

CHAPTER ONE

INTRODUCTION

The present study on “Attitudes of Secondary School Teachers towards Teacher Training for Professional Development” consists of general background, review of the related literature, objectives and significance of the study.

1.1 General Background

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and moulded by the human personality called the teacher, who plays a pivotal role in any system of education. This is a challenging profession and only those teachers can shoulder who is adequately well-prepared and have sound professional attitude.

Teaching all over the world is considered as profession and teachers are given a professional status. Being professional, teachers are accepted to use the best practices and strategies to meet challenging demand of their career, which involves imparting knowledge and developing essential skills and attitudes in the students. The accomplishment of these goals in teaching is demanding. The teachers have to use the best of their abilities to achieve these outcomes and use those practices and strategies that have been found more effective. The effectiveness of teacher in the classroom depends on the effectiveness of teacher training. To evaluate the effectiveness of instructions one must look into what is happening in the classroom and most of all the attitude of the teacher in the teaching learning situation. The performance of a teacher in this process is related to set of knowledge and abilities, which he/she possesses. For learning process to be an effective, a sound professional education and training is inevitable. Teacher training is an experienced phenomenon provided for transforming the behavior of the individual and arranged to influence learning that produces a change in knowledge, skills and attitudes and consequently in

the performance of the job. Hence, training is designed to develop highly specific and immediately useful skills

Teacher training, therefore, is a specialized and significant segment of education entailing systematic preparation for the development of teaching skills among those who may be attracted towards teaching. Teachers are prepared and developed professionally in teacher training institutions. The teacher should be imparted so effectively using new methods and techniques, that the student teacher may be able to performance in a better way in the practical situation.

1.1.1 Profession and Professionalism

To define profession in a straight-forward way is not an easy task. The question what exactly is professionalism and do academic qualifications alone lead to something more to it need to be answered. Professionalism has been is a buzz word today. Most people believe that professionals are people who have acquired specialized training or qualification in a particular profession. While they may be right, but the term today is broader in meaning and its implication. However, profession indicates a sense of dedicating oneself to a vocation. It is something which carries value judgments about the worth of the person or activity referred to. Profession is a kind of occupation which can only be practiced after a long and rigorous academic study. It is a vocation founded upon specialized educational training and associated with great body of knowledge. In this regard, Australian Council of Profession (2004) defines a profession as “a disciplined group of individuals who adhere to ethical standards and uphold themselves to and are accepted by the public as processing special knowledge and skills in widely recognized body of learning derived from research education and training at high level and who are prepared to exercise the knowledge and skills in the interest of others”.Khaniya (2006) states “professional is he who performs tasks involving not only skills and knowledge but also expertise and a teacher as a professional is necessarily

responsible to bring about change or performs tasks after he receives instruction”(p.7). Wallace (2010, p. 47) presents the following qualities of a profession:-

-) a basis of scientific knowledge;
-) a period of rigorous study which is formally, assessed;
-) a sense of public service;
-) high standards of professional conduct;
-) the ability to perform.

In profession, we have a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in training it and the public good it brings, but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication. Profession incorporates codes of ethics that require behavior and practice beyond personal obligation of an individual. Profession requires expertise and skills in these areas. Professionalism in this sense is a continuous process of getting in profession. It is a subjective which can't be measured statistically. A professional has the ability to rise above personal biases and give up his best in all situations the prejudices, think objectively and give his/best in all situations as the situation demands personal likes and dislikes have no place. It is a matter of creating the right impression.

1.1.2 Teaching as a Profession

Teaching as a profession has been debated over the years and throughout the nations. The issue was whether teachers are professionals are opposed to mere workers and whether teaching is a profession and not just an occupation. But, recently, the debate is solved and the teaching has been accepted and established as the profession. Teaching is actually one of the oldest professions. Teaching is an art where teacher facilitates the learners to learn the knowledge skills and attitudes in a comfortable way. Teaching is widely understood as an act of transforming the knowledge, skills and the attitudes to the learners with

an aim of bringing positive change in the learners. The objective of teaching is typically a course of study, lesson plan, or a practical skill, including learning and thinking skills. While teaching a teacher will need to consider student's background knowledge, environment, and their learning goals. Hasen(1999) "Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understanding which allow students to progress then regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities"(as cited in Day, 2004, p.16). Teachers should have the repertoire with to emergence of advance technology, sound knowledge and skills to handle these multiple roles and responsibilities .In this regard, Kumarvadivelu(2003) has presented different roles as: teacher as passive technician, teachers as reflective practitioner and teacher as transformative intellectuals. Similarly, Harmer(2008) highlights the roles of teacher as; "prompter, participant, controller, assessors organizer, participant, resource and tutor" (p.25). However, those roles and responsibilities are being changed time and again due to mergence of advance technology and continually chanting of the needs and interests of the learner and society or country. In this context, Professionalism is continuous growth of the teacher in teaching the quality of where teaching depends on the love, dedication and devotion of the teachers towards the teaching subject. Teaching is the matter of the life long process. Teacher is not just an individual but also the part of society, he/she is a also a social being so the teacher is also related to the culture of the society.

It is true that the requirements for entrance into the teaching profession have not always been as high as those for some other profession. It is also true that in teaching profession there are some members who have not lived up to the desirable level of conduct and service. Furthermore, many persons have started teaching as stepping stone to other professions. The teaching profession has considerably suffered, as it could not attract the best talent because of poor pay scale, particularly in private institutions. However, teacher can not deny teaching anymore, its status as a profession. For this, attempts should be made

to develop positive attitudes for teaching. There should be a spirit of inquiring to develop the expertise in any field which is the key for the professional development.

Teaching should be one of the best means of serving humanity.

1.1.3 Concept of Attitude

The term "attitude" is used in social psychology to describe the human behavior. Social scientists used the concept of attitude as the cause of one's actions to another person or an object. People can hold attitudes of varying degrees of favorability towards themselves and towards any discriminable aspect of their environment, widely shared, positive attitudes towards relatively abstract goals are known as values. Brown(1965) uses the term "attitudes" to refer the set of rules /beliefs the learner used in his target language towards his own culture (p. 29). Similarly, The Random House of Dictionary of the English Language defines attitude as manner disposition, feeling position etc with regard to a person or a thing a tendency or orientation esp. of the mind. Kotller and Kotller (1993 as cited in p. 27) defined it as a predisposition to think, feel, perceive and behave towards a cognitive object (Brown, 1965).

From the above mentioned definition what we can infer is that attitude is used to describe posture of the body, which indicates the mental position or state of the person. In other words attitude means mental readiness towards a person or an object. Attitudes in this sense serve as an index of how we think and feel about people, objects and issues in our environment. In addition, they can provide clues to future behaviors, predicting how we will act when encounter the objects of our beliefs. From the stand point of the characteristics , the attitude becomes psychologically inseparable from a number of other concepts, which can be subsumed under the same construct. This includes interest, appreciations, likes and dislikes, feelings and emotions opinions, values, ideas, beliefs, understanding and so on

In other words , attitudes means mental readiness towards a person or an object. It is a tendency to act towards or against something in the environment, which becomes thereby a positive or negative value. Operationally attitude is mental tendency towards an object. It is a readiness of mind to show favorableness or un-favorableness about an object. Attitude has three important compounds such as affective, cognitive and behavioral. In this context, Bem (1974) presented concept of attitude in the following model.

$$\text{Belief + value = Attitude} \longrightarrow \text{behavior}$$

This model represent that first belief is established. Then value is given according to established belief that leads to attitude and attitude is an expressed behavior. Attitude is a psychological construct or stimuli, which is assumed to mediate consistency and covariance. In this sense, attitude simply is the set of beliefs and values which stresses the integration of thought, feeling and deed. To make the concept it is remarkable to discuss nature of the attitude as mentioned below;

) **Attitudes are Learnt**

Psychologists generally agree that the attitudes are not innate; rather they are learnt and are enduring like all other learning. Freeman(1959) remarked that attitude might be said to have been learned and become one's typical mode of response. The aspects of responses that define attitudes are the tenderness with respect to learned stimuli, identified as goal objects. The general principles of learning apply as directly to attitudes as to other behavior such as acquisition of knowledge and skills. Learning of attitudes occurs in society, both formally and informally, therefore, attitudes are culture oriented. Apple (1983) states "the process of learning of attitudes is explained as, an important outcome of lifelong learning and maturation in interaction with the environment is the development of selectivity of the individual, which is expressed in an elaborate motivational structure of acquired drives. As in the case of other learned

responses specific attitudes are retained as long as they are reinforced and are frequently supplanted by new learned responses as needs and situations change”.

) Attitudes are inter-linked

An important aspect of attitude is hierarchical and collateral nature within the framework of an organized and unified mental state, designated as mental set. Mental set connotes the factors, which steer or drive volition processes; the factors might be either conscious or unconscious. A given attitude may determine responses to a number of objects in particular situational contexts and in turn be determined by a number of different prior attitudes. Both the direction of effect whether it is positive or negative with reference to the object-and the strength of the affect are correlated with the content of the associated cognitive structure.

) Attitudes Determine Behavior

The importance of attitude may be inferred from the fact that attitudes determine behavior. Overt behavior can be looked upon as interaction reflecting the effect of the entire structure of goal seeking drives and capabilities of the individual .Case(1985) described that "the attitudes of the subject makes a profound difference in determining which of the several possible conditioned responses will be manifested at a given time" (p. 87). This leads to the conclusion that attitudes control behavior through a process of selection in the repertoire of available responses.

) Attitudes are developed through process of socialization and personal experience

Socialization is a process in which individual gets harmony with society. Understanding of the societal norms and values gradually make the individual a part of the society. This process of social learning is an integral part of growth that is usually called socialization. One has beliefs to interact with people,

environment, social traditional systems and religious beliefs. This process of interaction leads the individual to form attitude towards specific object.

Similarly, attitudes develop and change, as personal experiences are gained. Personal experiences lead the individual to infer or generalize the given situation in the light of past experience. These situations play vital roles in forming social attitude. Every person has some personality features, which are definitely different from others. Attitude is formed on the basis of personality characteristics, one tries to turn attitude according to taste and natural mental tendency. In this context present and future attitudes depend on past experience. Every person has different experiences of life that definitely affect personality development good and bad both type of events design attitudes.

1.1.4 Testing of Attitude

Testing is judgmental on the basis of its validity and reliability. Developing certain norms, scoring and administration should be made systematically. It is very difficult to understand attitudes without reference to the certain object or the situation. It may differ from person to person, institution to institution, so we need to develop certain specific criteria or circumstances. It helps them to modify or to make strong on their beliefs. Attitudes can be measured by the respondent towards the various aspects of a situation or issue by developing certain indicators. These indicators help to measure the risk of an expression by respondent in certain situation. Thus the researcher ascertaining attitudes in the usual manner, should construct the questions to tap responses separately, either on a categorical or numerical scale.

According to Kumar (2009), there are three major types of attitudinal scale.

-) The summated rating scale, also known as the Likert Scale
-) The equal-appearing –interval or differential scale, also known as the Thurstone Scale.
-) The cumulative scale, also known as the Guttman Scale.

) Likert scale

In this scale it is assumption that each item on the scale has equally attitudinal value, weight and importance in terms of reflecting an attitude towards the issue in question. In this scale mainly multiple options for the respondents' agreement are carried out and analyzed data on the basis of teacher's attitudes on English teacher training of Secondary Level which is shown in the table below;

Response	Positive affect	Negative affect
Strongly agree		
Agree		
Undecided		
Disagree		
Strongly disagree		

Here, SA –strongly Agree, A-Agree, U-Uncertain, D-Disagree, SD-Strongly disagree which can be converted in number in number like as SA-1,A-2,U-3,D-4,SD-5.

) Thurstone Scale

It calculates attitudes for each statement on the basis of rating scale by a group of judges. Each statement with which respondents express agreement is given as attitudinal score equivalent to the attitudinal value of the statement.eg; It is appropriate to conduct the same training of English training for the Secondary level.

) Guttman Scale

It is very difficult to measure the attitudes even if it is used very rarely. In this multiple choice options are given to the respondents and analysis is done by cumulative set of scores.

Among the different training modules provided by government, I/NGOs like UNICEF, SPW, Save the Children, GAN, NELTA etc. Secondary level English teacher's training module under government will be selected. The responses of different methods like communicative, translation, interactive, student centered, teacher centered etc. used by the trainers will be gathered and analyzed. Evaluation system will be developed using tools like pie chart, bar diagram and view collection.

In addition the researcher is interested in finding out whether the teachers are satisfied with the present government training module, process of delivery and education system. It will be therefore, significant for trainers to develop, design and deliver the training in effective way. To remove the gap among the teachers and trainers its effect should be mould according to their training.

1.1.5 English Language Teaching and Training in Nepal

The history of teaching and learning of English language in Nepal is not so long. English language is taken as a foreign language in the context of Nepal. Teaching of English was formally introduced in 1854 B.S. English language came in existence when Rana ruled in Nepal. Janga Bahadur Rana, the first prime minister of Rana regime established a school in a room of Thapathali palace to teach the English language for their family. Awasthi 1979 states "the main reason for opening this school was to make his children well educated and enabled them to handle relation with the British power in India in an efficient manner". He gave its formality to public after establishing the Durbar High School. One memorable fact is that Prime Minister Bir Shamsheer made the school open to the public. Then the real influence of English language came into effect in public. Gopinath (2057) states that the affiliation of Durbar High school was with Calcutta University. So the curriculum was determined by the Calcutta University. English teaching had been given over weightage. Medium of instruction and examination system was also in English. Afterwards it was kept in the text book from grade 4 to bachelor's level as a compulsory subject.

In the same way it was kept from Nursery level in private schools. Since English language was used in teaching from the same time English language training came in existence. Later, different institutions were established to familiarize English language. Ministry of Education, Department of Education, Primary and Secondary Education Projects lunched and revised English courses. Different ELT personnel from Nepal and other countries conducted the training as per the need of English teachers of Nepal.

In 1960, All Round National Education Committee (ARNEC) was formed. The report contained valuable recommendations for teacher training, introducing new curriculum, and guidelines for textbooks. When National Education System Plan (1971-76) considered education as an investment to mobilize human resources, gradual refinement in education began, in all components including teacher training and supervision system. Later in 1992, Basic and Primary Education Project (BPEP) and Primary Education Development Project (PEDP) were implemented. The first project aimed at improving the curriculum, textbooks, supervision system, physical facilities and examination system, while the second was launched for training of primary school teachers and other education personnel.

At present there are two types of school in Nepal. They are public and private schools. The teacher of English varies from one type to another. Today, everybody feels and says that the standard of English is deteriorating day by day. The primary level is the foundation level. It really needs to be taken good care of. So the teachers training for primary level has given more emphasized. There are 26 thousand schools and colleges, 415 campuses, 5 universities and 2 High Education Commissions Trust. There are near about 55 lakhs students in the institutions. There are 1 lakh 50 thousands teachers teaching in those institutions. There are many challenges for good management and quality product of the teachers. Resources are lacking in education even if there is a slogan for "Education for all". Government has given priority for education and Ministry of Education and Sport has published long term educational plan for

2015. There was a program named BPEP third Phase (2004-2009), now it is changed as EFA. BPEP first 1992 and BPEP 1999 and present project (2004-2009) are considered as the name of EFA by donor agencies.

In 1999, Education Department was established for education improvement of the country. Afterwards BEP has been changed in its main program. It is identified trainings is essential to catch the modern technology and application in relevant sectors. Training helps to sharp the teachers knowledge and develop competencies in subject matter. So training has categorized into two parts or phases. They are In-service and Refresher training. It has conducted training to the teachers for their capacity building. I.Ed, B.Ed or M.Ed teachers are taken as trained teachers. So basic training is not given to them because they are taken as trained teachers.

Training for teachers is must to develop as skillful, knowledgeable and capable manpower to the nation. By keeping this in mind, Ministry of Education and Sport has established a separate department for the teacher training.

Non government sectors like British Council, NELTA, American Library, GAN, SPW, VSO, Save the Children and UNICEF etc have been conducting training to the English teachers to change their attitudes in positive way and to catch the modern applications to apply child friendly technique in the classroom learning situation.

I have presented a brief account of the programs run by Institute of Education (IOE) to enhance professionalism in teaching.

) Women Teacher Training

The program was launched in 1971 to give equal access for women and girls to education. Under SLC girls were given secondary education followed by pedagogical skills to enable them to teach in primary schools.

) **Remote Area Teacher Training**

This program began in Jumla in 1973 considering the lack of teacher in whole Karnali region. Sixth grade passed candidates were enrolled in the program.

) **On-the-Spot Training Program**

In-service teacher training was given in the morning followed by day to day supervision of the lessons taught by trainees. A mobile team of teacher educators provided training to 760 in-service teachers.

) **Teacher Training Through Distance Learning**

This program was launched in 1976 to provide a low-cost training to untrained and under qualified primary teachers. It covered 15 districts. It trained 900 in-service teachers. At present this program is broadcast/aired over Radio Nepal Distance Learning Center.

) **B. Level Teacher Training**

The IOE also conducted B. level primary teacher training. The program continued until the MOES (Ministry of Education and Sports) made a decision to terminate under SLC teachers unless they passed SLC within a specified time period.

) **Vocational Teacher Training Program**

The NESP (1971-76) stressed the need for vocational education at the secondary level and pre-vocational at the lower-secondary level schools. Both pre-service and in-service teacher training programs were conducted in different campuses.

) **Human Resource Development in Teacher Education**

During the NESP period a one-year M.Ed program for MA and M.Sc degree holder was initiated for teacher educators. The program couldn't sustain for

more than a year. However, two year M.Ed program for both in-service as well pre-service teachers was launched for under qualified trainers working in the IOE.

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

-) Faculty of Education, Tribhuvan University.
-) School of Education, Kathmandu University.
-) Nepal Sanskrit University.
-) Purwanchal University.
-) Pokhara University.
-) Higher Secondary Education Board.

Source; The National Education System Plan (NESP,1971-76)

1.1.6 Teaching and Training

The term teaching is an art and skill to present certain linguistic item in a meaningful way. It gives an instruction to do something in certain place. Teaching refers most often to the activity of the teacher in the classroom in his/her interaction with pupils. Teaching therefore, should be geared to facilitate learning on the part of the learners. The main goal of teaching is to develop the competencies level focusing on techniques.

The term training refers to the acquisition of knowledge, skills, and competencies. It refers to a kind of work or profession where a person expresses or teaches something in a particular place. Training knowledge is a guide in processes of learning. Training provides immunity to teachers by burning new ideas and abilities to face with the problems. Training may vary between cultures, academic subjects and other field but it includes instructions, roles and skills.

The present scenario has changed and used English as the language of globalization, international communication, commerce and trade, the media and the pop culture. So motivation in learning comes to play. It is only the language of speaking but also the language of the world / international commodity.

English is still promoted as a tool that will assist with educational and economical advancement of world. Proficiency in English is needed for the employees in international companies and Medias. It provides fundamental / foundation to the learners what they think and learn. Competent trainers are required to enhance the teacher in their capacity building. So only the trained teachers can teach students effectively.

During the 1960s, English language emerged as audio lingual and situational language teaching world widely. The origin of teacher training for the language teachers began with short training programs. Training involved the development of teaching skills acquired through observing experienced teachers, and practice – teaching in controlled setting i.e. micro -class/ teaching or peer – teaching. Good teaching means the mastery of a set of skills or competencies.

The term teacher training and teacher education are often used apparently interchangeably in the literature to refer to the same thing. Training can imply on thinking habit formation and over emphasis on skills and techniques while the professional teachers need to develop theories, awareness of opinion and

decision making abilities –a process which seems better defined by the word education (Richard and Nunan 1990). The concept of teaching means both content and process of addressing the real problems. Training refers to the theories for their habit formation for a certain skills. In the absence of trained teachers we can't use new methods and techniques in the classroom. On the other hand attitude towards target language makes learning effective. Teacher is the hero of class so he must know knowledge of pedagogical aspects and role as a facilitator, counselor and so on.

1.1.7 Importance of Teacher Training for Change of Teacher's Attitude

Attitude, simply is the set of beliefs which stresses the integration of thought, feeling and deed. We do have attitude toward activities. People can hold attitudes varying degrees of favorability towards themselves and towards any discriminable aspects of their environment. Pupil's attitude towards a subject affect his achievement and function of attitudes cannot be understood without reference to some object or situation. Since attitude is changeable by providing suitable experiences, the pupil's attitude can be influence his/her achievement in that subject.

The process of education involves change in attitude. It means that attitude change is constantly occurring as a result of learning of the individual and situational influences. To achieve some deliberate changes in attitude it appears possible to communicate directly with individuals by talk, in classes, and workshop .In this context one of the concerns of teacher training is to bring about changes in attitude. Teacher training is concerned with desirable changes in teacher's attitude toward himself and herself and his pupils. Teacher training programs in general also contribute to shaping teacher's attitude. Positive attitudes play vital role to lead in learning. That's why learners need positive attitudes towards teacher training. Morrison (1976, p.42) reported the results of one of the most thorough and extensive investigation. He found marked changes in both educational and social attitude, especially changes toward

greater social radicalism and educational naturalism and away from educational formalism and a trend away from educational naturalism and away from religious value toward more utilitarian values. Similarly, Dunham (1959, p.6) reported that mostly significant changes in positive direction were registered during theory course. Change in attitude during practice teaching to approximate with the attitude held by college supervisor or supervising teacher, under whom so ever the practice teaching was completed.

The research evidence as presented above suggests that teacher education programs generally achieve the objective of bringing about positive changes in attitude of student teachers toward teaching, particularly by teacher training. The change, or at least part of it, is carried over to teaching situations, where it is significant when compared to untrained teacher. In this sense, teacher with more positive attitudes towards teaching and teacher training can have higher achievement in teaching profession.

1.2 Review of Related Literature

Every researcher needs to observe the fundamental background of the related subjects and the past studies since research is an innovative process to get new thing from the related field. Though a number of research works have been carried out on Attitudes towards English Language in the department of English education. None of them have focused their study on the attitudes of teacher training and professional development. I have tried to review some of them which are as follows:

Awasthi (1979) carried out a research on “ A study of attitudes of different groups of people towards English language in the secondary school”. This is the first research carried out in the department of English education. He has found that people have positive attitudes towards the English language and in favour of learning English as compulsory subject in the secondary level.

Giri (1995) carried out a research on “ A survey into people’s attitudes towards the existing SLC Examination in Nepal. The major objective of his study was to find out the attitude of people towards the existing S.L.C. examination. He used both primary and secondary sources for his data collection. The major tools for his study were interview schedule. The selected his population through purposive non-random sampling procedure. He has found positive attitude of the people towards SLC Examination.

Dongol (1978) carried out a study on “An Investigation into teaching Methods, Instructional Materials and Evaluation System in Social Studies used by trained and untrained teachers”. His major objective of the study was to investigate methods, instructional materials and evaluation system used social studies by both trained and untrained teachers. He used primary sources for his data collection. Sixty social studies teachers were selected through judgmental non-random sampling procedure. Checklist was the major tool for his study. He also used questionnaire, too. He found out that majority of the trained teachers significantly used various methods like class work, lecture method, illustration, dramatization, demonstration and other activities in comparison to the untrained ones.

Similarly, Samadarshi (1988) carried out a research on “A Study on the Expected Classroom Behavior of Trained Teachers”. The objective of his study was to find out the classroom behaviour of trained teachers. He used primary sources of data to collect necessary his study. He selected forty trained English teachers through purposive non-random sampling procedure. The major tools for his was classroom observation form. He found out that majority of trained teacher were found to be good to perform according to the expectation of the classroom behaviors. Some of the good classroom behaviors were command of target language, control of the classroom and so on. More or less, they were found to be good in acquiring practical knowledge as well as professional function and duties of teaching.

Neupane (2001) carried out a research work entitled "An Investigation into Short-Term English Language Training Provided by SEDUs". The major objectives of this study were to find the impact of short-term English language training provided by SEDUs and to examine whether or not the knowledge and skills acquired by the trainers were implemented in the classroom practices. In order to conduct this study, he used three sorts of study tools-interview schedules written tests and classroom observation forms. From the comparative study. It was found that SEDU's training on speaking skills towards the teaching learning activities had a positive impact. It was also found that students had weaker performance in listening and writing skills but the result was found better with students having trained teachers. Likewise, students were better but the degree of their success in each skill was different. The result was not satisfactory because they got lower percentage of marks in listening and in writing than in reading and speaking skills. In the same token, their performance was better in reading than in speaking skill.

Subedi (2001) carried out a study on "Training Needs Assessment of Secondary School English Teacher." The main objective of this study was to access the training needs for secondary teachers. Mainly, he used three tools in his study viz. questionnaire, classroom observation form and interview. In his study, he concluded that the teachers of minimum qualification with specializing concerned subject and majority of teachers were temporary in status. He also found that the teachers were positive towards training but their criticism was on the theoretical aspects of training.

In similar way, Khanal (2006) carried out a research on "Trained Teachers and Teachers Training". The main purpose of his study was to find out the perception of trained teachers towards teachers training. This study was limited to the ELT teachers from Kathmandu valley. He found that the teacher of both private and government schools had similar perceptions towards teacher training. They also considered training as a part of professional development.

Gyawaly (2007) carried out a study on “A Comparative Study of Trained and Untrained Teachers of Secondary Level.” The main purpose of his study was to find out the role of training on teaching the English language and compare the teaching situation of trained and untrained teachers. He used primary sources for his data collection. Eighty secondary level trained and untrained teachers were selected as the informants for the study. He found that the role of training was vital in teaching the English language and it played a great role for the professional, personal, quality, skills and all round development as well. And the trained teachers’ status in the teaching field was better than untrained teachers in every aspects of language teaching from students' motivation to evaluation system.

Similarly, Giri (2007) carried out a study on “Transfer of Training Skills: A case of B.Ed English graduates”. The major purpose of her study was to access the transfer of training skills in the classroom teaching. She selected sixty teachers as the informants of her study. The major tools for study were questionnaire and classroom observation form. She found out that trained teachers were found successful in transferring a number of training skills to the classroom delivery as well as she pointed the barrier to the transfer of training skills were lack of physical facilities, inability to give up old habits, heterogeneous class and some inherent problems. Trained teachers were found to have good command over subject matter and confident in their subject.

Pandit (2008) conducted a research on "Attitudes of Teachers towards English Teacher Training on Primary Level" which aimed at finding out the perception of primary level English teachers and how they viewed about teacher training. He selected eighty teachers as the informants of his study. He used interview schedule and classroom observation form as the major tools for this study. He found that the teachers were positive towards English language teacher training. As he mentioned, the communicative and learner centered methods of English teachers' training were more appropriate for them. While talking about their attitudes towards training, the researcher in his that study found the

positive attitudes towards the evaluation system within the training period but they had negative attitudes towards the evaluation system after the training.

Bhattarai (2009) carried out a study on "Teaching English by Untrained Teachers." The major objectives of his research work were to find out how untrained teachers teach the English language and how they use different strategies in teaching different aspects of language. He used primary sources for his study. Sixty untrained primary level English teachers were selected through non-random sampling procedure. In his study, he found that the majority of the teachers were neither so good nor very bad in teaching. Some teachers were found to be good regarding some aspects such as giving homework, controlling the class, etc. but the crucial point what he found was some teachers were found to be poor in using different techniques dealing with different aspects of language.

The research works reviewed above are related to teacher training. Some factors of the research work tend to be related but this research will be an attempt to point out the "Importance of Teacher Training for Teachers' Professional Development". The present study will also try to investigate how trained teachers teach, how they use different strategies in the classroom and suggest some pedagogical implications of finding of the study. So, this study is different from all other studies carried out in the field of training because it sheds light on professional development of teachers which none of the studies have discussed yet.

1.3 Objectives of the Study

The objectives of the study were:

-) To find out the attitudes of secondary level English teachers towards the English language teacher training.
-) To suggest some pedagogical implications.

1.4 Significance of the Study

This research focuses on secondary level English teachers' attitudes towards English language teachers training. This study mainly deals with the attitudes of secondary level English teachers who have taken the training course provided by the government. The researcher is very much interested in finding out whether the teachers are satisfied with the training provided to them. So, this research can be reference materials for both the untrained and trained teachers, along with the trainers, and resource persons who have been involved in teaching, training and monitoring system. It can give a new insight to those who are involved in this sector. They can devise a new way of presenting training to the teachers. Trainers of ELT, English teachers, training designers and developers, policy makers, text book writers, and other related organizations are also directly or indirectly benefited from this study. They can design materials and course effectively to make training programme more beneficial and motivating.

CHAPTER TWO

METHODOLOGY

I have adopted survey method in this study. This method enabled me to find out related facts regarding the attitudes of English teachers towards certain variables i.e. training module, methodology, evaluation system in English language teachers training. The source of data, sample population, sampling procedure, tools for data collection and limitation of the study are specified below. The data were mainly collected from the English teachers of secondary level who have taken the training provided by the government under Ministry of Education and Sports (department of education) in Banke district.

2.1 Sources of Data

I have used both primary and secondary sources of data for this study.

2.1.1 Primary Sources of Data

The study was primarily based on the primary sources of data. The data were mainly collected from the English teachers of secondary level.

2.1.2 Secondary Sources of Data

In addition to the primary sources of data, I have studied the books by Head and Taylor (1997), Nunan (2009), Wallace (2010) and Farrel and Richards (2010). I have also consulted theses, articles, journals and different training manual based on ELT training such as NELTA journal, Bhattari 2001, Report of Department of Education 2063 B.S. I also consulted Internet and Websites to collect the information.

2.2 Population of the Study

The population of the study was all the secondary level English teachers of Banke district.

2.3 Sample Population and Sampling Procedure

The sample population of the study was forty-five secondary level English teachers who have been teaching in both government aided schools and non government aided schools in Banke district and who have already taken English teacher training. I have selected these forty-five secondary level English teachers through random sampling procedure.

2.4 Tools for Data Collection

I have designed two different types of questionnaires to collect the experiences and opinions of the teachers, viz. close ended (objective) and open ended (subjective) questions. Both types of questions were set to collect the opinion and experiences of English teachers towards training. There were altogether 15 questions in each set. The questionnaire is available in the appendix I.

2.5 Process of Data Collection

For the collection of primary data, I have myself visited schools of Banke district for the purpose of the task. I have randomly selected the secondary level teachers and requested the concerned authority to permit me to collect data. At first, I have explained the task and gave the questionnaire to the teachers and requested them to fill the questionnaire. At last, I have collected the filled up questionnaire from them.

2.6 Limitations of the Study

The limitations of the study were as follows:

- i) The area of the study was confined to Banke district.
- ii) This study was based on the opinions of only forty five Secondary Level English teachers.
- iii) This study was limited only to both trained and untrained English teachers.
- iv) This study was limited only to the study of teacher' attitudes towards teacher training for professional development.
- v) The data collection was limited to written sets of questionnaires.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with analysis and interpretation of the data. Analysis and interpretation were done differently to both trained and untrained teachers to find out their attitudes towards training. The objective (close-ended) and subjective (open-ended) questions were developed to get information from the trained and untrained English teachers. While analyzing the data, the total number of the teachers for each response was counted and the total number of responses was changed in to percentage.

3.1 Teachers Attitudes on the Training

In this area, there were altogether three sets of questions. They were general section, methodology section and evaluation section. The questions were focused on need and perception of teacher's training. Teachers were asked to fill the written set of questionnaire choosing the options and giving reasons to support their answers based on the reasons on those of their perceptions.

The first section was asked about the need of the training and perception on the English teacher training. It was found that they have realized the need of English training because it helped them to make lesson plans and apply new techniques. They further said that training helped them to generate ideas and refresh them with new techniques to express skills and knowledge. So, they had positive attitude towards the training. Training developed the teachers' competencies and skills to the use of language functions.

The second section was asked about the appropriate method. All the teachers were in favor of learner centered method. They were satisfied with the training focusing on the learners. If learners were motivated with those methods then they could apply in classroom. According to them, methods were used based on the child friendly teaching technique.

The third section was asked about the evaluation system after training. The majority of the people were not satisfied with the evaluation system after the training.

3.1.1 Teachers' attitudes Towards Training in General

The fourth question was asked about the aspects of the training. The majority of the teacher i.e. 78 percent agreed that the training provides the platform for sharing and refreshes the past learning.

The fifth question was asked about the usefulness of training in order to develop their professional development. Most of them found it influential to enrich their teaching profession.

Similarly, the sixth question was asked about the comments and suggestions on training methodology and evaluation system. All of them had similar kind of responses. They were positive in model and methodology but had dissatisfaction towards the evaluation system.

3.1.2 Teachers' Attitudes towards teaching Methodology

In this area, there were altogether 11 questions to the teachers. They were about the methodology used in the training. They were requested to tick the best one in their own perception and support their answers as the form of subjective questions.

These questions were asked to address their attitudes towards training methodology . They were asked to make best option and give reason behind it. The question no 3, 4, 5,6,8 and 9 were analyzed on percentage basis in the given below table:

Table No. 1

Q. No. Response	3	4	5	6	7	8	9
Yes	90%	70%		14%	56%	56%	52%
No	10%	26%		20%	4%	4%	4%
I don't know		4%					

Table No. 2

Q. No. Response	3	4	5	6	7	8	9
English			34%				
Nepali			14%				
Both			52%				
Sometimes				66%	40%	40%	44%

Question No. 3. was about the knowledge and skill. I asked them whether they think knowledge and skills of the training helped to their teaching profession. 90% of the teachers were in favor of it. Only 10% were not in favor of knowledge and skills of the training because it was not their interest and they did not like to teach this subject. Some teachers strongly argued that the training helped them to develop lesson plan by keeping the thing in mind of their objectives. Training raised self-confidence and developed the capacity in teaching.

Question No. 4. was about appropriateness of the training methods in the training. I inquired them whether they were satisfied with the matters used by the trainers in the training. 70% teachers were satisfied whereas 26% were dissatisfied and 4% did not respond. According to them, learner centered is the best method because it made the learners ready for learning. It aroused interest to the learners and equal participation through sharing ideas. It also focused for the transformation of learning and came up with the best conclusion.

Question No. 5. was about the language used in the training. I asked them which language does the trainer choose during the training. According to them,

34% trainers used English language as a means of delivery and 14% used Nepali and other rest 52% used both Nepali and English as per the demand of trainee teachers. Question no.6. was about the preference of the language used in the training. The question was: “Do you prefer Nepali Language during the training?” For the response of this question only 14% teachers supported it. Other rest 66% responds "sometimes".

Question No. 7. was about new method. I inquired them whether they used new methods in their teaching. 56% of the teachers responded ‘Yes’ and other rest were in support of ‘Sometime’.

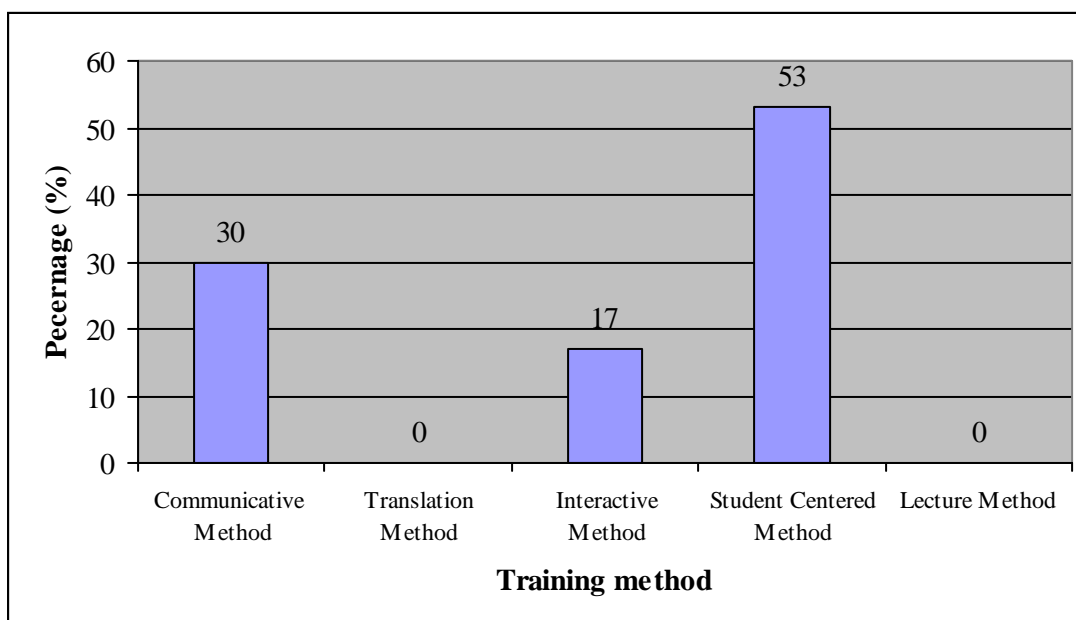
Question No. 8. was about the satisfaction of the training. The question was: whether they were satisfied with trainers training technique. 56% were in support of ‘Yes’ because they mainly dealt with problem solving and focused on four skills (listening, speaking, reading and writing) to practice in language teaching in the training. 40% said 'Sometimes'. According to them, they supported that the trainers did not use alternative method. Another reason behind them was that they were unfamiliar with the text book of secondary level.

Question No. 9. was about the relevancy of the methods. The question was if those methods were relevant to their classroom situation. 52% responded 'Yes'. The reason behind this was that learning through entertainment helped them to achieve the specific objectives. They strongly agreed for the application if they were motivated in training situations. 44% supported 'Sometimes'. It was because the training scenario and the real classroom facilities were not matched. Only 4% of the teachers did not respond.

Similarly, Question No.10. was asked about the most important training method. I inquired them what was the most important training method in their view. The majority of the teachers i.e. 53% referred student centered method and 30% teachers liked to follow communicative method. Only 17% teachers were in favor of interactive method. So, the majority of the teachers were in

favor of student centered method because it was more practicable in their view. The respondent views are presented in bar diagram as below.

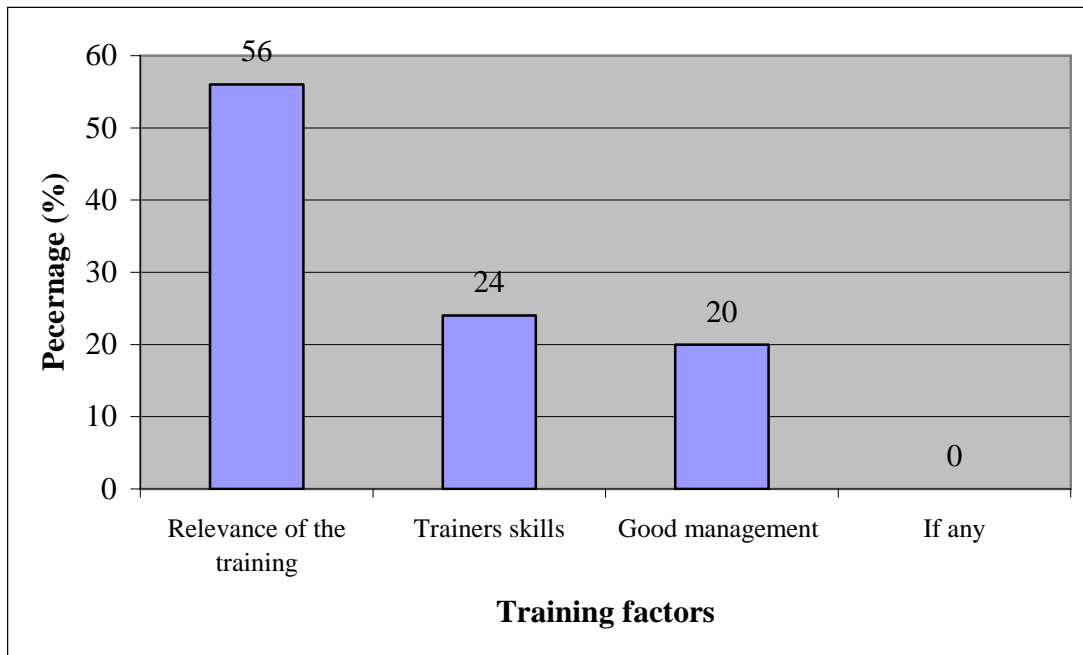
Figure No. 1
Training Method Preferred by Teachers



Similarly, question No.11.a. was about the reason behind their support for training. I asked them why did they think so. Nearly 32 percent teachers supported motivation and attitude and said that motivation and attitude affects the training.

Question No.11.b. was asked about the interesting point of the training. In inquired them what was the most interesting point of the training. 56% respondents said that the most interesting of the training was the relevancy of the training with the content. Whereas 20% respondents said trainers' skills is the most interesting. Only the 24% emphasized to the support of good management. The following bar diagram shows the factors affecting the training according to their views.

Figure No. 2
Factors Affecting Training



3.1.3 Teacher's Attitude on Evaluation System of Training

Evaluation is a process of seeking from the learners and others during and after the training program about the various aspects of the training program. It is highly linked with the follow up. It is the process of checking the performances level in real field. Training evaluation is one of the key things for extra support for the betterment.

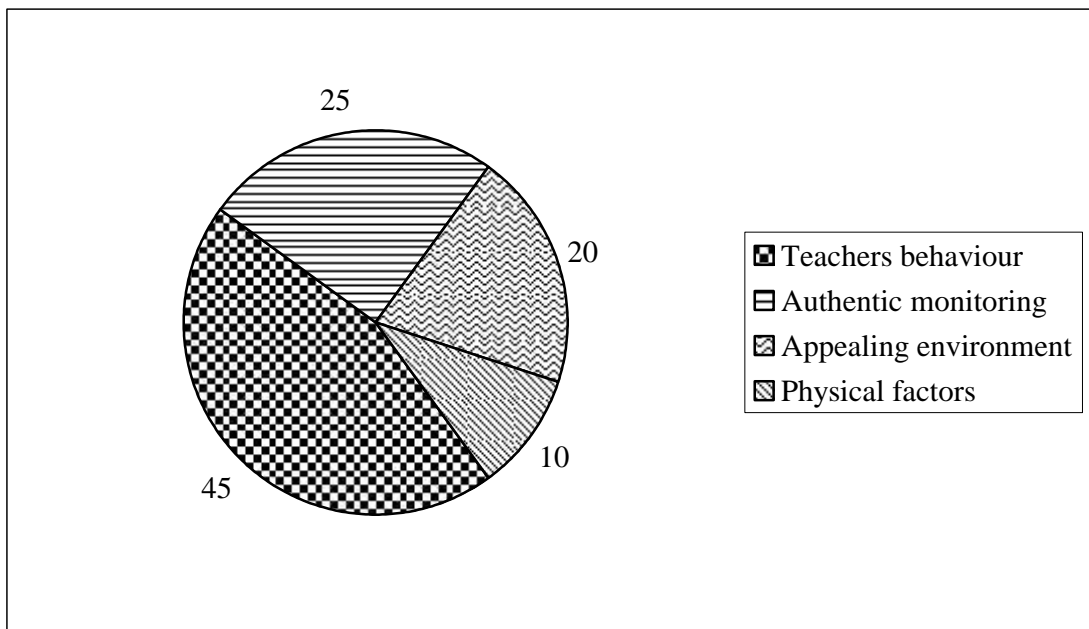
There were 3 questions asked to address their attitudes towards training evaluation in secondary level. They were asked to make best option and give reason behind it.

Question No. 1. was asked about the expectation of the teachers. I asked them whether they had met their expectation from the training provided to them. It revealed the fact that the English teachers did not meet their expectation. They strongly said that there is no fair system for the evaluation. There was biasness and political influence. There was only blaming to the teachers' not obeying duty.

Question No. 2. was asked about the hindrances to transfer training. I asked them what were the hindrances to transfer training knowledge and skill in real classroom learning. The respondent has mixed type of answer where 25% mentioned that it was due to cause of teachers' behavior. Similarly, 45% mentioned that it was due to authentic monitoring, 20% mentioned that it was due to by appealing environment and 10% mentioned due to by physiological and physical factors'. It can be seen in the following pie-chart.

Figure No.3

Hindrances to Transfer Teacher Training Skill



Question No. 3. was asked about the evaluation system after the training. I asked if there was any evaluation system after the training. The majority of the teachers responded that there was no authentic evaluation system based on the teaching performances.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which have been made on the basis of analysis and interpretation of the data.

4.1 Findings

After the analysis and interpretation of the data, the findings of the study have been summarized as follows:

- i) All the informants of this research realized the need of English training to the Secondary level English teachers for their professional development they had positive attitudes on training, its methodology but negative attitude on the evaluation system.
- ii) The researcher found that knowledge and skill of the training helped them in their teaching profession.
- iii) All the groups were of the opinion that learner centered methods worked as friendly techniques for teaching English in the classroom.
- iv) All the trainers were satisfied with the methodology used in the training.
- v) Some of the topics given in the training did not match the level and capacity of the teachers.
- vi) Teachers were satisfied by the method used by the trainer in training but it was not applicable in their schools classroom situation, size and number of the students.
- vii) Most of the teachers were not satisfied with the evaluation system that was used after the training.
- viii) It was found that the teachers' expectation from the training was material support and promotion.

4.2 Recommendations

On the basis of findings, some recommendations have been mentioned below:

1. Training seems influential but it will be more realistic while implementing it. So, the training program should be conducted from time to time to familiarize the teachers with new techniques.
2. Training is not sufficient for the teachers so refresher training should be organized continuously to tap the modern methods.
3. Alternative methods should be used in the training so that the trainees can gain skills to use and apply as per their classroom situation.
4. Teachers' real problems should be collected and training should focus their difficulty.
5. Training should focus more on realistic problem solving techniques and other forms of techniques.
6. Time for the English teachers training should be long and sufficient enough for developing knowledge and pedagogical skills.
7. Monitoring and evaluation system should be developed properly to cater the need and interests of the trainees.

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