

CHAPTER ONE

INTRODUCTION

This is a study on **Teachers' Perceptions on Teacher Training and its Usefulness**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Teaching is both art and skill. Teachers require training to make their teaching as a skilled activity to teach students in artistic way. The term training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules or changing of attitudes and behaviors to enhance the performance of employee. Teacher training enables teachers to use and make the effective strategies i.e. management, material, intention, resources, evaluation and feedback. According to Head and Taylor (1997, p. 9), "Teacher training essentially concerns knowledge of the topic to be taught and of the methodology for teaching it. It emphasizes classroom skills and techniques." It means teacher training involves epistemology as well as metaphysics.

Moreover, teacher training aims to bring immediate changes to the behaviors of teachers and tries to point out new teaching strategies in classroom. Richards and Farrell (2005) defines training as the activities directly focused on teachers' present responsibilities and typically aimed at short term and immediate goals. It means training concerns with teachers' recent matters for the fulfillment of goals of teaching. Every teacher training has its mission, vision and goal that are teacher professional development. Richards and Farrell (2005, p. 3) have presented following goals of teacher training:

-) Learning how to use effective strategies to open a lesson.
-) Adopting the textbook to match the class.
-) Learning to use group activities in a lesson.

-) Using classroom also and resources (e.g. video).
-) Techniques for giving learners feedback on performance.

From the above goals of teacher training, it can be said that teacher training enables teacher involve in the activities that help to fulfill the intended outcome of learners i.e. teachers' professional development. Training improves the process of learning the skills that one receives to improve in areas of difficulty to gain new knowledge. Regarding the training, Bhatia (2005) states:

Training is an act of increasing knowledge, skill and attitude of an employee for improving his performance on the job. Training is concerned with imparting specific skills for doing particular job. For example: a clerk on typing. It is task oriented activity. It is for job related purpose and short –term. It is useful to develop knowledge and skills and attitudes to accomplish an action. It changes the way of thinking and responding (p. 5).

It means training is the source of practical knowledge in the education process. It is useful to overcome every challenge in classroom. Different modes of pre-service and in-service training may help teachers have up-dates about their profession. Training is regarded as an essential component of professional development of teachers.

Teacher training is very essential to teacher professional development. In this regards, Lazar (2009) states, “Teachers learn best by being actively involved in the training session. This active involvement might entail participating in a discussion, brainstorming ideas in a group or simply sitting aside time to read and reflect on a new idea” (p. 216) . Here, teacher training is supposed to be a part of teacher education and process of teacher development. In this research, the researcher has studied the training programmes provided by one of the prominent English teachers' organization in Nepal i.e. NELTA which has been

conducting different types of training to the teachers to empower their professional career.

Nepal English Language Teachers' Association (NELTA) was founded in 1992. The main objective behind its establishment was to set up a common platform for all the teachers of English in Nepal so as to support their professional development. Every year NELTA trains hundreds of teachers of different levels with the help of foreign and local experts as facilitators. Since its establishment, it has been recognized as a non-governmental, non-political, non-profit making professional association with the aim of enhancing ELT in Nepal. (Source: NELTA Bylaw-2050 B.S.)

In a nutshell, what we can say is that teacher training, therefore, is a specialized and significant segment of education entailing systematic preparation for the development of teaching skills among those who are involving in teaching profession. The role of teacher is pivotal in raising the standards of education at all levels. Teacher training should be provided as per the need and demand of the teachers to maximize the usefulness of the training. The competent, professionally trained and enthusiastic teachers are required to teach at any levels.

1.2 Statement of the Problem

Teacher training is the key to develop intended outcomes of teaching learning activities. In the context of Nepal Ministry of Education, NELTA, British Council and other private organizations have been contributing in providing training to teachers. Despite large numbers of teachers are trained; the issue of teachers' reflections on training and its usefulness is the matter of concern among the stakeholders these days. The teacher training programs designed and practiced so far have been often criticized, why do they not apply their acquired skills in the classroom situation after training? There are several questions raised regarding training and its usefulness like whether trainings have weakness in it or in delivery of the trainings or teacher themselves are not using

the skills learned due to several reasons. But the stakeholders are not paying much concern towards the perceptions of teachers towards training which is crucial to implement in our classes as the intention of the training. In such context, this study has clearly raised the matter of training and its usefulness in classroom reality including teachers views on teacher training conducted by NELTA from trained teachers. On the other hand, this study has given particular emphasis on perceptions of teachers whether theoretical trainings provided to our teachers are applicable in our real classroom environment or not. To be specific, the researcher has addressed the statement of training and its practicality in terms of professional development, critical thinking, lesson planning, classroom management strategies, teaching grammar through games and classroom language. So, the researcher is hopeful it would be more contextual and applicable.

1.3 Objectives of the Study

The researcher carried out this study with the following objectives:

-) To find out teachers' perceptions towards training conducted by NELTA and its usefulness in the classroom in terms of professional development, critical thinking, lesson planning, classroom management strategies, teaching grammar through games and classroom language and
-) To suggest some pedagogical implications.

1.4 Research Questions

-) What are teachers' perceptions towards training conducted by NELTA?
-) What are the uses of training conducted by NELTA in classroom for professional development, critical thinking, lesson planning, classroom management strategies, teaching grammar through games, and classroom language ?

- J) What are the expectations of the teachers from the training authority to make training more useful in classroom?

1.5 Significance of this Study

There are some research conducted on teacher training in Department of English Education but there is no any research carried out about the teachers' perceptions towards teacher training conducted by NELTA and its usefulness. The reason behind carrying out this research is that I wanted to find out what teachers' perceptions on training conducted by NELTA are and how useful they are in their real classroom setting.

This study will be beneficial to all who are involved in the field of language teaching, in especially ELT. This study may be applicable to NELTA, NELTA trainers and trainee teachers including to formulate more practical policies on training. Moreover, NELTA can be more focused on teachers' need and provide more effective trainings. Trainers can launch contextual and practical problem based trainings to the teachers as they focus on teacher training. It helps the teachers to demand need based training which are useful in the real classroom. It helps researchers to carry out research in similar field. So, this study plays the central role for teachers, researchers and the persons who have interest in the language teaching and learning. This study will have significant contribution to the area of training.

1.6 Delimitations of the Study

This study was confined to finding out teachers' perceptions towards NELTA training and its usefulness in classroom. The sample size of this study was 35 teachers who attended teacher training conducted by NELTA from 20th April to 22nd April 2017 at Baghbhairabh Secondary school, Kirtipur, Kathmandu and from February 6th to 8th February 2017 at Shanti Nikunja Secondary School, Ganeshsthan, Kathmandu. This study was limited to the training provided by NELTA based on professional development for English language teachers: professional development, critical thinking, lesson planning, classroom

strategies, games for teaching grammar, and classroom language. This study was strictly based on survey research design. The questionnaire consisting of close-ended and open-ended questions was tool for data collection. The collected data was analyzed descriptively and statistically. The study had the sample from Kathmandu district.

1.7 Operational Definition of the Key Terms

Perceptions: teachers' beliefs, understanding, interpretation on NELTA teacher training in terms of professional development, critical thinking, lesson planning, classroom management strategies, teaching grammar through games, and classroom language.

Training: teacher trainings provided by NELTA for classroom teaching purpose.

Usefulness: implication of knowledge, skills and ideas achieved from the NELTA training in actual classroom environment to develop professional development, critical thinking, lesson planning, classroom management strategies, teaching grammar through games, and classroom language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section includes review of related theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

To complete this study the researcher has gone through different theoretical ideas to support this topic of study which helped to develop the insights regarding the topic. The theoretical ideas that the researcher had gone through are presented in the following sub-section:

2.1.1 Concept of Teacher Training

Training is any planned activity to transfer or modify knowledge, skills and activities through learning experiences. It is the process of learning the skills that we receive for improving in areas of difficulty to gain new knowledge. James (1995) says, “Training is the way of helping people to do things that they could not do before they were trained. It is regarded as ‘pre-required’ phenomenon for handling any responsibility for anybody.” Here, teacher training is the pre-requisite for teacher development. The main purpose of teacher training is to prepare skillful and efficient teacher in related areas. Teacher training is the pre-requisite for teacher development.

According to Khaniya (2006), “People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prove to change and if change is not kept abreast people working in the field be left far behind” (p.9). That is why in order to update the teachers according to the changing time, training is necessary. Ur (1997) in this regard mentions, “Training can imply unthinking habit formation and an over emphasis on skills

and techniques.” In this sense, teacher training has the narrower scope than of teacher development.

The main concern of teacher development is skill development and habit formation. According to Roberts (1998), “Training is characterized by objectives that are defined a deficit in language teaching skill, curricular knowledge or some other areas of expertise.” On the basis of this definition training is mainly based on problems that are seen in classroom teaching.

2.1.2 A Short Glimpse of Teachers’ Training in Nepal

The historical scenario of teacher training in Nepal shows that teacher training is going on since long. Regarding it, Awasthi(2003,p.17) writes that history in teacher education in Nepal can be traced back to the establishment of basic education teacher training center in Kathmandu in 1948 A.D. to train the primary school teachers. This center provided training to the primary level school teachers from about 55 basic schools established around the country. This training programme was discontinued in 1954A.D. after the recommendation of the Nepal National Education Commission (NNEPC). In order to improve the higher education, the college of education was established in 1956 A.D. It provided B.Ed. courses in order to produce teachers for secondary schools and simultaneously andthe mobile normal schools primary teacher training centers (PTTC) ran the ten month primary school teacher training program to train the primary school teachers of Nepal. In 1962 A.D., permanent teacher training centers were established on replacing the network of the normal schools in the country (Kafle&Aryal, 2000, pp. 114-115). In this situation, the Normal Schools trained about 900 teachers during the years of 1956 and 1971 A.D. (Rana, 2007, p. 27).

Similarly, Nepal national education planning commission (NNEPC, 1954) mentioned in its report that the teacher is a key stone to success and failure of education; it creates the wholesome educational environment essential to success(Bhatt, 2007, p. 66).

Likewise, All Round National Education Committee (ARNEC) suggested better salary and more primary training programme for teachers and National Education System Plan (NESP, 1971) was the corner stone of the educational history of Nepal. NESP (1971) made the teacher training mandatory and differentiates between trained and untrained teacher.

While talking about the training institutions, there are primarily two existing training institutions in Nepal which are,

-) National Centre for Education Development (NCED)
-) Different Universities

At present, NCED as one of the departments of Ministry of Education (MOE) functions as the responsible agency for determining training policy in the education sector. NCED is conducting certification and recurrent training programs (10- month training) for primary and secondary level teachers through Education Training Centers (ETCs) located at different parts of the country. There are 46 Local Resource Centers (LRCs), 34 ETCs and 1053 Resource Centers (RCs) working for TPD under the NCED system. This 10-month certification training program has been divided into three modules. The first and third modules are training center based and school based face- to -face module whereas the second module is distance learning.

Faculty of Education (FOE), T.U. is producing B.Ed. degree holders, prospective teachers of M.Ed., M.Phil. and Ph.D. level experts. Kathmandu University, School of Education offers post graduate diploma, M.Ed., M. Phil., and Ph.D., in Education. Purwanchal University (PU) also offers B.Ed. and M.Ed. degrees. In the same way Nepal Sanskrit University (NSU) has also been operating the Faculty of Education up to graduate level for producing the efficient and capable manpower in education (Bhandari, 2011).

On the other hand, Ministry of Education started School Sector Reform Plan (SSRP, 2009-2015) and under the Teacher Professional Development (TPD) is put into effect. National Center for Education Development (NCED) was

established in 1992 to train the manpower in the field of education. Likewise, pre-service teacher training degree programmes by different universities and both pre-service and in-service training programmes by HSEB. Apart from NCED, and different universities, teacher training programmes have been run by the both sectors, non-governmental organizations (NGOs) and international non-governmental organizations (INGOs) like Nepal English Language Teachers' Association (NELTA).

2.1.3 NELTA: A Brief Historical Background

NELTA was founded in 1992 with an instrumental role of the British Council of Nepal. The main objective behind its establishment was to set up a common platform for all the teachers of English in Nepal so as to support their professional development. Since its establishment, it has been recognized as a non-governmental, non-political, non-profit making professional association with the aim of enhancing ELT in Nepal.

The British Council provided the young organization with a venue and secretarial services for its regular meetings. With the occasional ELT events, NELTA was able to organize its first annual conference in November 1992 at Nepal Administrative Staff College. About 300 participants attended the conferences in which Professor Alan Davis, an internationally renowned scholar and who once had been the Head of the Department of English at Tribhuvan University, Nepal delivered his key note address.

The British Council offered short-termed scholarships to the NELTA members to attend courses in the UK. Inspired by the NELTA's professional commitments and its regular activities, more branches with the beginning of Pokhara were gradually set up. Now NELTA has spread all over Nepal with its 46 branches, 42 full-fledged and 4 others with ad-hoc status.

(NELTA Profile, 2005)

2.1.3.1 Aims and Objectives of NELTA

The main aim of NELTA is to improve the teaching and learning of the English language by conducting training programmes, workshops, seminars, and conferences. It also aims to collaborate with the government in various strands such as ELT curricula, materials production, and training. Likewise, it aims to publish ELT materials, journals and periodicals establishing a network among the professional association with interests and goal(NELTA Profile,2015).

2.1.3.2 Training Programs of NELTA

In order to conduct short-term teacher training programs, NELTA has developed its own teacher training packages. At present, NELTA has a Secondary Teacher Training Package, Primary Teacher Training Package, SLC Examination Orientation Teacher Training Package and Primary English Teachers' Language Improvement Course Package. NELTA runs short-term teacher training programs in different parts of the country by using these materials. Some of the major teacher trainings conducted by NELTA are briefly mentioned under the following headings:

International House (IH)/ IATEFL Training:

International House (IH)/IATEFL Training were organized with the support of MaureenMcGarvey, Programme Manager eLearning, International House London. Mr. Jonathan Spalton facilitated the training as IH / IATEFL trainer. The objectives of training were:

-) to upgrade teachers language proficiency,
-) to develop language teaching practice,
-) to help trainers/ teachers to develop local materials in under –resourced contexts,
-) to help in assessing learners' needs/ abilities and curriculum demands and developing language teaching practices, and

-) to encourage and develop innovative practices in teaching specific language skill that combines any or all of the above communication skill in the classroom language teaching.

Secondary Level School Teachers Training

NELTA conducted two-day residential and nonresidential training in six locations in 2016 with the financial assistance of the Regional English Language Office (RELO), USEmbassy, Kathmandu, for secondary level English teachers. The theme of the training was “Motivated literacy: leveraging adolescents’ learning incomes with classroom texts”. The training was concerned with the following subject matter:

-) Motivation
-) Teaching a new reading text
-) Vocabulary
-) Free writing

(NELTA, 2017)

Access Teacher Training

NELTA is providing different need based training to teachers in different times and in different districts.

Some other trainings conducted by NELTA

NELTA is providing different need based trainings rather than with special packages in different parts of the country. Some common training conducted by NELTA in different branches are as follows:

-) Materials development and its implication
-) Use of ICT
-) Motivation
-) Critical Thinking
-) Interactive techniques and technologies in language classroom

-) ELT skills and techniques
-) Developing communication
-) Writing scholarly Journal Article
-) Teaching reading
-) Learner centered teaching
-) Leadership training
-) Classroom management strategies (NELTA, 2017, pp.76-87)

More precisely this study focuses on professional development, critical thinking, lesson planning, classroom management strategies, teaching grammar through games, and classroom language. These are briefly discussed in the following ways.

TPD is the process of developing professional excellence in the teacher by learning, experiencing, practicing and preparing oneself for new challenges and responsibilities to be encouraged in teaching career. Burns (1999, p.216) argues ‘professional development or growth means enabling teachers to generate their own ideas about classroom practice’.

Critical thinking is the way of looking at problems creatively. It enables us to think and bring a new perspective to innovation, problem solving and managing change. Creative thinking helps to our students to promote imagination and concentration.

Lesson planning is a step by step guide that outlines the teachers’ objectives for what the students will accomplish that day. It has very crucial role for teaching-learning process. The better prepared teacher is, the more likely she or he will be able to handle the classroom situation properly.

Classroom management covers the whole spectrum of management issues that a teacher has to deal with in his or her classroom. It encompasses many practices integral to teaching, such as developing relationships, organizing productive work , teaching moral development, making decision about timing and other aspects of instructional planning.

The more fun we can have with grammar teaching the more varied approaches we can use to teach it and the more likely our students are to get it. This is the way to make our students know grammar unknowingly.

While teaching a second language, the goal of a teacher is to use as much of the target language as possible. Knowing the language basics it helps teachers to make their students understand the teacher and the lesson taught by them.

2.1.3.3 Usefulness of Training to the Teachers

Teacher training is an important fact of teacher development. It helps teacher to be professionally strong and best teacher in the sense of effective presentation. Regarding this, Nunan (1992) says that, teacher training basically involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and ability to demonstrate principles and practice in the classroom practice. Teacher training is mainly related with methodology, skills and techniques that enhance teachers to be capable with the contents to be taught. In this regard, Ur (1997) says that teacher training is the “preparation for practice usually through formal courses at college or universities. It usually results in some kind of recognized accreditation, granting successful candidates as certificate and the right.” In this sense teacher training is the preparation of professional growth of a teacher in his/her career. Regarding transfer of training Bhatia (2005, p. 4) states, "Transfer of knowledge and skills depends on how the training is designed, delivered and more over how the manager measures effectiveness in real work situation." It means design; delivery and measurement of effectiveness of the training as per the actual classroom environment are crucial aspects for meaningful use of the training.

So, training is useful in every part of teaching learning process. Usefulness of training has the close relation and connection between the theoretical concept and their implementation in the real classroom. Teacher training should help teachers to teach effectively in the classroom by transferring the knowledge and skills acquired in the training.

2.2 Review of the Empirical Literature

A number of research works have been carried out in the field of teacher training in the Department of English Education, T.U. Similar kinds of research studies have been carried out in other universities of Nepal and in some other universities as well. Various articles and books on factors affecting in transfer of training are also found. Some of the related major works and articles to the study are reviewed here in this section.

Pandit (2008) conducted a research on “Attitudes of Teachers towards English Teacher Training in Primary Level” which aimed at finding out the perceptions of primary level English teachers how they viewed about teacher training. He used a set of questionnaires to collect data. He randomly selected twenty-five primary level trained teachers, five teacher trainers and resource person. He found that the teachers were positive towards English teacher training. He found that the teachers were positive towards English language teacher training. As he mentioned, they thought communicative and learner centered methods of English teachers’ training were appropriate to them. While talking about their attitudes towards training, the researcher in that study found that the positive attitudes towards the evaluation system within the training period but they had negative attitudes towards the evaluation system after the training.

Bhattarai (2011) carried out a research on “Delivery of Training by NELTA Members”. The prime objective of his study was to find out the delivery of training in teaching learning activities by the NELTA members and to explore their perceptions towards delivery of training. For the primary sources of data, the researcher purposively selected fifteen NELTA members from different schools of Rupandehi district. The secondary data for the study were collected through observation checklist and questionnaire. In his study he found that the majority of the NELTA members were implementing the skills in the classrooms what they had learnt from the training. Their perceptions towards delivery of training were found positive.

Subba (2014) carried out the study on “Application of Teachers’ Professional Development Training in English Classroom”. The objective of his study was to find out the status of the application of TPD training by secondary level English teachers in classroom teaching. Ten secondary level English teachers from governmentaided schools of Ilam district were selected as a sample of the study following the random sampling procedure. He used questionnaire and observation checklist to collect the data. From his study, he concluded that the entire expected behavior of the teachers at the classroom was poor than it actually should be as a trained teacher.

Budhathoki (2017) carried out the study on “Teachers’ Perceptions towards Teacher Training for Professional Development” which aimed at identifying the perceptions on the teacher training for professional development and to find out the role of teacher training for professional development. He used non-random purposive sampling procedure for the sample of the study. The 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.

From the review of above studies, it has been found that most of them were related to the teacher training and perceptions of teachers towards it, transferring skills. But none of them tried to examine the usefulness of the trainings including different factors i.e. professional development, critical thinking, lesson planning, classroom management strategies, teaching grammar through games and classroom language.

2.3 Implications of the Review of the Study

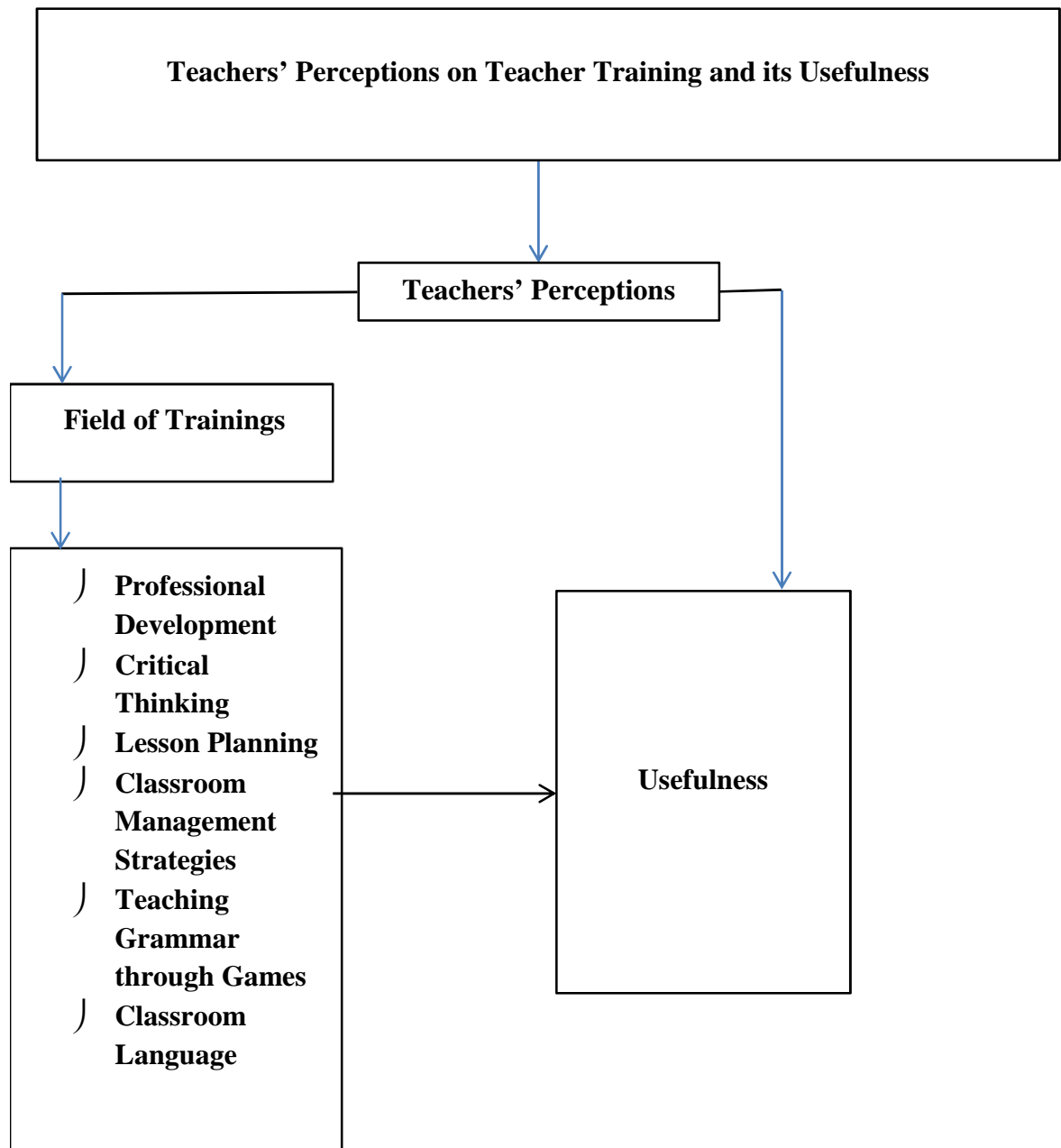
The central focus of empirical literature review is to examine the relevance of its information to our own research. Literature review helps to obtain the theoretical and practical knowledge from the previous studies. The reviewed

empirical literatures directly and indirectly supported the study of the researcher.

From study of Pandit (2008) the researcher got ideas about survey research design and about the attitudes of trained teachers towards teacher training. The study of Bhattarai (2011) helped the researcher to formulate the questions regarding the perceptions of teachers towards NELTA training for teachers in this study. Similarly, it helped the researcher to broaden his theoretical knowledge regarding NELTA. It also helped the researcher to have ideas about data collection procedures. Moreover, the study of Subba (2014) helped the researcher to know the existing status of implication of teacher training. Similarly, the study of Budhathoki (2017) helped the researcher to widen the idea about teacher training and its usefulness. Survey research design helped the researcher to collect representative data which is appropriate for this study. Moreover, research design help to specify these research objectives. It helped the researcher have ideas about research tool data collection procedure and generalization.

2.4 Conceptual Framework

The following conceptual map was postulated to conduct this study:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the desired goals of the study, the following methodological procedures were employed:

3.1 Design and Method of the Study

The researcher adopted the survey research design to complete this study. Survey research always addresses the current issues either to find out the existing situation or to find out the solutions of current problems. According to Nunan (1992, p.140), the main purpose of a “Survey is to obtain a snapshots of conditions, attitudes and events at a single point of time”. It means survey research design is very useful for assessing opinions. Kerlinger (1978, as cited in Kumar, 1999, p.11), opines “The survey research is a kind of research which studies large and small population or universe by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelation of social and psychological variables”. It is one of the most commonly used methods of investigation in educational researches which may range from small to large scale investigation. Survey is usually done in the natural setting. Data in survey design are collected through questionnaires, interviews, test scores, attitude scales etc. It is based on samples of specified target population. Sample of individual unit is taken to make it representative of defined population so that it can be generalized.

The researcher used survey research for his study as it is mainly used to find out perceptions or attitudes of any events of large population. Similarly, the research tool i.e. questionnaire also best matches with survey research design. More precisely, the researcher used survey research design to find out teachers perceptions towards NELTA training and its usefulness. Questionnaire was the tool for data collection. Non-random sampling was used to sample the population of the study. Thus, this study was based on survey research design.

3.2 Population, Sample and Sampling Strategy

All the English language teachers of Kathmandu valley who received training from NELTA was the population of the study. The 35 English language teacher trained by NELTA training who have been teaching in government aided schools of Kathmandu district were the sample of the study. To collect data, the researcher selected the sample using non-random sampling strategy.

3.3 Research Tools

The researcher used the questionnaire to have the teachers' perceptions towards training.

3.4 Sources of Data

Both primary and secondary sources of data were utilized to conduct this study.

Primary Sources of Data

The primary sources of data for this study were 35 trained teachers who received different trainings from NELTA who had been teaching in different schools of Kathmandu district. Similarly, data from some published books and the articles also helped in this research. As far as possible the proposed study was completed by using primary data.

Secondary Sources of Data

The secondary sources of the data for this research included various databases (NELTA, cybrary, the approved theses in the Department of English Language Education, T.U. and many other references, and library study for the purpose of demystifying the statement of the study. Moreover, Ur, P. (1997), Head & Taylor, (1997), Roberts, (1998), Awasthi, (2003), Kumar, (2005), Bhatia, (2005), Richards & Farrell, (2008), Lazar, (2009), Raut, (2014) were the secondary sources of data for this study.

3.5 Data Collection Procedures

First of all, the researcher had the name list of trained teachers by NELTA from NELTA office, Kathmandu. Then, the researcher visited the selected schools where NELTA trained teachers had been teaching in school level. Then, the researcher explained the purpose of his visit, asked for permission with the authority and built rapport with concerned people. After getting the permission, the researcher distributed a set of questionnaire to every selected teacher and found out their perceptions towards NELTA training and its usefulness. After getting the questionnaire, the researcher thanked the school administration (authority) and respondents and get back from there.

3.6 Data Analysis Procedures

As the researcher used questionnaire consisting of open-ended and close ended questions as the tool for data collection, the data was qualitative and quantitative in nature. After collecting raw material, the researcher analyzed it descriptively and statistically.

3.7 Ethical Considerations

A culturally appropriate approach was adopted while collecting the data, which ensured that there are not ethical concerns in this study. The approval was obtained from Tribhuvan University. The permission was taken from the school administrations and teachers. This study included informed consent along with the questionnaire. All identifiable personal information was kept confidential in this study. This study did not harm the prestige of respondents. The participation of the respondents was entirely voluntary.

In this study, the informants were free to withdraw from research at any stage of research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists of analysis and interpretation of data. The purpose of this study was to find out teachers' perceptions towards teacher training conducted by NELTA and its usefulness. For collecting the required information to address this objective, the researcher asked three open-ended questions and twenty-five close-ended questions.

4.1 Analysis of Data and Interpretation of the Results

All the data have been presented, analyzed and interpreted under this topic. The data were collected with the use of questionnaire consisting of a set of twenty five close-ended questions and three open-ended questions. The data were collected from different community schools of Kathmandu district on the basis of training provided by NELTA at Baghvairab Secondary School from 6th to 8th February 2017 and Shantinikunja Secondary school from 20th April to 22nd April .

The researcher arranged the questions thematically into two groups to meet the objectives of the study. The collected data were analyzed, interpreted and discussed under following headings statistically:

-) Teachers' perceptions towards training
-) The usefulness of training for professional development
-) The usefulness of the training for critical thinking
-) The usefulness of the training for lesson planning
-) The usefulness of the training for classroom management strategies
-) The usefulness of the training for teaching grammar through games
-) The usefulness of the training for classroom language

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation of data have been done both statistically and descriptively.

4.1.1 Teachers' Perceptionstowards the Training Conducted by NELTA

To get the perceptions of the trainee teachers towards the NELTA training the researcher used 25 close ended and 3 open ended questions altogether in terms of professional development, critical thinking, lesson planning, classroom management strategies, grammar teaching through games, and classroom language.

The teachers were provided with 5 items to respond about theirperceptions towards training. The responses have been presented using table and pie charts under the following ways:

Table 1: Teachers' PerceptionsonTraining

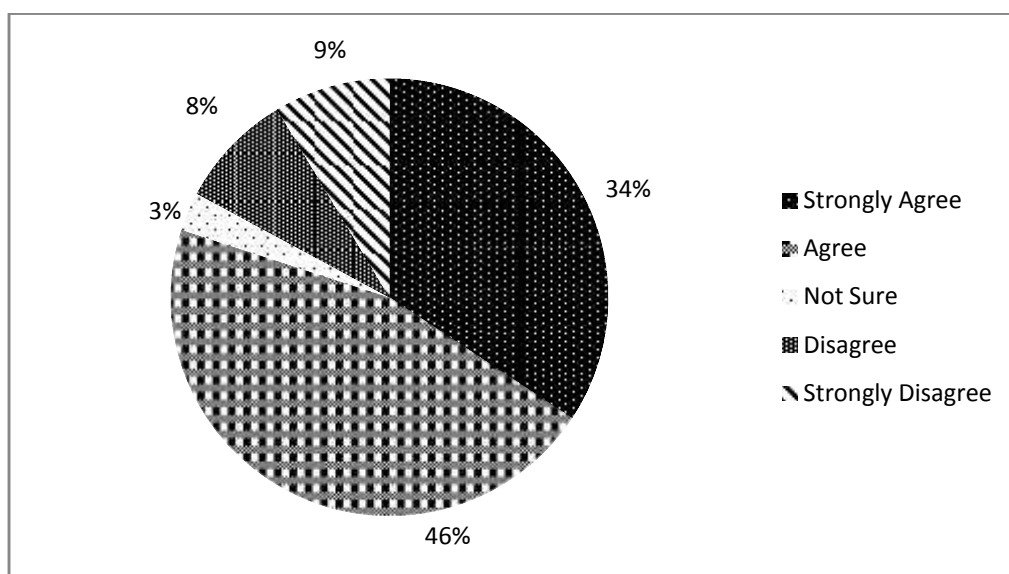
S.N.	Statements	SA		A		NS		DA		SDA	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	The training package was up to my expectation.	12	34.28	16	45.71	1	2.85	3	8.57	3	8.57
2	The training enabled me to solve real classroom problems.	7	20	20	57.14	5	14.2	3	8.57	0	0
3	The training modality was trainee centered.	10	28.57	16	45.71	4	11.42	5	14.2	0	0
4	The input and description of skills in the training were sufficient.	6	17.14	14	40.0	4	11.42	8	22.85	3	8.57
5	My overall experience with teacher training was excellent.	8	22.85	20	57.14	5	14.2	2	5.71	0	0

For the explicit presentation of data to derive findings of the story, they are also analyzed, interpreted in the form of pie chart. So, the above statements are further analyzed in the form of pie charts.

A. Training on the Basis of Expectations

The teachers' responses about the perceptions towards training on the basis of expectation have been presented in the figure below:

Figure 1: NELTA training and teachers' Expectations

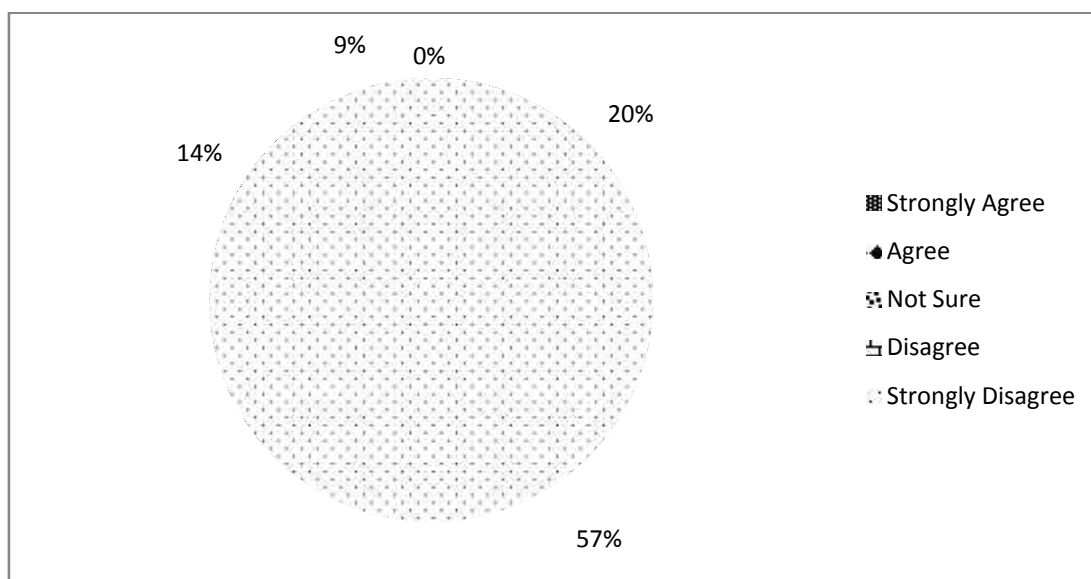


The figure 1 indicates that the 34% (i.e. 12 out of 35) of the teachers strongly agreed to the statement, 'The training package was up to my expectation' whereas 46% (i.e. 16 out of 35) of them agreed to this statement. It was found that majority of the teachers supported the statement since the majority, i.e. 80% agreed. The overall analysis shows that 57% teachers agreed the statement. So, it can be said that the training provided by NELTA enhanced them to solve real classroom problems.

B. Training on the Basis of Classroom Based Problems

The teachers' responses about the perceptions towards training on the basis of solution in real classroom have been presented in the following figure:

Figure 2: The Training Enabled to Solve Real Classroom Based Problems

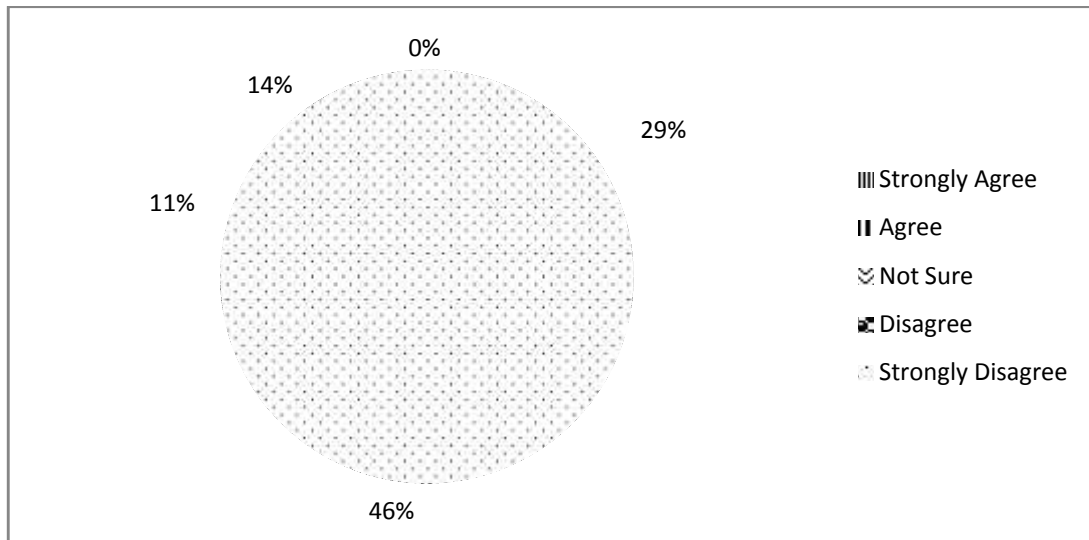


The figure 2 indicates that the 20% (i.e. 7 out of 35) of the teachers strongly agreed to the statement, 'The training enabled me to solve real classroom problems' whereas 57 % (i.e. 5 out of 35) of them agreed to this statement. The 14% (i.e. 5 out of 35) of the teachers were found not sure where 9% (i.e. 3 out of 35) of the teachers disagreed with the statement. It was found that majority of the teachers supported the statement since the majority i.e. 67% agreed. It has been found that training was based on classroom based problems.

C. Training Modality of NELTA

The teachers' responses about the perceptions towards training on the basis of training modality have been presented in the following figure:

Figure 3: Training Modality of NELTA

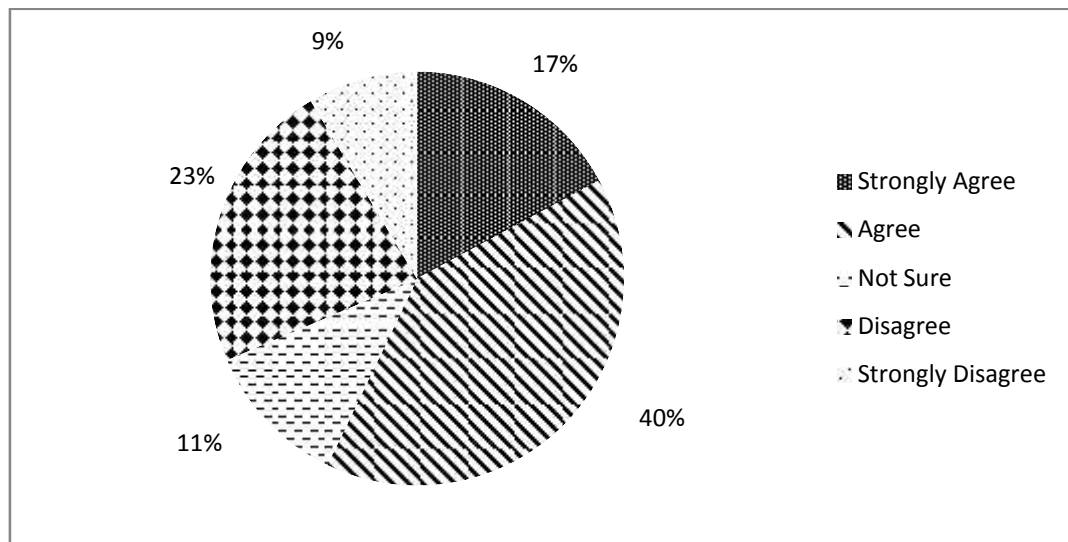


The figure 3 indicates that the 29% (i.e. 10 out of 35) of the teachers strongly agreed to the statement, 'The training modality was trainee centered' whereas 46% (i.e. 16 out of 35) of them agreed to this statement and 11% (i.e. 4 out of 35) of the teachers were found not sure where 14% (i.e. 5 out of 35) of the teachers disagreed with the statement. It was found that majority of the teachers supported the statement. The overall analysis shows that 75% teachers agreed the statement. So, it can be said that the modality of the training was trainee centered.

D. Training on the Basis of Amount of Input and Description Skills

The teachers' responses about the perceptions towards training on the basis of amount of description have been presented in the following figure:

Figure 4: The Input and Description of Skills in the Training

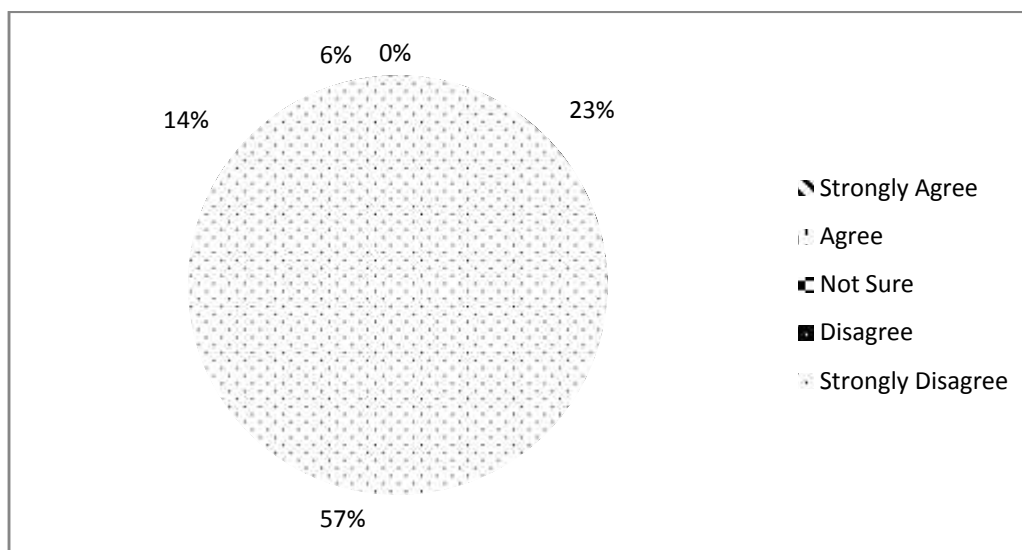


The figure 4 indicates that the 17% (i.e. 6 out of 35) of the teachers strongly agreed to the statement, 'The input and description of skills in the training were sufficient' whereas 40% (14 out of 35) of them agreed to this statement 23% (i.e. 8 out of 35) of the teachers were found not sure where 9% (i.e. 3 out of 35) of the teachers disagreed with the statement. On the other hand, 9% (i.e. 3 out of 35) of the teachers were found strongly disagreed. It was found that majority of the teachers supported the statement since the majority i.e. 57% of the respondents agreed. It has been found that input and description was satisfactory.

E. Training on the Basis of Excellence

The teachers' responses about the perceptions towards training on the basis of excellence have been presented in the following figure:

Figure 5: Teachers' Overall Experience with Training Package



The figure 5 indicates that the 23% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, 'My overall experience with teacher training was excellent' for classroom teaching whereas 57% (20 Out of 35) of them agreed to this statement 14% (i.e. 5 out of 35) of the teachers were found not sure where 6% (i.e. 2 out of 35) of the teachers disagreed with the statement. It was found that majority of the teachers supported the statement. The overall analysis shows that 80% teachers agreed the statement. So, it can be said that the training provided by NELTA training to the teachers was excellent.

4.1.2 Teachers' Perception on Usefulness of the Training

To explore the required information for the study, the teachers were provided with a set of questions based on six categories in terms of different subjects of training i.e. professional development, critical thinking, lesson planning, classroom management strategies, teaching grammar through games, and classroom language. The close-ended questions are based on the rating scale of degree of agreement and disagreement including 20 items. The responses about

the perceptions of the teachers have been presented under the following seven sub-headings.

-) The usefulness of training for Professional Development
-) The usefulness of training for Critical Thinking
-) The usefulness of training for Lesson Planning
-) The usefulness of training for Classroom Management Strategies
-) The usefulness of training for Teaching Grammar through Games
-) The usefulness of training for Classroom Language

4.1.2.1 The Usefulness of Training for Professional Development

The teachers were provided with 5 items to respond about the perceptions towards training and its usefulness in terms of professional development training. The responses have been presented under the following table:

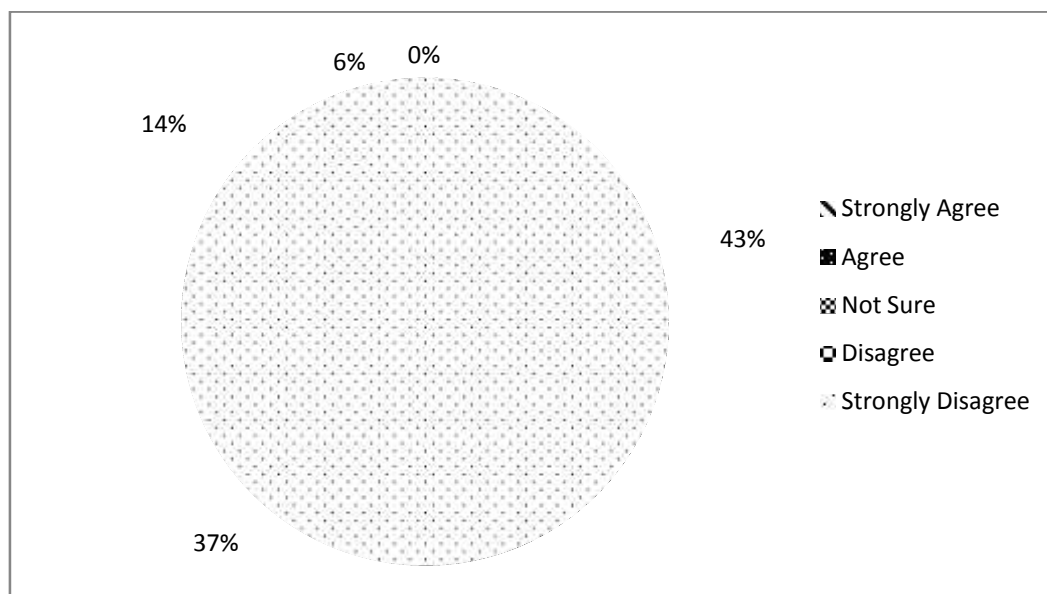
Table 2: The Usefulness for Professional Development

S.N.	Statements	SA		A		NS		DA		SDA	
		No.	%	No.	%	No.	%	No.	%	No.	%
6	Professional development training enhanced my professional qualities	15	42.85	13	37.14	5	14.2	2	5.71	0	0
7	The professional development training helped me to grow professionally	13	37.14	18	51.42	3	8.57	1	2.85	0	0
8	The training provided approachable method to work with students.	7	20	18	51.42	3	8.57	3	8.57	4	11.42
9	The training on professional development was useful in terms of classroom realities	8	22.85	15	42.85	9	25.71	2	5.71	1	2.85

A. Training on the Basis of Professional Qualities

The teachers' responses about the perceptions towards training on the basis of enhancement of teachers' professional qualities have been presented in the following figure:

Figure 6: Training for Enhancing Professional Qualities

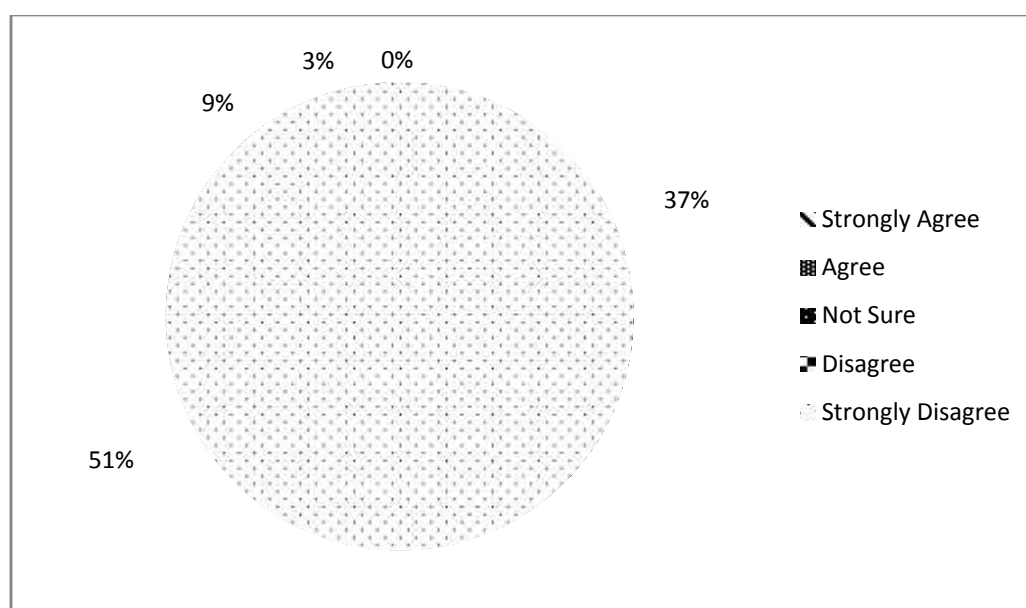


The figure 6 indicates that the 43% (i.e. 15 out of 35) of the teachers strongly agreed to the statement, 'Teachers' training enhanced my professional qualities' for classroom teaching whereas 37% (13 out of 35) of them agreed to this statement and 14% (i.e. 5 out of 35) of the teachers were found not sure where 6% (i.e. 2 out of 35) of the teachers disagreed with the statement. It was found that majority of the teachers supported the statement since the majority i.e. 80% respondents agreed the statements. It has been found that the training enhanced professional qualities.

B. Training on the Basis of Professional Qualities for Professional Growth

The teachers' responses about the perceptions towards training on the basis of enhancement of teachers' professional qualities for professional growth have been presented in the following figure:

Figure 7: Professional Development Training for Professional Growth

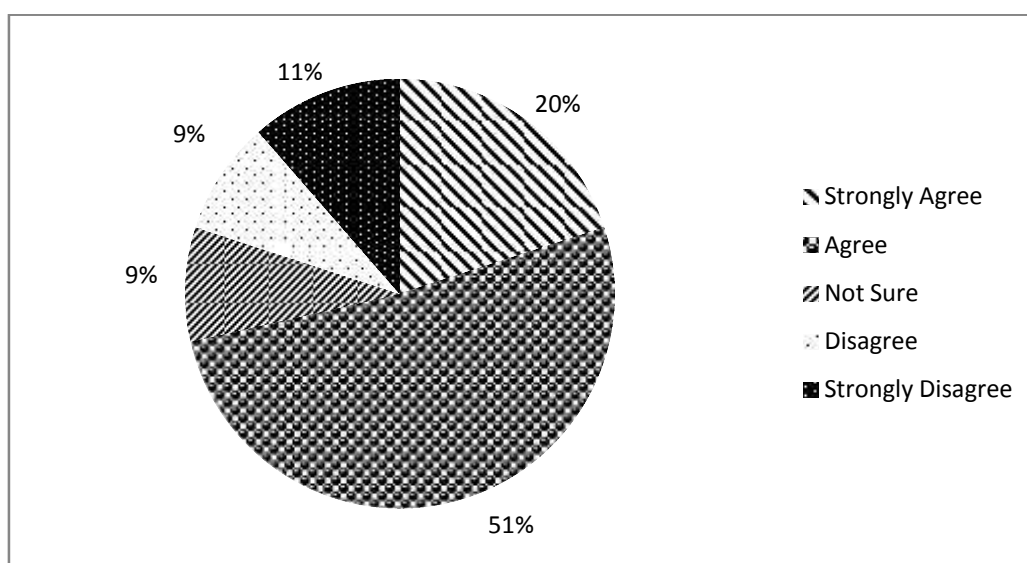


The figure 7 indicates that the 37% (i.e. 13 out of 35) of the teachers strongly agreed to the statement, 'The professional development training helped me to grow professionally' whereas 51% (18 out of 35) of them agreed to this statement 14% (i.e. 3 out of 35) of the teachers were found not sure where 9% (i.e. 2 out of 35) of the teachers disagreed with the statement. On the other hand, 3% (i.e. 1 out of 35) of the teachers were found disagreed about it. The majority, i.e. 88% agreed. It has been found that the training helped to enhance the professional growth of the teacher.

C. Training on the Basis of Professional Qualities on the Basis of Teaching Method

The teachers' responses about the perceptions towards training on the basis of enhancement of teachers' professional qualities regarding teaching method have been presented in the following figure:

Figure 8: The Training Methods

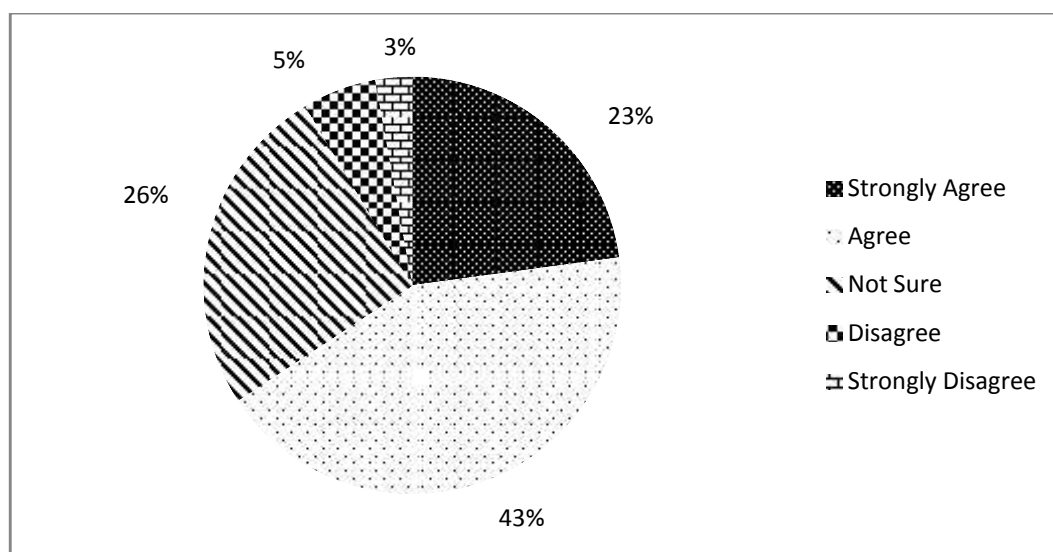


The figure 8 indicates that the 20% (i.e. 7 out of 35) of the teachers strongly agreed to the statement, 'The training provided approachable method to work with students' for classroom teaching whereas 51% (18 out of 35) of them agreed to this statement 9% (i.e. 3 out of 35) of the teachers were found not sure where 9% (i.e. 3 out of 35) of the teachers disagreed with the statement. On the other hand, 11% (i.e.4 out of 35) of the teachers were found disagreed about it. The overall analysis shows that 71% teachers agreed the statement. So, it can be said that the training provided by NELTA was useful for classroom management strategy.

D. Professional Development Training and Classroom Reality

The teachers' responses about the perceptions towards training on the basis of use of professional development training in classroom reality have been presented in the following figure:

Figure 9: The Training for Classroom Reality



The figure 9 indicates that the 23% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, 'The training on professional development was useful in terms of classroom reality' for classroom teaching whereas 43% (15 out of 35) of them agreed to this statement 26% (i.e. 9 out of 35) of the teachers were found not sure where 5% (i.e. 2 out of 35) of the teachers disagreed with the statement. On the other hand, 3% (i.e. 1 out of 35) of the teachers were found strongly disagreed about it. The overall analysis shows that 66% teachers agreed the statement. So, it can be said that the training provided by NELTA was useful in terms of classroom reality.

4.1.2.2 The Usefulness of Training for Critical Thinking

The teachers were provided with 3 items to respond about the perceptions towards training and its usefulness in terms of critical thinking training.

The responses have been presented in the following table:

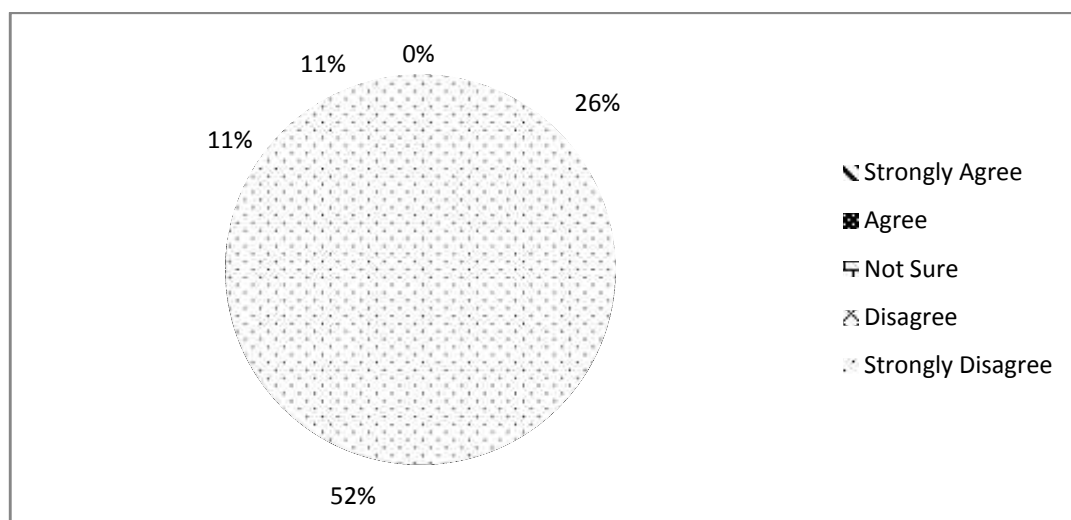
Table 3: The Usefulness of Training for Critical Thinking

S.N.	Statements	SA		A		NS		DA		SDA	
		No.	%	No.	%	No.	%	No.	%	No.	%
10	Teacher training supported me to develop critical thinking on my students.	9	25.71	18	51.42	4	11.42	4	11.42	0	0
11	Teacher helped me to solve real classroom teaching based problems creatively.	13	37.14	15	42.85	4	11.42	3	8.57	0	0
12	The training on critical thinking was useful in terms of classroom realities.	4	11.42	15	42.85	11	31.42	2	5.71	3	8.57

A. Critical Thinking Training and its support on Students

The teachers’ responses about the perceptions towards training on the basis of support to develop critical thinking have been presented in the following figure:

Figure 10: The Training to Develop Critical Thinking



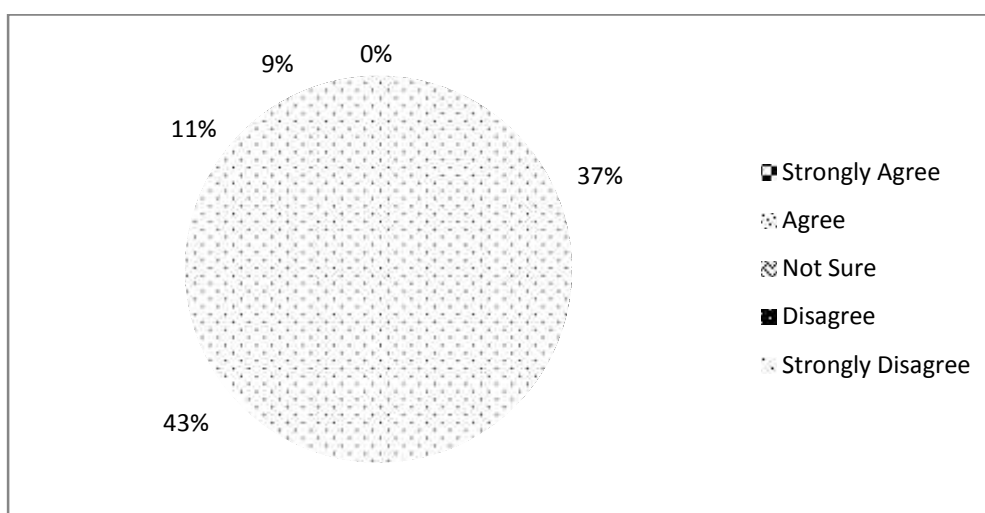
The figure 10 indicates that the 26% (i.e. 9 out of 35) of the teachers strongly agreed to the statement, ‘Teacher training supported me to develop critical thinking on my students’ whereas 52% (18 Out of 35) of them agreed to this

statement 11% (i.e. 4 out of 35) of the teachers were found not sure where 11% (i.e. 4 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 78% teachers agreed the statement. So, it can be said that the training provided by NELTA was fruitful about critical thinking.

B. Critical Thinking Training and Classroom Teaching Based Problems

The teachers' responses about the perceptions towards training on the basis of support on classroom teaching based problems have been presented in the following figure:

Figure 11: The Training to Solve Real Classroom Problems

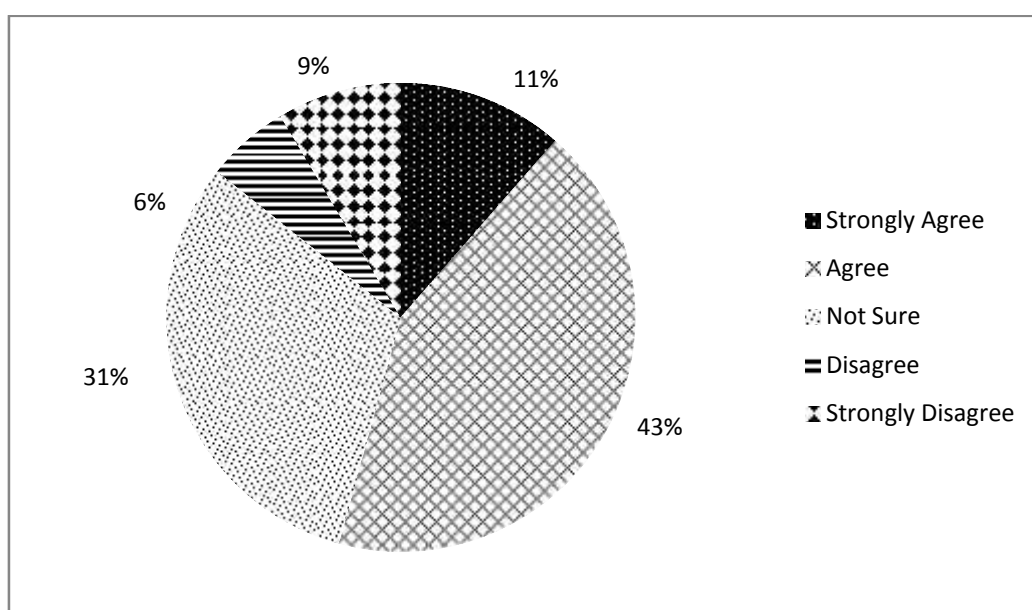


The figure 11 indicates that the 37% (i.e. 13 out of 35) of the teachers strongly agreed to the statement, 'Teacher helped me to solve real classroom teaching based problems creatively' for classroom teaching whereas 43% (15 out of 35) of them agreed to this statement 11% (i.e. 4 out of 35) of the teachers were found not sure where 9% (i.e. 3 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 80% teachers agreed the statement. So, it can be said that the training provided by NELTA was classroom problems based.

C. Training on the Basis of Classroom Realities

The teachers' responses about the perceptions towards training on the basis of classroom reality have been presented in the figure below:

Figure 12: The Training for Developing Critical Thinking



The figure 12 indicates that the 11% (i.e. 4 out of 35) of the teachers strongly agreed to the statement, 'The training on critical thinking was useful in terms of classroom realities' for classroom teaching whereas 43% (15 out of 35) of them agreed to this statement 31% (i.e. 11 out of 35) of the teachers were found not sure where 6% (i.e. 2 out of 35) of the teachers disagreed with the statement. On the other hand, 9% (i.e.3 out of 35) of the teachers strongly disagreed about it. The overall analysis shows that 54% teachers agreed the statement.

4.1.2.3The Usefulness of the Trainingfor Developing Lesson Planning

The teachers were provided with 3 items to respond about the perceptions towards training and its usefulness in terms of lesson planning training.

The responses have been presented in the following figure:

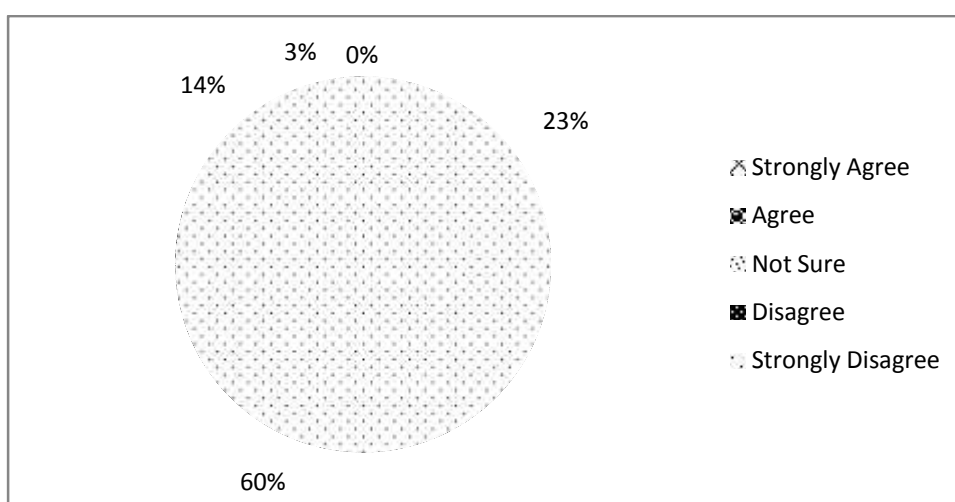
Table 4: The Usefulness of Training for Developing Lesson Planning

S.N.	Statements	SA		A		NS		DA		SDA	
		No.	%	No.	%	No.	%	No.	%	No.	%
13	The teacher training helped me to design effective lesson plan.	8	22.85	21	60.0	5	14.2	1	2.85	0	0
14	I use lesson plan regularly for classroom teaching.	2	5.71	13	37.14	0	0	12	34.28	8	22.85
15	The training on lesson planning was useful in terms of classroom reality.	8	22.85	18	51.42	4	11.42	3	8.57	2	5.71

A. The training to Design Effective Lesson Plan

The teachers’ responses about the perceptions towards training on the basis of support to design effective lesson plan have been presented in the following figure:

Figure 13: The Training to Design Effective Lesson Plan



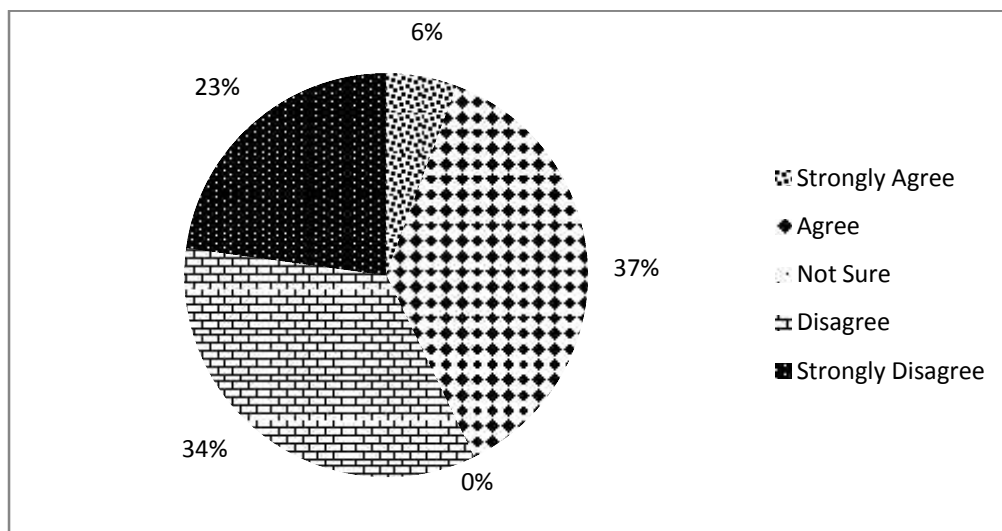
The figure 13 indicates that the 23% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, ‘The teacher training helped me to design effective

lesson plan' for classroom teaching whereas 60% (21 out of 35) of them agreed to this statement 14% (i.e. 5 out of 35) of the teachers were found not sure where 3% (i.e. 1 out of 35) of the teachers disagreed with the statement. The analysis shows that 83 % teachers agreed the statement. So, it can be said that the training provided by NELTA was useful for developing lesson planning.

B. Use of Lesson Plan for Classroom Teaching

The teachers' responses about the perceptions towards training on the basis of use of lesson plan have been presented in the following figure:

Figure 14: Use of Lesson Plan for Classroom Teaching

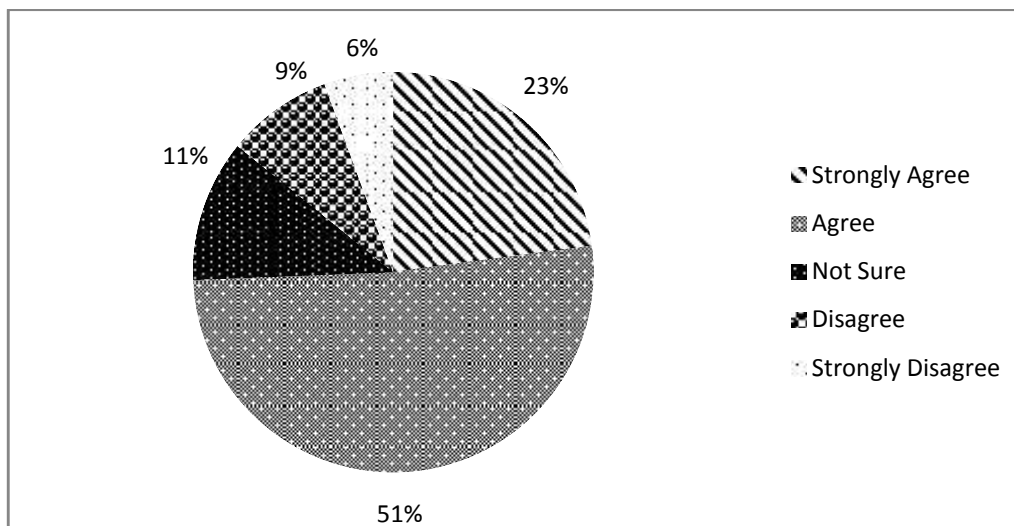


The figure 14 indicates that the 6% (i.e. 2 out of 35) of the teachers strongly agreed to the statement, 'I use lesson plan regularly for classroom teaching' for classroom teaching whereas 37% (13 out of 35) of them agreed to this statement 0% (i.e. 0 out of 35) of the teachers were found not sure and 34% (i.e. 12 out of 35) of the teachers disagreed with the statement. On the other hand, 23% (i.e.8 out of 35) of the teachers were found strongly disagreed about it. The overall analysis shows that 43% teachers agreed the statement. So, it can be said that the training provided by NELTA was not very useful about applying lesson plan in classroom.

C. Training for Implementing Lesson Planning

The teachers' responses about the perceptions towards training on the basis of classroom reality have been presented in the following figure:

Figure 15: The Training for Implementing Lesson Planning



The figure 15 indicates that the 23% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, 'The training on lesson planning was useful in terms of classroom reality' for classroom teaching whereas 51% (18 out of 35) of them agreed to this statement 11% (i.e. 4 out of 35) of the teachers were found not sure where 9% (i.e. 3 out of 35) of the teachers disagreed with the statement. On the other hand, 6% (i.e.2 out of 35) of the teachers were found strongly disagreed about it. The overall analysis shows that 74 % teachers agreed the statement. So, it can be said that the training provided by NELTA was reality based about lesson planning.

4.1.2.4 The Usefulness of the Training for Classroom Management Strategies

The teachers were provided with 3 items to respond about the perceptions towards training and its usefulness in terms of classroom management strategies training.

The responses have been presented as follows:

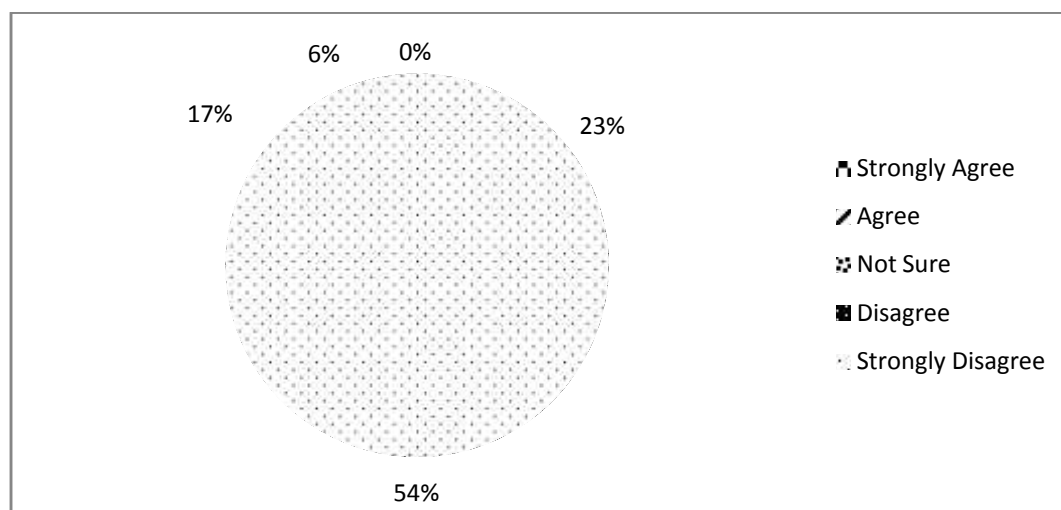
Table 5: The Usefulness of the Training for Classroom Management Strategies

S.N.	Statements	SA		A		NS		DA		SDA	
		No.	%	No.	%	No.	%	No.	%	No.	%
16	The training empowered my classroom management skills.	8	22.85	19	54.28	6	17.14	2	5.71	0	0
17	I use situation based classroom management strategies in classroom.	12	34.28	18	51.42	4	11.42	1	2.85	0	0
18	The training on classroom management strategies was useful in terms of classroom reality.	9	25.71	20	57.14	5	14.2	1	2.85	0	0

A. Training on the Basis of Empowerment of Classroom Management Skills

The teachers' responses about the perceptions towards training on the basis of empowerment of classroom management skills have been presented in the following figure:

Figure 16: The training for Empowering Classroom Management Skills

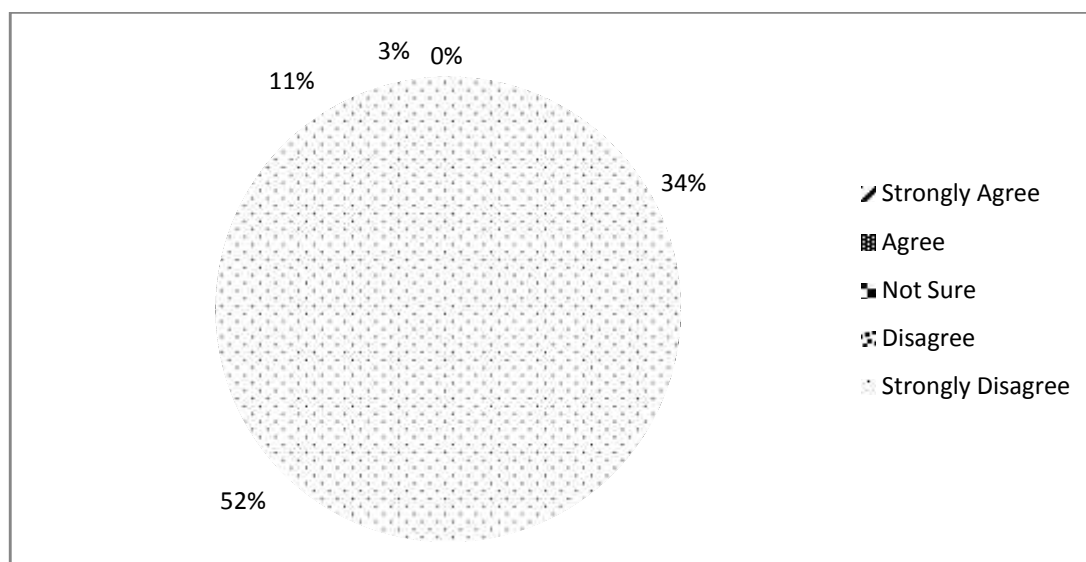


The figure 16 indicates that the 23% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, ‘The training empowered my classroom management skills’ for classroom teaching whereas 54% (19 Out of 35) of them agreed to this statement 17% (i.e. 6 out of 35) of the teachers were found not sure where 6% (i.e. 2 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 77% teachers agreed the statement. So, it can be said that the training provided by NELTA empowered classroom management skills of teachers.

B. Training on the Basis of Situation Based Classroom Management Strategies in Classroom

The teachers’ responses about the perceptions towards training on the basis of classroom situation based classroom management strategies have been presented in the following figure:

Figure 17: Training for Using Situation Based Classroom Management Strategies



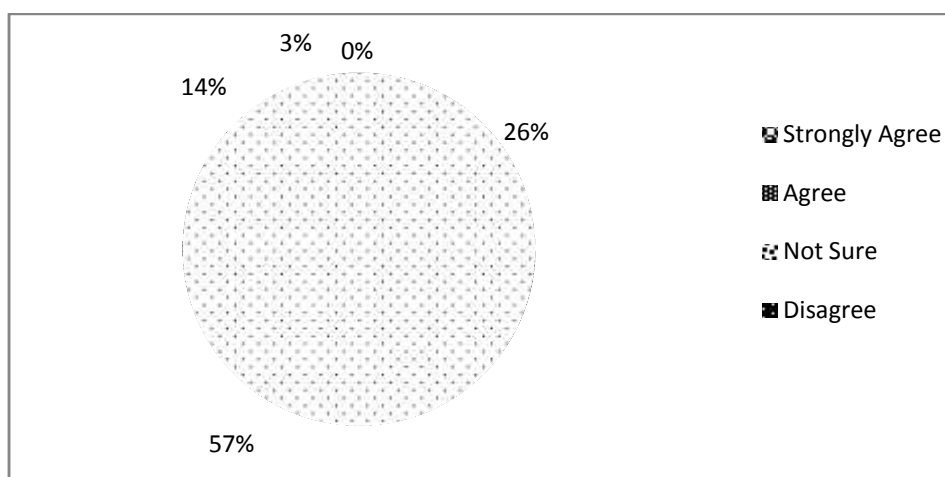
The figure 17 indicates that the 34% (i.e. 12 out of 35) of the teachers strongly agreed to the statement, ‘I use situation based classroom management strategies in classroom’ for classroom teaching whereas 52% (18 Out of 35) of them agreed to this statement 11% (i.e. 4 out of 35) of the teachers were found not

sure and 3% (i.e. 1 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 86 % teachers agreed the statement. So, it can be said that the training provided by NELTA was reality based.

C. Training on the Basis of Classroom Reality

The teachers' responses about the perceptions towards training on the basis of classroom reality have been presented in the following figure:

Figure 18: The Training for Implementing Classroom Management Strategies



The figure 18 indicates that the 26% (i.e. 9 out of 35) of the teachers strongly agreed to the statement, 'The training on classroom management strategies was useful in terms of classroom reality' for classroom teaching whereas 57% (20 out of 35) of them agreed to this statement 14% (i.e. 5 out of 35) of the teachers were found not sure and 3% (i.e. 1 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 83% teachers agreed the statement. So, it can be said that the training provided by NELTA was applicable.

4.1.2.5 The Usefulness of Training for Grammar Teaching through Games

The teachers were provided with 4 items to respond about the perceptions towards training and its usefulness in terms of teaching grammar through games training.

The responses have been presented in the following table:

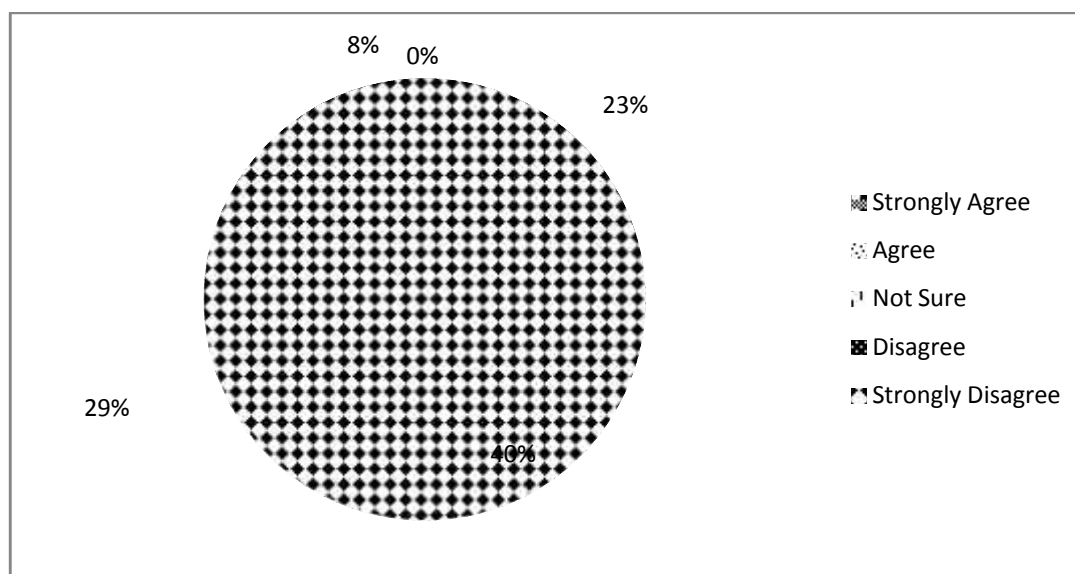
Table 6: The Usefulness of Training for Teaching Grammar through Games

S.N.	Statements	SA		A		NS		DA		SDA	
		No.	%	No.	%	No.	%	No.	%	No.	%
19	The recent training I received greatly improved my confidence and skills in teaching grammar.	8	22.85	14	40.0	10	28.57	3	8.57	0	0
20	The games are useful for teaching grammar.	13	37.14	17	48.57	5	14.2	0	0	0	0
21	I use games for teaching grammar in classroom	8	22.85	19	54.28	5	14.2	3	8.57	0	0
22	The training on teaching grammar through games was useful in terms of classroom reality.	8	22.85	22	62.85	5	14.2	1	2.85	0	0

A. The Training to Enhance Confidence and Strengthen Skills in Teaching Grammar

The teachers' responses about the perceptions towards training on the basis of improvement of confidence and skills in teaching grammar through games have been presented in the following figure:

Figure 19: The Training to Enhance Confidence and Strengthen Skills in Teaching Grammar

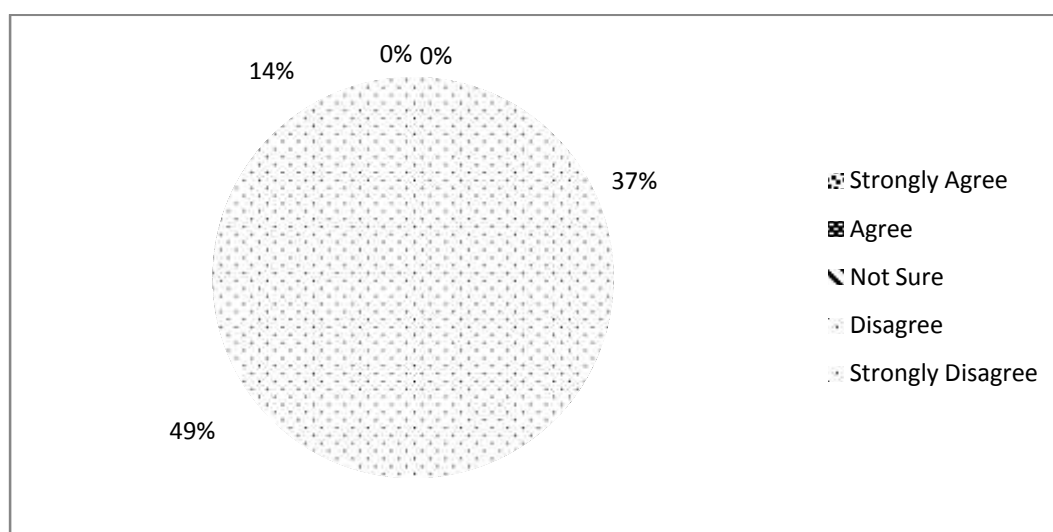


The figure 19 indicates that the 23% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, ‘The training improved my confidence skills in teaching grammar’ for classroom teaching whereas 40% (14 Out of 35) of them agreed to this statement 29% (i.e. 10 out of 35) of the teachers were found not sure and 8% (i.e. 3 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 63% teachers agreed the statement. So, it can be said that the training provided by NELTA improved confidence skills of teachers.

B. Usefulness of Games in Teaching Grammar

The teachers’ responses about the perceptions towards training on the basis of use of games for teaching grammar have been presented in the following figure:

Figure 20: Usefulness of Games in Teaching Grammar

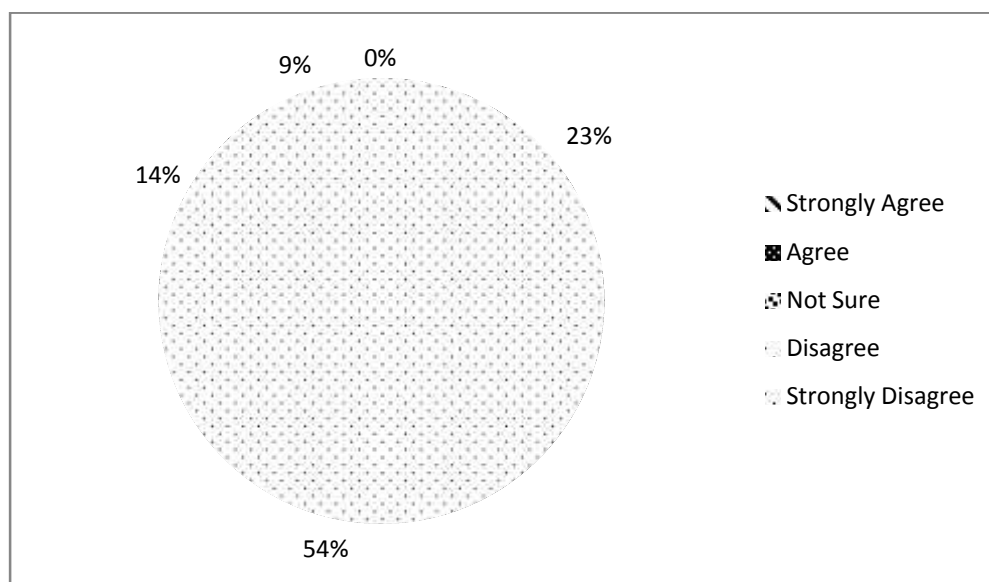


The figure 20 indicates that the 37% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, ‘The games are useful for teaching grammar’ for classroom teaching whereas 49% (15 out of 35) of them agreed to this statement 14% (i.e. 9 out of 35) of the teachers. The overall analysis shows that 86% teachers agreed the statement. So, it can be said that the training provided by NELTA about games to teach grammar was useful.

C. Practicing of Games in Teaching Grammar

The teachers' responses about the perceptions towards training on the basis of habit of using games for teaching grammar have been presented in the following figure:

Figure 21: Practicing of Games in Teaching Grammar

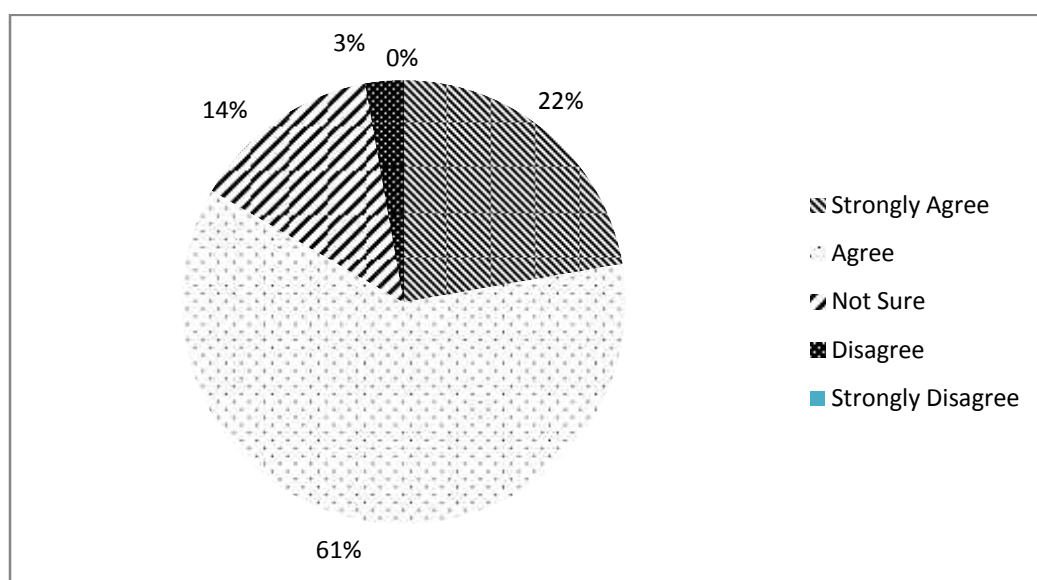


The figure 21 indicates that the 23% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, 'I use games for teaching grammar' for classroom teaching whereas 54% (19 out of 35) of them agreed to this statement 14% (i.e. 5 out of 35) of the teachers were found not sure and 9% (i.e. 3 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 77% teachers agreed the statement. So, it can be said that the training provided by NELTA was practicable.

D. The Training on the Basis of Classroom Reality

The teachers' responses about the perceptions towards training on the basis of classroom reality have been presented in the following figure:

Figure 22: The Training on the Basis of Classroom Reality



The figure 22 indicates that the 22% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, 'The training on teaching grammar was useful in classroom reality' for classroom teaching whereas 61% (22 out of 35) of them agreed to this statement 14% (i.e. 5 out of 35) of the teachers were found not sure where 3% (i.e. 1 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 83% teachers agreed the statement. So, it can be said that the training provided by NELTA was practicable.

4.1.2.6 The Usefulness of Training for Classroom Language

The teachers were provided with 3 items to respond about the perceptions towards training and its usefulness in terms of classroom language.

The responses have been presented as follows:

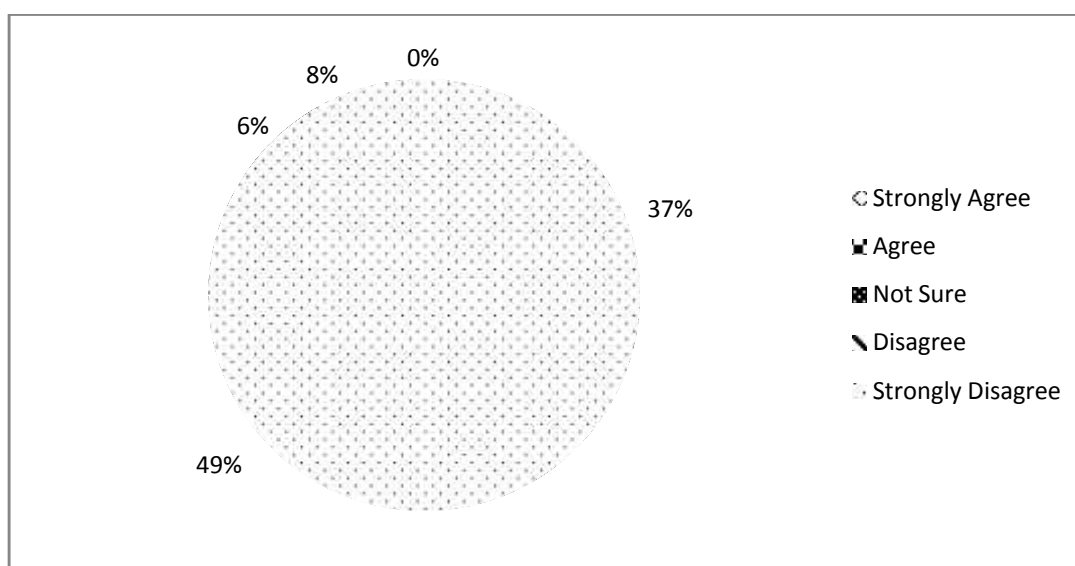
Table 7: Responses Related to Classroom Language Training

S.N.	Statements	SA		A		NS		DA		SDA	
		No.	%	No.	%	No.	%	No.	%	No.	%
23	I learnt to use language based on students' level, need and interest in classroom.	13	37.14	17	48.57	2	5.71	3	8.57	0	0
24	I use simple vocabulary at the beginning of the lesson.	11	31.42	20	57.14	3	8.57	1	2.85	0	0
25	The training on classroom language was useful in terms of classroom reality.	8	22.85	22	62.85	5	14.2	0	0	0	0

A. Training to Address Students' Level, Needs and Interests

The teachers' responses about the perceptions towards training on the basis of use of language as per the Students' level, need and interest in classroom have been presented in the following figure:

Figure 23: Training to Address Students' Level, Needs and Interests

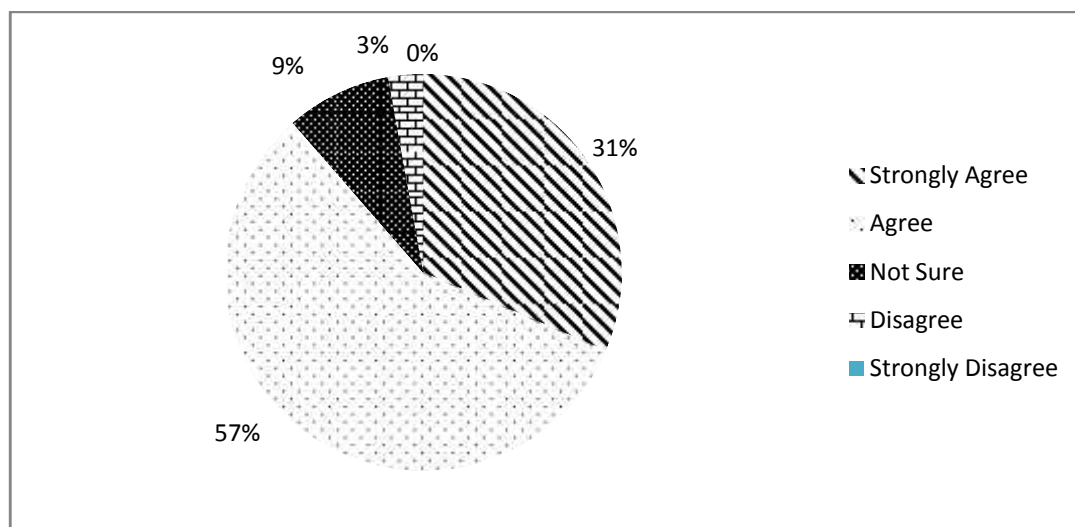


The figure 23 indicates that the 37% (i.e. 13 out of 35) of the teachers strongly agreed to the statement, ‘I learnt to use language based on students’ level, need and interest in classroom.’ for classroom teaching whereas 49% (17 Out of 35) of them agreed to this statement 6% (i.e. 2 out of 35) of the teachers were found not sure where 8% (i.e. 3 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 86% teachers agreed the statement. So, it can be said that the training provided by NELTA was useful about use of language.

B. Training on the Basis of Use of Vocabulary in the Classroom

The teachers’ responses about the perceptions towards training on the basis of use of vocabulary in the classroom have been presented in the figure below:

Figure 24: Training on the Basis of Use of Vocabulary in the Classroom

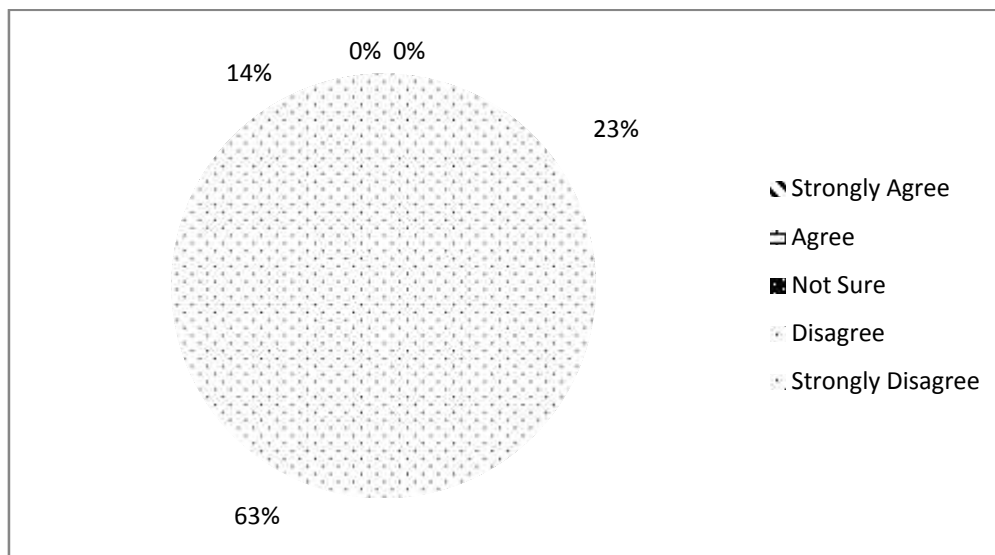


The figure 24 indicates that the 31% (i.e. 11 out of 35) of the teachers strongly agreed to the statement, ‘I use simple vocabulary at the beginning of the lesson.’ for classroom teaching whereas 57% (20 out of 35) of them agreed to this statement 9% (i.e. 3 out of 35) of the teachers were found not sure and 3% (i.e. 1 out of 35) of the teachers disagreed with the statement. The overall analysis shows that 88% teachers agreed the statement. So, it can be said that the training provided by NELTA was applicable.

C. Training on the Basis of Classroom Reality

The teachers' responses about the perceptions towards training on the basis of classroom reality have been presented in the following figure:

Figure 25: The Training for the use of Classroom Language



The figure 25 indicates that the 23% (i.e. 8 out of 35) of the teachers strongly agreed to the statement, 'The training on classroom language was useful in terms of classroom reality' for classroom teaching whereas 63% (22 out of 35) of them agreed to this statement and 14% (i.e. 5 out of 35) of the teachers were found not sure about it. The overall analysis shows that 86% teachers agreed the statement. So, it can be said that the training provided by NELTA about language use was reality based.

4.1.3 Teachers' Views on Teacher Training and its Practicality

The researcher used open ended questions also to find out the trainee teachers' beliefs, interpretation about the teacher training provided by NELTA subjectively. They are discussed individually under the following headings:

4.1.3.1 Application of Trainings in their Daily Classroom Teaching

The responses of the teachers to the question- "How much applicable was the training for your daily classroom teaching?" have been presented below:

The respondents responded a number of views about teacher training conducted by NELTA and its usefulness. T1 says “It supported me to develop critical thinking on my students. It helped me to solve real classroom teaching based problem.” Almost all of the teachers viewed that teacher training was very applicable for them. It was as their expectation and need based. T8 says “It is very useful for my daily classroom teaching. I hope it will improve my teaching activities.” They opined that it was fruitful enough for their professional growth as it was trainee centered. Almost all the respondents opined that the training was sufficient as their need and interest for classroom teaching purpose.

The respondents opined that the training empowered their professional qualities with the knowledge, skills and ideas to work with students. They viewed that training helped them to teach their students creatively being based upon real classroom environment. Similarly, they mentioned that the training made them more familiar to design meaningful lesson plan. They opined that the training empowered their classroom management skills understanding the situation of the classroom.

The respondents opined that the teacher training improved their confidence and skills in teaching grammar through games. They viewed that the training was applicable to teach grammar through games in their classroom. Similarly, the respondents were found positive towards the use of classroom language. They opined that they use simple vocabulary at the beginning of the lesson.

From the above discussion it can be concluded that the teachers’ views on teachers’ training conducted by NELTA was the most essential and important for teachers for meaningful classroom teaching. It provided knowledge, skills and ideas for classroom teaching.

4.1.3.2 Teachers’ Perceptions on more Realistic Training and Usefulness in the Classroom

The teachers were asked to view which of the trainings were more useful for teachers for their meaningful classroom teaching purpose. Most of the teachers

said that the trainings provided by NELTA were realistic and very useful to empower their professional career. They found them very essential to grow them professionally as well as personally. Not only this, they accepted that the trainings can enable their classroom performance as well as trainings might help to enhance their students' learning. However, they were looking skeptical in terms of their application in their real classroom. They opined that our traditional classroom formation, heavy course load, result oriented teaching learning activities, lack of teaching learning resources, inadequacy of administrative support are the major hindrances for the effective implementation of the trainings provided to them. But they chose some of the trainings which were more applicable in their classes.

The teachers responded that professional development training supported them to improve their classroom performance which eventually gives better performance of the students. T1 says, "I must say critical thinking and lesson plan training were more realistic." In the same way, they viewed that the training on classroom management strategies helped them to manage heterogeneous class with students of mixed ability. In this regard, T4 says, "Classroom management training was more realistic and useful to me." Similarly, classroom language training was found to be more useful in their classes. They are able to use language based on students' level, need and interest. In this regard, T32 says, "Classroom language gave idea to me to use easy words with students."

4.1.3.3 Expectations from the Concerned Authority Regarding Teacher Training

The teachers were asked about their expectation from the concerned authority regarding the teacher training conducted by NELTA in the coming days. First of all, all the teachers were delighted to receive trainings various subject matter by NELTA. However, most of the teachers were interested in providing suggestions to NELTA for the betterment of training in the days to come. T1 says, "I expect the training again also by NELTA in coming days." They

expected the continuity of such trainings to update them timely. They also wished the trainings on various contents for their professional growth would be very effective for the teachers. T22 says, "I expect classroom teaching based grade wise training and students oriented training. Not only this, they expected the training for more duration of time in which they would learn through practice. In this regard, T12 says "I expect teacher training for atleast 7 days." Most prominently, they expected resource materials from NELTA. They said that resource materials related to trainings would support them to remind and apply their training in the real classroom.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the whole findings of the study, conclusions on the basis of findings and provides some recommendations in different areas such as policy related, practice related and further research related respectively.

5.1 Findings

It deals with the summary of findings of the study. On the basis of the presentation, analysis and interpretation of the data the major findings of the study have been summarized under the following headings:

1. Perceptions on Training

i. Overall Perceptions on Training

-) Very good majority of the teachers (80%) viewed that teacher training was upto their expectation.
-) Most of the teachers (77%) supported that the training enabled them to solve real classroom problems.
-) The majority of the teachers (57%) supported that the input and description of skills in the training were sufficient.

2. Perceptions on the Usefulness of the Training

i. Professional Development Training

-) The majority of the teachers (79.85%) supported that professional development training enhanced their professional qualities.
-) The majority of the teachers (65.7%) supported that the training on professional development was useful in terms of classroom reality.

ii. Critical Thinking

-) The majority of the teachers (71.13%) supported that teacher training helped them to develop critical thinking on their students.

-) Majority of the teachers (54.27%) supported that the training on critical thinking was useful in terms of classroom realities.

iii. Lesson Planning

-) Very good majority of the teachers (82.85%) supported that them to prepare effective lesson plan.
-) Most of the teachers (74.27%) supported that training on lesson planning was useful in terms of classroom reality.

iv. Classroom Management Strategies

-) Most of the teachers (77.13%) supported that training empowered them with classroom management skills.
-) Very good majority of the teachers (82.85%) supported that training on classroom strategies was useful in terms of classroom reality.

v. Teaching Grammar through Games Training

-) Most of the teachers (62.85%) supported that training on teaching grammar through games greatly improved their confidence and skills in teaching grammar.
-) Majority of the teachers (77.13%) supported that they use games for teaching grammar in classroom.

vi. Classroom Language Training

-) Very good majority of the teachers (85.71%) supported that they learnt to use language based on students' level, need and interest in classroom.
-) Very good majority of the teachers (88.56%) supported that they use simple vocabulary at the beginning of the lesson.

5.2 Conclusion

The study was mainly concerned with finding out trained teachers' perceptions towards training and its usefulness in classroom teaching in terms of six trainings i.e. professional development, critical thinking, lesson

planning, classroom management strategies, teaching grammar through games and classroom language.

To get the goals of the study the researcher employed 25 questions in terms of above mentioned aspects and received the perceptions from 35 NELTA trainee teachers. The researcher interpreted data with the help of tables and figures and analyzed them.

From the study it has been found that teacher training was very applicable for their overall development for classroom teaching. Most of the teachers opined that the training on lesson planning was found very realistic and useful one for their classroom teaching purpose. Similarly, almost all of the teachers expected continuity of such trainings to them from NELTA for the professional enhancement in the days to come.

Almost all the teachers supported that teacher training enhanced their professional qualities. Most of the teachers perceived that training supported them to develop critical thinking on their students being based on classroom teaching related problems. All of the teachers viewed that training helped them to design effective lesson plan as per their classroom teaching environment. Classroom management strategies help to maintain appropriate behavior of students. In this regard, the majority of the teachers supported to enhance their classroom management skills.

Teaching grammar skills are essential to students' ability to communicate orally and in writing. In this context, almost all the teachers supported that the training on teaching grammar through games improved their confidence and skills in teaching grammar. Classroom language is the routine language that is used on a regular basis in classroom like giving instructions of praise. In this regard, majority of the teachers supported that they learnt to use language based on students' level, need and interest in classroom. They also viewed that they use simple vocabulary at the beginning of the lesson.

From the above mentioned findings I came to the conclusion that teacher trainings provided by NELTA are very effective to the teachers. However, there are many more things to be considered for its betterment like time framework, supervision of the implementation of the training, follow-up and level-wise training. If such aspects are improved while delivering the training NELTA training can be the source of professional growth of English teachers.

5.3 Recommendations

The recommendations of the findings have been presented under the sub-headings: recommendations in policy, practice and further research related.

5.3.1 Policy Related

The following recommendations have been suggested for the policy level on the basis of findings and conclusion of the study:

-) Training duration needs to be maximized.
-) The content of the training should be from various areas for teachers' professional growth.

5.3.2 Practice Related

The following recommendations have been suggested for the practice level on the basis of findings and conclusion of the study:

-) The finding of this study shows that a good majority i.e. 80% teachers viewed that the training provided by NELTA was based on their expectations. So, the training authority should include these training to the teachers of different levels.
-) The majority of the teachers i.e. 79.85% supported that the professional development training enhanced their professional qualities. So, the training authority should follow-up such trainings.
-) Almost all of the teachers i.e. 74.27% viewed that lesson planning training was very useful in terms of classroom reality. So, training

authority should be attentive towards reality based trainings for all level teachers.

-) Most of the teachers i.e. 77.13% responded that training empowered their classroom management skills. So, training authority should focus upon such contextual and applicable trainings.

5.3.3 Further Research Related

The present study is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. So, further research can be conducted concerning the limitations of this research on:

-) Role of NELTA for Teachers' Professional Development
-) Role of NELTA Conference for Teachers' Professional Development
-) Challenges of implementing teachers training conducted by NELTA for secondary level English language teacher in classroom.

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Participant Consent Form

Ram Ekwāl Singh (Supervisor)

Reader and Head

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

Teachers' Perceptions on Teacher Training and its Usefulness

I (Name) agree to take part in this research study. In giving consent, I state that: I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wish to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary.
4. I understand that I can withdraw from the study at any time before I submit my responses.
5. I understand that personal information about me that is collected over the course of this study will be confidential, and will only be used for the purpose that I have agreed to. I understand that my personal information will be told to others only after my permission.
6. I understand that the result of this study may be published and this publication will not contain my name or any identifiable information about me.

I consent to fill the questionnaire: Yes [] No []

Signature

Name

Date

PARTICIPANT INFORMATION STATEMENT

Ram Ekwel Singh (Supervisor)

Reader and Head

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

Teachers' Perceptions on Teacher Training and its Usefulness

What is this study about?

You are requested to take part in a research entitled "Teachers' Perceptions on Teacher Training and its Usefulness" which aims to find out teachers' perceptions towards training conducted by NELTA and its usefulness from trained teachers. Up to now, there has not carried out any research in this area in Nepalese context. Therefore, this research attempts to explore teachers' perceptions towards training conducted by NELTA and its usefulness in actual classroom environment.

You have been invited to participate in this study because I am interested in finding out what the perceptions of teachers' trained by NELTA is towards training conducted by NELTA. Your responses will be helpful in finding out the perceptions of teachers trained by NELTA towards training conducted by NELTA and its usefulness.

This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in this research study is voluntary. So, it is up to you whether you wish to take part or not.

You will be given a copy of this Participant Information Statement to keep with you.

1. Who is carrying out this study?

This study is being carried out by Ganesh Parajuli, as the basis for the master degree of English Education at Central Department of English Education, T.U., Kirtipur. This study will take place under the supervision of Ram Ekwel Singh, Reader and Head at Department of English Education.

2. What will the study involve for me?

This study involves completing a set of questionnaire containing open-ended and close ended questions.

3. How much of my time will the study take?

It will take about 20 minutes to complete the questionnaire.

4. Are there any risks or costs associated with being in the study?

Aside from investing your time, there will not be any risks or costs associated with taking part in this study.

5. Are there any benefits associated with being in the study?

This study will help you to reflect towards training conducted by NELTA and its Usefulness. Moreover, the findings of this study will be helpful in exploring the perceptions of teachers trained by NELTA towards training conducted by NELTA and its usefulness in actual classroom.

What if I would like further information about the study?

If you would like to know more at any stage during the study, please feel free to contact Ganesh Parajuli (email: ganeshparajuli028@gmail.com).

Appendix

Questionnaire for Trained Teachers

Dear respondents,

This questionnaire has been prepared to complete a research work entitled “Teachers’ Perceptions on Training and its Usefulness”. This research is being carried out under the supervision of **Dr. RamEkwaiSingh**, Reader and Head at Department of English Education, T.U., Kirtipur, Kathmandu. The researcher aims to find out what perceptions of teachers trained by NELTA is towards training and its usefulness focusing on teacher training conducted by NELTA. The honest information you provide will be kept highly confidential and will be used only for this research purpose.

Researcher

GaneshParajuli

Department of English Education

TribhuvanUniversity,

Kirtipur, Kathmandu

Teacher's Name:Qualification:

Level:School's Name:

Training Received recently:

S. N.	Name of the Training	Institution	Duration	Pass Division
1				
2				
3				
4				
5				
6				

Teaching Experience:

Set "A"

Please tick () one of the alternatives that best indicates your responses.

A. Overall Perception of teacher towards training:

1. The training package was up to my expectation.
Strongly agree Agree Not sure Disagree Strongly disagree
2. The training was able to fulfill my needs to solve real classroom based problems.
Strongly agree Agree Not sure Disagree Strongly disagree
3. The training modality was trainee centered.
Strongly agree Agree Not sure Disagree Strongly disagree
4. The input and description of skills in the training were sufficient.
Strongly agree Agree Not sure Disagree Strongly disagree
5. How would you describe your overall experience with teacher training that you have recently taken?
Excellent good satisfactory poor very poor

B. Professional Development

6. Professional development training enhanced my classroom performances.
Strongly agree Agree Not sure Disagree Strongly disagree
7. The professional development training helped me to grow professionally.
Strongly agree Agree Not sure Disagree Strongly disagree
8. I have adequate training to work with students.
Strongly agree Agree Not sure Disagree Strongly disagree
9. Rate the usefulness of the training on professional development in terms of classroom reality.
- | | |
|----------------------|----------------|
| Almost always useful | Usually useful |
| Sometimes useful | Rarely useful |
| Almost never useful | |

C. Critical Thinking

10. Teacher training supported me to develop critical thinking on my students.
Strongly agree Agree Not sure Disagree Strongly disagree
11. Teacher training helped me to solve real classroom teaching based problems creatively.
Strongly agree Agree Not sure Disagree Strongly disagree
12. Rate the usefulness of the training on critical thinking in terms of classroom reality.
- | | |
|----------------------|----------------|
| Almost always useful | Usually useful |
| Sometimes useful | Rarely useful |
| Almost never useful | |

D. Lesson Planning

13. The teacher training helped me to design effective lesson plan.
Strongly agree Agree Not sure Disagree Strongly disagree
14. I use lesson plan regularly for classroom teaching.
Strongly agree Agree Not sure Disagree Strongly disagree

15. Rate the usefulness of the training on lesson planning in terms of classroom reality.

Almost always useful	Usually useful
Sometimes useful	Rarely useful
Almost never useful	

E. Classroom management strategies

16. The training empowered my classroom management skills.

Strongly agree Agree Not sure Disagree Strongly disagree

17. I use situation based classroom management strategies in classroom.

Strongly agree Agree Not sure Disagree Strongly disagree

18. Rate the usefulness of the training on classroom management strategies in terms of classroom reality.

Almost always useful	Usually useful
Sometimes useful	Rarely useful
Almost never useful	

F. Teaching grammar through games

19. The recent training I received greatly improved my confidence and skills in teaching grammar.

Strongly agree Agree Not sure Disagree Strongly disagree

20. Games are useful for teaching grammar.

Strongly agree Agree Not sure Disagree Strongly disagree

21. I use games for teaching grammar in classroom.

Strongly agree Agree Not sure Disagree Strongly disagree

22. Rate the usefulness of the training on teaching grammar through games in terms of classroom reality.

Almost always useful	Usually useful
Sometimes useful	Rarely useful
Almost never useful	

G. Classroom language

23. I learnt to use language based on students' level, need and interest in classroom.

Strongly agree Agree Not sure Disagree Strongly disagree

24. I use simple vocabulary at the beginning of the lesson.

Strongly agree Agree Not sure Disagree Strongly disagree

25. Rate the usefulness of the training on classroom language in terms of classroom reality.

Almost always useful	Usually useful
Sometimes useful	Rarely useful
Almost never useful	

Set "B"

1. How applicable was the training for your daily classroom teaching?

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

2. In your opinion, which training was more realistic and useful for you in the classroom? Why?

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

3. What do you expect from the concerned authority regarding teacher training conducted by NELTA in coming days?

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

.....

Signature

Date:

Thank you for your kind co-operation.