shomas Rai** for computer typing and setting. Last but not the least, my special thanks go to **Miss. Babita Rai, Mr. Puspa Lal Bastola, Mr. Niranjana Kattel** and **Krishna Prasad Kattel** for their direct and indirect support and help.

Ganga Bahadur Rai

ABSTRACT

The present research study entitled **Teachers' Perspective on Primary Teacher Training** aimed to find out the teachers perspective on applicability and usefulness of English language teaching skills obtained from the teacher training. The researcher used survey research design. For this purpose, the study was carried out using both primary and secondary sources of data. A set of questionnaire was used as a tool for collecting the data. For the primary source of data, the researcher purposively selected 35 primary teachers trained under National Centre for Educational Development (NCED) training program. The teachers were selected from different primary schools of Solukhumbu district. It was found that majority of the respondents were not satisfied with the training system. They argued that 10 months training program was too long which created monotonous feeling on the trainees and ruined the relationship with the students and their parents. Though they were satisfied with the skills provided in teacher training, they opined that duration of the training should be reduced and refresher training should be conducted time to time.

This study includes five chapters. The first chapter entails general background, statement of the problem, objective of the study, significance of the study, delimitations of the study and definition of the important terms. The second chapter is concerned with the review of the related literature whereas chapter three includes the methodology used in the study; design of the study, sampling procedures, tools, data collection procedure and mode of analysis and interpretation. Chapter four includes the results and discussion. Similarly, chapter five includes summary, conclusions, and implications. Some pedagogical implications are suggested to the Curriculum Designers, Policy Makers and Trainers in this section. The final chapter is followed by an appendix.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Symbols and Abbreviations	xi
List of Tables	xii

CHAPTER-ONE: INTRODUCTION

1.1	Background	1
	1.1.1 Practice of Teacher Training in Nepal	3
	1.1.2 Types of Teacher Training	5
1.2	Statement of the Problem	6
1.3	Rationale of the Study	7
1.4	Objective of the Study	8
1.5	Research Questions	8
1.6	Significance of the Study	9
1.7	Delimitations of the Study	9
1.8	Operational Definition of Key Terms	9

CHAPTER-TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1	Review of Theoretical Literature	10
2.2	Review of Empirical Literature	13

2.3	Implication of the Review of the Study	18
2.4	Conceptual Framework	20

CHAPTER-THREE: METHODS AND PROCEDURES OF THE STUDY

3.1	Design of the Study	21
3.2	Field/Area of the Study	22
3.3	Sampling Procedures	22
3.4	Data/Information Collection Tools	23
3.5	Sources of Data	23
3.6	Data/Information Collection Procedures	23
3.7	Data Analysis and Interpretation Procedure	24

CHAPTER-FOUR: RESULTS AND DISCUSSION

4.1	Results	25
4.2	Discussion	27
	4.2.1 Teachers' Performance after Attending Teacher Training Program	28
	4.2.2 Achievement from the Teacher Training	29
	4.2.3 Language Teaching Skills Learned in Training	32
	4.2.4 Application of the Skills Obtained from the Teacher Training	33
	4.2.5 Obstacles and Challenges in Application of Skills in Teaching	35
	4.2.6 Teachers' Activities in the Classroom	39
	4.2.7 Problems Occurred after Attending Teacher Training Program	40

CHAPTER-FIVE: SUMNMARY, CONCLUSION AND IMPLICATIONS

5.1	Summary	44
5.2	Conclusion	45
5.3	Implications	46
	5.3.1 Policy Level	46
	5.3.2 Practice Level	47
	5.3.3 Further Research	48

REFERENCES

APPENDICES

LIST OF SYMBOLS AND ABBREVIATIONS

ETC:	Education Training Policy
HSEB:	Higher Secondary Education Board
NCED:	National Centre for Educational Development
NELTA:	Nepal English Language Teachers' Association
PTA:	Parents Teacher Association
RC:	Resource Centers
REED:	Rural Education and Environment Development Centre
SEDC:	Secondary Education Development Centre
SMC:	School Management Committee
TPD:	Teacher Professional Development

LIST OF TABLES

S.N	Title	Page No.
Table No. 1	Module of Teacher Training	11
Table No. 2	Teachers' Performance after Attending Teacher training	28
Table No. 3	Achievement from the Teacher Training	30
Table No. 4	Language Teaching Skills Learnt in Training	33
Table No. 5	Application of Skills Obtained from the Teacher Training	34
Table No. 6	Obstacles and Challenges in Application of Skills in Teaching	35
Table No. 7	Teachers' Activities in the Classroom	39
Table No. 8	Problem Occurred after Attending Teacher Training Program	41