

TEACHERS' PERCEPTIONS ON TEACHER TRAINING AND ITS USEFULNESS

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

Submitted by
Ganesh Parajuli

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal

2017

**TEACHERS' PERCEPTIONS ON TEACHER TRAINING
AND ITS USEFULNESS**

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

**Submitted by
Ganesh Parajuli**

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

T.U. Reg. No.: 9-2-783-53-2009

M.Ed. Fourth Semester Examination

Date of Approval of the

Thesis Proposal: 2017/03/22

Roll No.: 280114/071 RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ganesh Parajuli** has prepared this thesis entitled **Teachers' Perceptions on Teacher Training and its Usefulness** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 17-07-2017

.....
Dr. Ram Ekwel Singh (Supervisor)

Reader and Head

Department of English Education

Faculty of Education,

University Campus

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for the evaluation by the following

Research Guidance Committee:

Signature

Dr. Ram Ekwāl Singh (Supervisor)

.....

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Anjana Bhattarai

.....

Professor

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Purna Bahadur Kadel

.....

Lecturer

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 22-03-2017

EVALUATION AND APPROVAL

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

Signature

Dr. Ram Ekwel Singh (Supervisor)

.....

Reader and Head

Chairperson

Department of English Education

University campus

T.U., Kirtipur

Dr. Anjana Bhattarai

.....

Professor

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Gopal Prasad Pandey

.....

Reader

External

Mahendra Ratna Campus

Tahachal, Kathmandu

Date: 26-07-2017

DECLARATION

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

Date: 17-07-2017

.....

Ganesh Parajuli

DEDICATION

Dedicated

to

**My Parents, Mr. Ravi LalParajuli and Mrs. RadhaParajuli for their
endless love, support and encouragement.**

ACKNOWLEDGEMENTS

I would like to express my deep sense of gratitude to my thesis supervisor, **Dr. Ram Ekwāl Singh**, Reader and Head, Department of English Education, T. U., for his continuous guidance, supervision and invaluable suggestions. Without his suggestion, this work would have been incomplete. I feel very much proud and glory to have worked under his guidance and supervision.

I would like to express my profound gratitude to **Dr. Anjana Bhattarai**, professor, Department of English Education, T.U., Kirtipur for her valued suggestions, and critical comments in the viva of the proposal, which awakened me to take up the project. I would like to extend my sincere gratitude to **Dr. Purna Bahadur Kadel**, Lecturer, and the member of the proposal viva for his admirable suggestions and advice which supported me significantly for the further improvement of this study.

Similarly, I would like to express my sincere gratitude to **Prof. Dr. Anju Giri**, **Prof. Dr. Laxmi Bahadur Maharjan**, **Mr. Raj Narayan Yadav**, **Mr. Bhesh Raj Pokhrel**, **Mrs. Madhu Neupane**, **Mr. Khem Raj Joshi**, **Mr. Resham Acharya**, **Mr. Guru Prasad Paudel**, **Mr. Ashok Sapkota** and all the staff of Department of English Education, T.U., Kirtipur, for their valuable suggestions to complete my study.

I am highly indebted to **Mrs. Sarita Dewan**, training coordinator of NELTA, for her tireless support to be with the reference materials of NELTA and the respondents that I needed for this study.

I am also grateful to all the selected teachers of the schools in Kathmandu district, who co-operated and helped me in collecting required data to accomplish my study. I would like to thank my friends **Mr. Himal Chapagain** and **Mr. Agnidhar Bhusal** for their unconditional support from the initial phase of this study. Similarly, I would like to thank all the friends for their help and suggestions for the study. Finally, my parents, brother, sisters and all well-wishers deserve my deep gratitude for their direct and indirect help.

ABSTRACT

The study entitled **Teachers' Perceptions on Teacher Training and its Usefulness** was an attempt to find out the perceptions of teachers towards training conducted by NELTA and its usefulness in terms of professional development, critical thinking, lesson planning, teaching grammar through games, classroom management strategies, and classroom language. I used non-random purposive sampling procedure to select thirty-five teachers teaching in community schools in Kathmandu district. I used questionnaire including both closed and open-ended questions as the research tool. The major findings of the research showed that the teachers viewed that the teacher training provided by NELTA is the most essential and inevitable for their professional growth. Most of the teachers responded that professional development training enhanced their professional qualities. Some teachers viewed that training on critical thinking was useful to develop critical thinking on their students. A good majority of the teachers responded that lesson planning training was fruitful to design effective lesson plan. Most of the teachers viewed that classroom management strategies empowered their classroom management skills. A large numbers of teachers responded that training greatly improved their confidence and skills to teach grammar through games. Similarly, almost all of the teachers viewed that training was applicable to use language based on students' level, need and interest in classroom.

This thesis consists of five chapters. The first chapter introduces background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and delimitations of the study and operational definition of the key terms. The second chapter deals with review of theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework for the study. The third chapter incorporates design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data

analysis and interpretation procedures and ethical considerations. The fourth chapter deals with the analysis and interpretation of data. The fifth chapter presents the findings, conclusion and recommendations of this research in different areas such as policy related, practice related and further research related. References and appendices are included in concluding part of the thesis.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Figures</i>	<i>xiii</i>
<i>List of Symbols and Abbreviations</i>	<i>xiv</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	5
1.6 Delimitations of the Study	5
1.7 Operational Definition of the Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7- 18
2.1 Review of Related Theoretical Literature	7
2.1.1 Concept of Teacher Training	7
2.1.2 A Short Glimpse of Teachers' Training in Nepal	8
2.1.3 NELTA: A Brief Historical Background	10
2.1.3.1 Aims and Objectives of NELTA	11
2.1.3.2 Training Programs of NELTA	11
2.1.3.3 Usefulness of Training to the Teachers	14
2.2 Review of the Empirical Literature	15

2.3 Implications of the Review of the Study	16
2.4 Conceptual Framework	18
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	19-21
3.1 Design and Method of the Study	19
3.2 Population, Sample and Sampling Strategy	20
3.3 Research Tools	20
3.4 Sources of Data	20
3.5 Data Collection Procedures	21
3.6 Data Analysis Procedures	21
3.7 Ethical Considerations	21
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS	22-52
4.1 Analysis of Data and Interpretation of the Results	22
4.1.1 Teachers' Perceptions towards the training conducted by NELTA	23
4.1.2 Teachers' Perceptions on Usefulness of the training	28
4.1.2.1 The Usefulness of Training for Professional Development	29
4.1.2.2 The Usefulness of Training for Critical Thinking	33
4.1.2.3 The Usefulness of the Training for Developing Lesson Planning	36
4.1.2.4 The Usefulness of the Training for Classroom Management Strategies	39
4.1.2.5 The Usefulness of Training for Grammar Teaching through Games	42
4.1.2.6 The Usefulness of Training for Classroom Language	46
4.1.3 Teachers' Views on Teacher Training and its Practicality	49
4.1.3.1 Application of Trainings in their Daily Classroom Teaching	49
4.1.3.2 Teachers' Perceptions on more Realistic Training and Usefulness in the Classroom	50

4.1.3.3 Expectations from the Concerned Authority Regarding Teacher Training	52
---	----

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS	53-56
5.1 Findings	53
5.2 Conclusion	54
5.3 Recommendations	56
5.3.1 Policy Related	56
5.3.2 Practice Related	56
5.3.3 Further Research Related	57
References	
Appendices	

LIST OF TABLES

S.N.Titles	Page No.
Table 1: Teachers' Perceptions on Training	23
Table 2: The Usefulness of Training for Professional Development	29
Table 3: The Usefulness of Training for Critical Thinking	34
Table 4: The Usefulness of Training for Developing Lesson Planning	37
Table 5: The Usefulness of Training for Classroom Management Strategies	40
Table 6: The Usefulness of Training for Teaching Grammar through Games	43
Table 7: Responses Related to Classroom Language Training	47

LIST OF FIGURES

S.N.Titles	Page No.
Figure 1: NELTA Training and Teachers' Expectations	24
Figure 2: The Training Enabled to Solve Real Classroom Based Problems	25
Figure 3: Training Modality of NELTA	26
Figure 4: The Input and Description of Skills in the Training	27
Figure 5: Teachers' Overall Experience with Training Package	28
Figure 6: Training for Enhancing Professional Qualities	30
Figure 7: Professional Development Training for Professional Growth	31
Figure 8: The Training Methods	32
Figure 9: The Training for Classroom Reality	33
Figure 10: The Training to Develop Critical Thinking	34
Figure 11: The Training to Solve Real Classroom Problems	35
Figure 12: The Training for Developing Critical Thinking	36
Figure 13: The Training to Design Effective Lesson Plan	37
Figure 14: Use of Lesson Plan for Classroom Teaching	38
Figure 15: The Training for Implementing Lesson Planning	39
Figure 16: The training for Empowering Classroom Management Skills	40
Figure 17: Training for Using Situation Based Classroom Management Strategies	41
Figure 18: The Training for Implementing Classroom Management Strategies	42
Figure 19: The Training to Enhance Confidence and Strengthen Skills in Teaching Grammar	43
Figure 20: Usefulness of Games in Teaching Grammar	44
Figure 21: Practicing of Games in Teaching Grammar	45
Figure 22: Teachers' Perceptions towards Training on the Basis of Classroom Reality	46
Figure 23: Training to Address Students' Level, Needs and Interests	47
Figure 24: Training on the Basis of Use of Vocabulary in the Classroom	48
Figure 25: The Training for the use of Classroom Language	49

LIST OF SYMBOLS AND ABBREVIATIONS

CUP	-	Cambridge University Press
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
B. Ed.	-	Bachelor of Education
M.Ed.	-	Master of Education
MoE	-	Ministry of Education
NCED	-	National Centre for Educational Development
ETC	-	Educational Training Centre
NESP	-	National Educational System Plan
NELTA	-	Nepal English Language Teachers' Association
T.U.	-	Tribhuvan University
INSET	-	In-Service Training
PRESET	-	Pre-service Training
NGO	-	Non Governmental Organization
INGO	-	International Non-Governmental Organization
HSEB	-	Higher Secondary Education Board
TPD	-	Teacher Professional Development