

**TEACHERS' AND PARENTS' PERCEPTION TOWARDS
STUDENTS' PERFORMANCE IN ENGLISH**

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

**Submitted by
Chakra Bahadur Deuba**

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

2014

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N. 1629

Chakra Bahadur Deuba (2014)

DECLARATION

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

Date: 2014-02-17

Chakra Bahadur Deuba

DEDICATION

Dedicated to

**My parents whose illiteracy and honesty always mockingly inspired
me to get to where I am today.**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Chakra Bahadur Deuba** has prepared this thesis entitled **Teachers' and Parents' Perception Towards Students' Performance in English** under my guidance and supervision.

I recommend this thesis for acceptance.

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Chakra Bahadur Deuba

ABSTRACT

The present thesis entitled '**Teachers' and Parents' Perception Towards Learners' Performance in English**' aimed to find out the possible causes of poor performance of the students. Keeping the objectives in consideration, ten English language teachers from ten different community managed higher secondary schools and fifteen parents of the same locality of Dadeldhura district were sampled through non random purposive sampling procedure. A set of questionnaire and a structured interview schedule were the tools of data collection. After the analysis and interpretation of the raw data, it was found that students' poor English language background, frequent use of GT method and lecture technique, lack of English speaking environment in the school, lack of teaching and reference materials appeared as the major causes of the students' poor performance on the basis of teachers' perception whereas the parents perceived that the major causes were the parents' negligence, inefficiency of the SMC along with the English teachers, lack of use of appropriate teaching materials, lack of monitoring and supervision from the concerned authorities and the students' irregular attendance in the classroom.

The thesis has been divided into five chapters viz. introduction, review of related literature, methods and procedures of the study, results and discussion of the study and summary, conclusion and implications of the study. The first chapter focused on the background information of the research, different theoretical concepts which support the study. In the second chapter, the researcher has mentioned the review of theoretical literature, review of the empirical literature related to this research; implication and conceptual framework are the notable points of this chapter. The third chapter deals with methods and procedures of the study

under which design of the study, population and sample, sampling procedure, data collection tools, data collection procedures, analysis and interpretation procedure is mentioned. The fourth chapter involves the results and discussion of the study. Finally, the fifth chapter includes the whole summary, conclusion and implications of the study. Implications of the study at policy level, practice level and further research level are suggested.

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LIST OF ABBREVIATIONS

ASIP	-	Aligned School Improvement Plan
CAH	-	Critical Period Hypothesis
CAS	-	Continuous Assessment System
CMSs	-	Community Managed Schools
CUP	-	Cambridge University Press
DEO	-	District Education Office
DoE	-	Department of Education
GT	-	Grammar Translation
HSEB	-	Higher Secondary Education Board
HT	-	Head Teacher
i. e.	-	That is
M. Ed.	-	Master of Education
M. A.	-	Master of Arts
OUP	-	Oxford University Press
P ₁ - P ₁₅	-	Parents
PTA	-	Parent Teacher Association
RP _s	-	Resource Persons
SLA	-	Second Language Acquisition
SLL	-	Second Language Learning
SMC	-	School Management Committee
SS _s	-	School Supervisors
T ₁ -T ₁₀	-	Teachers
Viz.	-	Namely