

CHAPTER ONE

INTRODUCTION

This study is based on the perception of teachers and parents towards learners performance in English at higher secondary level. It consists of five interrelated chapters. This is the first chapter which consists of background/context of the study, statement of the problem, objectives of the study, rationale of the study, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background

The demand of English language teaching and learning in Nepal has been increasing day by day despite various constraints like-resources, diverse needs, expectations and heterogeneity of learners and limited opportunities for exposure to and the use of English in Nepalese context. The English language in Nepal has been used for various purposes such as survival, functional, professional and academic, etc. (Khaniya, 2007). The public and institutional schools are using English as a compulsory subject or as a medium of instruction from the elementary level. The English medium schools have treated their territory as *English speaking zone* which has laden indirect pressure on the students to have strong command over English though it is a difficult task as we possess Nepali or any other language as our mother tongue. It has been argued that if we continue to do what we have always done, we will continue to get the same result. We need to change our ways, open up our inner eyes and look around to perceive changes. Furthermore, the more empowered we are, the more challenges get unfolded before us. We need to prepare a generation that is going to cope with a world which is more complex and

changing than the problems we face today. The challenges we face today are not the same challenges the people will face tomorrow since there appears a continuous explosion in the field of teaching and learning along with the changing demand of the new generation which is being influenced by the development in the ever growing field of science and technology.

However, the proficiency level of the students of government-aided public school is very deplorable (HSEB Report, 2011). Every year the failure rate of the students at higher secondary level is so high that of the students who sit for examination every year, majority of them fail especially in English. Hence, the concerned authorities are required to pay their due attention on such an issue and strive for the immediate solution. This study is aimed at identifying causes of students' poor performance in English at the higher secondary level.

The ASIP 2008-09 endeavored to align resources in tune with national policies and strategies with a time-bound activity plan that included bench marked outputs. It also provided a framework for monitoring and tracking program progress (Department of Education, 2011). The main program priorities were:

-) Providing equitable provision of basics such as teachers, classrooms and textbooks,
-) Building the capacity of school management committees and empowering communities to develop ownership of their schools,
-) Improving the quality of education, school-based training, medium of instruction, monitoring and supervision,

-) Maintaining inclusion strategies to reach the unreached and unserved learners and retain them in schools,
-) Improving management, including accountability, planning, implementing and monitoring.

Accordingly, it is argued that how successfully the policies and plans could be implemented in the real field and what returns the prospective authorities could achieve. This research work is an attempt to find out the effects of such policies implicitly on the one hand and the parents' and teachers' understandings about students' actual level of performance in English on the other.

1.2 Statement of the Problem

Although numerous stakeholders are concerned with the education system of a country in general and teaching learning process in particular, it can be argued that parents and teachers are the most triggering indicators that shoulder much responsibility of teaching learning process conducted in the language classes and its success and/or failure. In other words, teachers, parents and students are regarded as the integral and most responsible factors that directly affect and are affected by the outcomes of their own endeavors. This triangular coordination of the three distinct but mutually interdependent agents determines the prosperity of the educational system as a whole. It is argued if there appears mutual understanding and strongly faithful bond between them, the education system can be uplifted effortlessly.

However, in the community managed public schools in Nepal, the quality of education appears to be getting deteriorated despite the policies and unprecedented contribution of the grass root level authorities (DoE,

2011). Here, the researcher attempted to identify the perceptions of parents and teachers towards the learner's performance at the higher secondary level especially in English keeping in consideration the hypothesis that its findings might be beneficial for the perspective agents to adopt and adapt in the days to come. All in all, the following key problems can be taken into consideration:

- (i) In most of the language classes, a number of students representing different linguistic, economic, social, cultural, ethnic, and religious background are taught by the language teacher using either the same or different methodologies to develop the students performance.
- (ii) When the results of the summative evaluation is published, it is found to be threatening. A large number of the students happen to become the victim of English.
- (iii) Though there is a provision of English language teaching right from basic level to the graduate level i.e. English has been given the recognition of a compulsory subject, the students are found to be poor in English even at higher secondary level which is an issue today.
- (iv) The parents are found to be ready to educate and invest a reasonable amount of money for their children's education. But the level of utilization and outcomes of their investment is miserable. Are the parents really aware of their children's activities and achievements ?
- (v) Continuous Assessment System i.e. CAS from grade one to three was initiated and implemented in all the schools established in

every nook and corners of the country so that it could bring about positive outputs in the proficiency level and retention of the students. Nevertheless, it is argued that we were wrong in our expectations.

- (vi) The students have lost their faith in classroom teaching and have become, to a great extent, exam-oriented and thus they have developed a habit of consulting commercial cribs like guides, guess papers, etc. which are available in the markets. Can it be checked so that students will regain faith in classroom teaching learning process ?

1.3 Rationale of the Study

The present study is conducted on the basis of the findings of the previous researches carried out to identify the actual proficiency level of students over the four language skills viz. listening, speaking, reading and writing where some strived to find out the perception of the students and teachers towards various issues such as students' proficiency in guided writing, free writing as well as proficiency level in reading skill, etc. The findings of which have significant contribution. The rationale behind this study is to identify the perception of teachers and parents towards students' performance in English and to uncover the major causes behind this issue along with making the concerned authorities a bit conscious about their strengths and weaknesses.

In our context, the classroom situation is varied and diversified. To a great extent, the parents are either less educated or less conscious and unaware of importance of the English language. So, this study aims to investigate whether the parents are somehow accountable for their children's education, and the teachers regardless of their educational

backgrounds are executing the teaching learning process in the second language classroom keeping in mind the ethics and standard of teaching.

To sum up, whole research moves around the periphery of students actual level of performance in English, the causes hidden behind their poor performance, and the steps that are required to be put forth by the concerned authorities as well as the matter of challenge how the pedagogy of practice can be adapted and accommodated to bring about changes in the performance of the students.

1.4 Objectives of the Study

The study had the following general objectives:

- a) To find out the causes of students' poor performance in English on the basis of the perception of teachers and parents.
- b) To suggest some pedagogical implications.

1.5 Research Questions

This research work is carried with an attempt to identify how the parents and the teachers perceive towards the learners' performance in the English language in particular. It has the following research questions:

- a. How do the teachers and parents perceive the learner's performance in the English language ?
- b. Do the perception of the parents and the teachers vary from each other ?
- c. Do the teachers transfer training in the classroom and teach the students the way they are supposed to teach ?

- d. What are the causes of learners' poor performance in English according to parents and teachers ?
- e. Why are the students not able to develop satisfactory performance in English ?

1.6 Significance of the Study

Since the primary objective of the study is to find out the perception of the teachers and the parents towards learners' performance, this study provides an insight to the teachers, parents and also the students to grasp how the level of performance in English can be boosted up. Especially, it is expected that much benefit will be gained by the grass root stakeholders such as parents, teachers and the students who have been prioritized throughout the study. The parents will be benefitted in the sense that they are the core of this study and they will be conscious of their own weaknesses and will bring some necessary changes in their behaviors which will ,after all, help the students to modify their learning styles and strategies keeping in mind the fact that they too have their own responsibilities to develop performance in English, a global language. Similarly, it is also expected that the English teachers will also thinks of the fundamental ethics and standard of teaching a language for the sake of language putting aside the pressure of examination which is the one and only hindering factor of proper language teaching in the present scenario.

1.7 Delimitations of the Study

The study has the following delimitations:

- i) The area of study was delimited to different VDCs viz. Mastamandu, Kailpalmandu, Ganeshpur, Ashigram and Amargadhi Municipality of Dadeldhura district.

- ii) The sample size of the study consisted of ten higher secondary level English teachers and fifteen parents as the sources of primary data.
- iii) The study was delimited to elicit the perception of teachers and parents towards the students' poor performance at grade eleven.
- iv) The tools and techniques of data collection were a set of questionnaire and a structured interview schedule.

1.8 Operational Definition of the Key Terms

The following important terminologies are used through out the study:

Perception: Generally, perception refers to the way that you think about someone or something or the impression you have of it.

Performance: In this study, the term means the way the students can execute something in a systematic way.

Acquisition: It possesses different meanings in the field of SLA. In this study, it refers to learning of English language i.e. the terms learning and acquisition are used interchangeably.

Linguistic Background: English language background

Basic Level: Grade one to eight

Testing: The act of measuring someone or something in order to find out information

Mixed Ability Students: The high achiever and low achievers participating together in the same classroom

Instructed SLA : Learning a second language in a formal classroom setting or an artificial environment.

Structured: Predetermined or designed before field work

CHAPTER TWO

REVIEW OF RELATED LITERATURE

We can find a number of research works carried out to identify the proficiency level of the students in the English language at different language skills.

However, the researchers did not carry out any study that could address the issues and the perception relevant with the parents and the teachers. The related theoretical literature, empirical literature, implication of the review and conceptual framework of the study are mentioned in this chapter.

2.1 Review of Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associate with the English language development of the students. The theoretical review of the related literature is mentioned as below:

2.1.1 Perception: An Introduction

Perception refers to (a) the ability to see, hear, or become aware of something, through the senses, (b) a way of understanding or interpreting, something and (c) be ability to understand the nature of something; insight (Hornby, 2010). It generally refers to the way that one thinks about someone or something or the impression one has of it. To be precise, it means the understanding of somebody about something.

Obviously perception vary from one person to another. It is perception that determines the behavior and the belief system of the people.

Sometimes if the perception is positive towards something, it helps to bring about the expected changes in the fields of interest. All in all, perception is a term that is used to refer to the way one behaves

and/or believes in a particular way. Hence, the very term in this study indicates how the parents and the teachers understand or think of the students' actual level of performance in English they have developed after studying it for about a long time.

2.1.2 Language Testing

In testing literature, the terms testing and examination are often used interchangeably or synonymously though they are not exactly the same in terms of meanings. They are different from the point of view of the way the test items are selected and the purposes that lie behind them.

However, the terms will be used interchangeably in this study. Hughes (2010) writes:

Language tests are something asked to say what is the best testing technique. Such questions reveal a misunderstanding of what is involved in the practice of language testing. The test that provides an idea for one purpose may be quite useless for another, the technique that may work very well in one situation can be entirely inappropriate in another. Each testing situation is unique and sets a particular testing problem.

Similarly, Fulcher and Davidson (2007) argue:

Language tests are designed by teachers with a particular skill and training in test design, or by people who specialize in test design.

This is not because a test task always looks different from a classroom task but because test task is usually designed with

certain properties in mind. These are not necessary in the class, where any task is an opportunity for assessment that leads to an adjustment of the learning process.

According to Bachman (1990), a test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual. That is to say, a test is the measurement of one's linguistic ability and also a particular type of measurement which focuses on eliciting a specific sample of performance.

On the basis of the definitions mentioned above, testing refers to the act of examining one's ability. In other words, testing is one of the ways in which information about people's language ability can be gathered i.e. it is one form of assessment. The main aim of language testing is to provide guidelines for measuring the linguistic ability of someone which will be practical in use and give helpful information to both teachers and students about their success and failure. The starting point of testing is always teaching and learning in which the teacher's aim is to equip his or her learners with a particular language skill that they will be needed. To sum up, when there is an examination ahead of them, teachers and pupils behave as though they were at home in an easy, casual way with allowances made for good intention, almost march in step and try to keep in line. Pupils pay more attention to their work and teachers make their lessons more accurate and concise. The examination must be passed (Khaniya, 2005).

2.1.3 The Relationship Between Teaching and Testing

Testing in a broader sense is an integral part of teaching. Testing is used as a process of scrutinizing how far learners have learnt what the teachers wanted them to learn in order to ensure that the teaching is effective.

Testing is also used in case of classroom teaching in order to put more efforts to make it effective. In many of the classroom situations, thus, teaching and testing can hardly be separated.

Regarding the relationship between teaching and testing, Davies (1968) writes 'the good test is an obedient servant since it follows and apes the teaching.' Conversely, Hughes (2010) opposed this view and argued that 'the proper relationship between teaching and testing is surely that of partnership.' It is true that there may be occasions when teaching program is potentially good and appropriate but testing is not. We are then likely to suffer from harmful backwash. But equally there may be occasions when teaching is inappropriate and poor but testing is able to exert a beneficial wash back i.e. positive effect of testing on teaching learning process. If testing had a beneficial backwash, it would have a better reputation.

In addition, it is widely accepted that testing offers useful input to the teachers to be aware of the effects of teaching, and also some insights on whether he should continue the way he teaches or change it in order to make his teaching more effective. According to Heaton (1990), a test could be used to display the strengths and weaknesses of teaching and helps the teachers improve it. They can demonstrate what should be paid more attention to, should be worked on and practiced. Hence, a teacher makes a query in the classroom or evaluates academic achievements of the students with the help of a language test. It can be argued that teaching and testing are two sides of a coin and one will be meaningless in the absence of other in a sense that teaching without testing does not guarantee learning on the part of learners. The better understanding of testing techniques, no doubt, will lead the teachers to perform effectively in the classroom. Teaching and testing are thus regarded as integral parts of education.

2.1.4 Importance of Language Testing

Testing provides information about the testee's language ability and appropriacy of the teacher's endeavors. However, information about people's attitudes is often very useful and sometimes necessary. It is difficult to imagine, for example, British and American universities accepting students from overseas without some knowledge of their proficiency in English. The same is true for organizations hiring interpreters and translators (Hughes, 2003, p.4).

By and large, a test is a measuring device or a tool which is used to evaluate the language learners. When one is involved in doing something, he is certainly required to examine the strength and weakness of his efficiency. He should test the value of his work the way he is doing it to see whether whatever he is working the way it is supposed to be done. Similar to it, a teacher needs to evaluate himself or his students to find out the actual level of success. In other words, he has to do so in a sense that he comes to know whether what he is doing is appropriate or needs to be changed in order to bring about changes in the very practice. In fact, various kinds of test are used to accomplish the following purposes.

- a. Tests are used to find out the strengths and weaknesses of the learners.
- b. They judge both the teachers and students' performance as a product.
- c. They also guide the students and teachers to follow proper teaching and teaching strategies.
- d. They set define objectives for both teachers and students.

- e. They select students for grading from one class to another.
- f. In general, they reflect the whole quality of an educational organization, etc.

Hence, on the basis of the aforementioned discussion and perspectives, it can be said that the importance of language testing cannot be questioned. Testing, on the other hand, is regarded as a tool for problem solving. To be precise, testing provides the teachers and the students with feedback which leads them to be conscious about the things they need to accomplish in the days to come. It is particularly carried out to measure the learners' language proficiency.

2.1.5 English Language Teaching Situation in Nepal

In the context of Nepal, though there exist different types of education system and /or different types of schools, two of the types of schools viz. government-aided public schools and institutional schools have the dominant role (Bhattarai,2006). In case of institutional schools, all the subjects except the national language Nepali are taught in English, whereas in government-aided public schools, all other subjects except English are taught in the national language Nepali as a medium of instruction. However, both these streams meet finally at the same point; complete for the same when students sit for school learning certificate examination at the end of the tenth grade or higher secondary educational board at the end of twelfth grade. Although approximately five hundred thousand students appear in each of these national examination every year, only half of those go to the university level examination. And alarming number of students from the Nepali medium school fail because they cannot secure pass mark in English which is a huge wastage in resources (Bhattarai, *ibid*).

According to Harmer (2007), classes in Nepal are usually large. It is a great challenge for teachers to manage large classes with mixed ability students. Individual differences, learning ability of the students, and personal strategies are to be taken into consideration in the classroom instruction. Most of the language classes are conducted in large classes and the lecture method, as a common tool of instruction is used in the classroom (Budhathoki, 2010). Students involve in rote learning and low priority is given to active participation of the students (Shrestha, 2013). National Curriculum Framework (2063) clearly mentions that the medium of instruction of English subject should be in English. Conversely, it is not implemented satisfactorily in all the cases. Some private schools in certain places teach their students through English. Beside these places, translation, paraphrasing and lecture methods are popular.

By and large, language is a means of communication and system of systems, too. It is revealed that the present trends of teaching and learning of English is to communicate in English in certain circumstances. But in reality there is very little progress in communication be it written or verbal. Poudel (2013) through his research work found out that the English language teachers in the context of Nepal are using communicative method non-communicatively.

2.1.6 Language Acquisition and Learning

Language acquisition and learning are two distinct but independent ways of developing competence in the second language. Acquisition is subconscious whereas learning is a conscious phenomenon. From the same token, some linguists claim that acquisition is related to the first language and learning to the second language. Krashen (1985) claims that

adults can access some natural language acquisition device (LAD) that children use to acquire second language and that learning does not turn into acquisition. The distinction between acquisition and learning can be shown as follow:

Language acquisition is a subconscious process in which a learner learns a language informally as his first language. The learner picks up a language from the field where he lives, plays, works through the contact with other language speakers in a natural setting.

Language learning, i.e. instructed SLA is a conscious process. It takes place in a formal or artificial environment. The learners learn a language in a confined situation such as classroom as guided by the teachers and textbooks. So, the learners know about the language but do not pick it up because he has the explicit knowledge about the language. Formal teaching is the major source of learning. The distinction shows that language can be gained through formal and informal ways i.e. consciously and subconsciously.

2.1.7 Factors Affecting Language Learning

There are a number of factors that seem to have strong effect on success or failure in language learning. These factors not only affect the success of language learning but they also determine the route and rate of SLA.

i) The Input

Input is the first and the most important factor of learning. Unless we get input, it is not possible to acquire or learn a language. Krashen's (ibid) Input Hypothesis claims that we acquire or learn in an amazingly simple way when we understand the message. He also claims that second languages are acquired "by understanding messages, or by receiving

comprehensible input i.e. $i + 1$." He defined a learners' current state of knowledge as i and the next stage as $i + 1$. We move from i , our current level to $i + 1$, the next level along the natural order, by understanding input containing $i + 1$ (Krashen, *ibid.*). Generally, comprehensible input refers to the sort of linguistic information that is slightly beyond the learner's existing level. Both the quantity and the quality of input are influential in determining the rate of SL.

ii) Attitude

Brown (1981, as cited in Ellis, 1985) writes that 'attitudes refer to the set of beliefs that the learner holds towards members of target language group (e.g. whether they are seen as 'interesting' or 'boring', 'honest' or 'dishonest', etc.) and also towards his own culture'. Attitude is one of the most important factors in language learning. By and large, it refers to the way of thinking or behaving towards something. Without positive attitude, we can hardly expect learning to take place. Attitude can also be classified as educational and social. Instances of social attitudes would be attitudes towards culture, social groups and so on. Hence, attitude creates the motivational factors to learn any foreign language. The learners who have positive attitude towards the target language can learn the very language eagerly and effectively.

(iii) Motivation

Gardner (1980, as cited in Ellis, 1985) notes that 'motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitude towards the activity in question. In general, motivation appears to be the second strongest predictor of success, trailing only aptitude. 'Simply motivation is a kind of internal drive that encourages somebody to pursue a course of action. It is said that motivation is a term

which occurs during the second rather than first language learning. If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever necessary to reach that goal. The learners are motivated to learn a language in a number of ways. Some learners are driven by integrative motivation, some others by instrumental and similarly others by resultative motivation. To sum up, different learners learn a particular language for different purposes that affect the regulation in language learning.

iv) Age

Age is a major affecting factor in language learning. Lennenberg (1967, as cited in Gas and Selinker, 1994) noted that 'automatic acquisition from more exposure to a given language seems to disappear after puberty, and foreign languages have to be taught and learned through a conscious and labored effort. Foreign language accents cannot be overcome easily after puberty (p. 406)'. It is believed that children are curious to learn language but their span of concentration is considerably less than that of adults. According to Critical Period Hypothesis (Krashen, *ibid*) their ability to learn language naturally and effortlessly is linked to cerebral plasticity which terminates around the age of ten years when puberty sets in. Therefore, children pick up any language effortlessly but adults have to struggle.

v) Physical Condition

Physical condition simply refers to the landscape where the institution is located and also the classroom atmosphere. The physical condition of the classroom varies from institution to institution and place to place. In the context of Nepal, as it has already been stated in the previous section, there seem to be over crowded and not well-managed classrooms. Neither

do the students have enough places to sit nor they have the facility of well-equipped technology. It has been argued that the physical condition where the students can participate in different activities in a prosperous manner, language learning takes place in a better way. Thus, physical condition also determines the success of language learning.

vi) Personality and Learning Styles

According to Gass and Selinker (1994), the term learning style refers in a broad way to the preference that an individual has of obtaining, processing, and retaining information. In other words, it refers to show individuals approach the task of learning. The term personality generally includes various variables that indicate the personal quality of an individual. Some learners who are much happier with the books rather than with other people are called introverted learners while those who depend on other people much more than on books are extroverted learners (Ellis, *ibid*). Furthermore, some of the learners are found to be field dependent whereas others are not. From the same token, some learners seem to be highly risk takers but other learners do not dare to take any risks. There are also found that kinds of learners who possess low aptitude, higher degree of anxiety and affective filter because of what they happen to learn very little of the language in question (Krashen, 1985 as cited in Gass and Selinker, 2008, p.402). So, personality and learning styles play a very important facilitating or inhibition role in learning of any language. Contrary to it, however, in our language classes, the same thing is imposed on the learners regardless of their personality and learning styles.

vii) Teacher and Teaching Techniques

Among various sources of input i.e. linguistic information, the teacher is the major source of input besides the textbooks and the classroom itself in

the case of instructed second language acquisition (Ellis, 1992). Similarly, Long (2003) suggests:

There is considerable evidence to indicate that SL instruction does not make a difference. He argues that its effects hold (a) for children as well as adults, (b) for intermediate and advanced learners as well as beginners, (c) on integrative as well as discrete point tests, and (d) in acquisition-rich as well as acquisition-poor environment.

In addition, the teacher is required to use a number of strategic methods of techniques based on the nature of teaching item and the level of the students. The varied teaching techniques employed by the teacher may not meet the needs and wants of the learners. To sum up, it can be said that the roles of the teacher and different approaches, methods and techniques used in the classroom play a very crucially important roles in language learning.

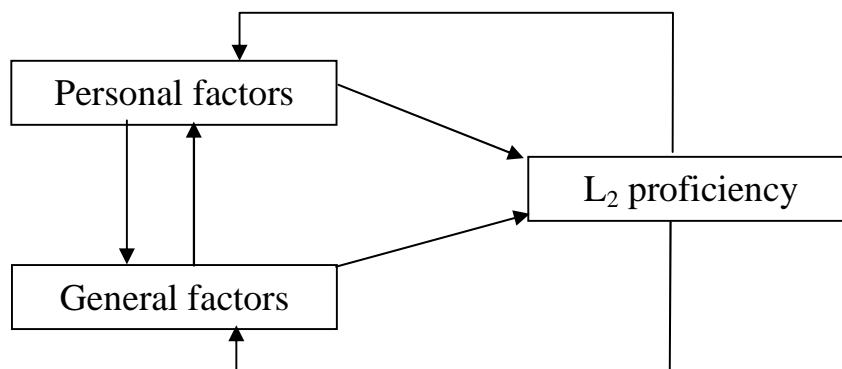
viii) Parents

In this study parents simply refers to both the father and mother of the students studying at higher secondary schools. Sapkota (2008) through his research work found out that the employment and the economic status of the parents have explicit role on the proficiency level of the students in English. Similarly Bhandary (2009) identified that the students from the families that were led by the father were found to have higher achievement than that of the students from the families led by mothers. Again students who were from urban areas were found to have better achievement than that of the students from rural background.

Accordingly, it can be generalized that parents are also influencing factors of language learning. However, the parents refer to the students' fathers only because there I did not find any mother eligible to provide the required data.

Last but not least, Ellis (1985, p. 124) concludes the overall concepts discussed above i.e. 'facilitative personal and general learner factors in SLA' in the following figure.

Figure 1: Facilitative Personal and General Learner Factors in SLA



2.2 Review of the Empirical Literature

Much has already been done in the field of proficiency level of the students studying at higher secondary level. Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports. Some of the scholars and students have been reviewed considering them as related literature and also as evidence to the present study.

Gaire (2005) carried out a survey research entitled 'A Study on Student's Opinions about Learning English'. The primary objective of the study was to find out the students' opinion about learning English as a foreign language. Two hundred students from different Kathmandu valley based

colleges were selected through purposive non-random sampling procedure for the study. The data were collected through a set of questionnaire. It was found that (a) around ninety percent (90%) of the students were interested in learning English (b) the students focused on the importance of pronunciation, vocabulary and grammar, (c) they were of the opinion that English is the very important language without the knowledge of which they cannot achieve better opportunities in the present scenario.

Sapkota (2008) carried out a research entitled "Role of Social and Economic Status of Marginalized Groups in Developing English Language Proficiency". His objectives were (a) to find out the proficiency of marginalized groups in terms of variables like boys versus girls, and Arghakhanchi versus Kathmandu (b) to find out the role of English in uplifting their social and economic status. He used two different tools of data collection viz. a set of questionnaire and test items. The sample which was selected through purposive non-random sampling procedure was one hundred students. Both primary and secondary sources of data were used to elicit relevant data. His findings were that (a) the students of Kathmand district were found more proficient than the students of Arghakhanchi. Similarly, the proficiency level of the girls was found better than that of the boys. He also examined the family structure of the students has nothing to do with their proficiency. On the other hand, the employment that and economic status of the parents have explicit role on the proficiency level of their children. In other words, if the parents of the students are well off and pay for their education as it is required, it assists the students develop their better performance in English.

Bhandari (2009) carried out a research on the "Effect of Family Background on Students English Language Achievement'. The major

objective of the study was to find out the effect of family background of students on their English language achievement. The major tools used in his study were test items and questionnaire. Both primary and secondary sources of data were used in his study. The major findings of his study were that (a) students who were from the family that was led by father were found to have higher achievement score (29.69%) than that of students from the family that was led by others (22.61%) and the students who were from the family that was led by others were found to have higher scores than that of students from the family led by the mother (20.37%). (b) students who were from urban areas were found to have higher achievement score (24.08%) than that of students from rural background. (c) students who were from family that has business occupation were found to have lower achievement score (23.5%) than that of students from the family that has mixed occupation. (d) Of total students whose parents were both educated were found to have highest achievement score (25.82%) and students from the Dalit family were found to have lowest achievement score (18.31%).

Sharma (2010) conducted a survey research on 'Writing Proficiency of the Students of Higher Secondary School'. The objective of the study was to find out the writing proficiency on punctuation, subject-verb agreement and the preposition in the writing of the twelfth graders. The test items were used as the tools and techniques of data collection. Both primary and secondary sources of data were used in the study. The major finding of research was that the students' writing proficiency was not satisfactory. They were found not able to insert the correct preposition and they lacked the knowledge of subject-verb agreement. However, this study was not enough to find out the writing proficiency of students in the sense that it only emphasizes grammar i.e. controlled writing.

Regmi (2011) carried out a research entitled 'Writing Proficiency of the Students' of Banke district.' The objectives of the study were to find out their writing proficiency and to analyze their proficiency in free writing. The sample size of the study comprised of sixty students from three government schools and institutional schools. He used the test items to collect data. The test items included three essay-type questions. The raw data were analyzed in terms of different headings like total proficiency, college-wise proficiency, sex-wise proficiency and stream-wise proficiency. The major finding of the study was that the average proficiency of the students in free writing was found to be 24.11 among the students representing three different schools. As a whole, 50% of students were found above average proficiency and rest 50% were found below average proficiency, i.e. 24.11. Furthermore in case of sex-wise comparison boys were found more proficient than the girls with average marks 24.37 and 22.93 percent respectively.

Thapa (2012) conducted study entitled "Teachers' Perception Towards Using English as a Medium of Instruction in Community Schools." It aimed to find out whether the use of English as a medium of instruction is judicious or not. Both the primary and secondary sources of data were used while carrying out the research. The data were collected through the questionnaire and interview. For the primary sources of data, fifty teachers were selected from the community schools using purposive sampling procedures. The major finding of the research were (a) the use of English as a medium of instruction in community schools is not beneficial, (b) the use of English does not help the progress of the students, (c) almost 80% of the teachers opine that English as a medium of instruction is beneficial for the students. It is base to them for higher studies but it is difficult for them to understand the content, and (d) the

teachers opined that their schools have started English medium because of the pressure of the parents and to prevent the flow of students towards English medium schools.

Joshi (2013) carried out a research on 'Strategies Adopted by the Students of Grade Eleven to Develop Reading Skill.' He aimed to (a) find out the strategies of grade eleven students that they adopt to develop reading skill and (b) to compare the strategies adopted by the students. The sample size of the study consisted of eighty students of four different private colleges of Kathmandu district. The researcher used a questionnaire as a tool of data collection. The questionnaire possessed both open and close-ended questions. The sampling was done purposively. His findings showed that (a) 85 percent of the students responded that they assessed whether the purpose they set before reading the text was met or not (b) 63.75 percent of the students wrote the summary of the text after reading it whereas 36.25 percent did not write the summary etc. (c) 43.75 percent of the students responded that they assessed whether the purpose they set before reading the text was met or not.

2.3 Implications of the Review of the Study

Through the intensive study of the aforementioned and other related literature, the researcher pinpointed the fact that the previous researchers missed the investigation on the responsibility of parents and teachers along with their perceptions towards learners' performance which, after all, was a very important factor of second language teaching learning process. The review of the related literature made the researcher feel the need to carry out this study. They also helped the researcher to lubricate his courage and curiosity and logical and psychological factors. For

instance, Gaire's (2005) study about the opinion of students on learning English has however, the implication on the present study in a sense that though the students have interest in learning English, what other hindering factors which prevent them from developing their performance appears as an issue to be investigated.

From the same token, the review of Sapkota's (2008) and Bhandari's (2009) research works and similarly others have direct or indirect implication on this study. To some extent, parents' educational and economic background have explicit impact on students' English language achievement on the one hand and the methodologies the teachers imply in the language classrooms and the intimacy between the teacher and the students either facilitate or inhibit the second language learning process on the other. Joshi's (2013) study also implies that the better performance can be achieved by the students depending on the strategies which they adopt while reading and writing. This study also emphasizes on the fact that learner autonomy is equally important to be a better language learner.

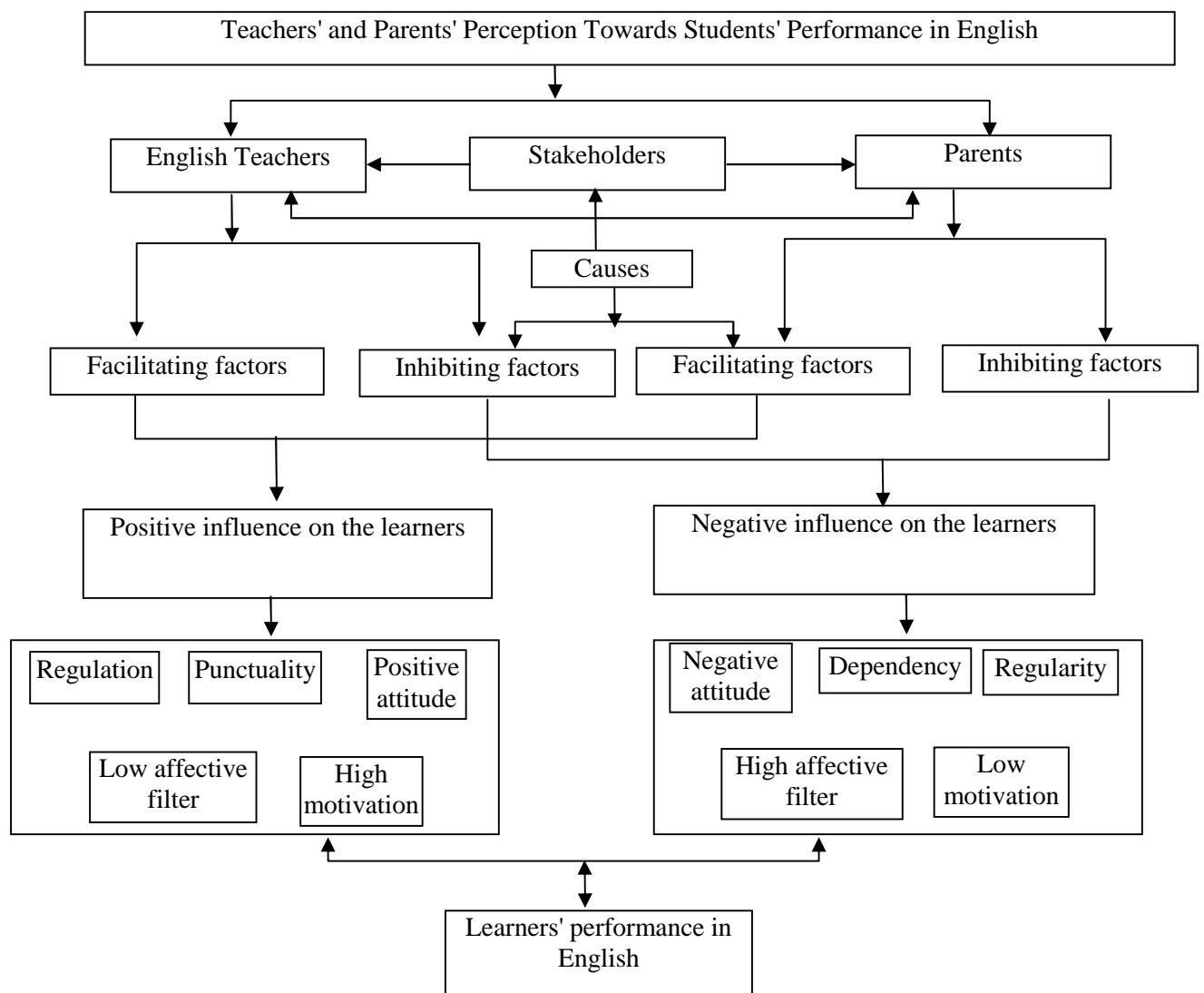
Through the intensive study of the aforementioned and other related literature, the researcher pinpointed the fact that the previous researchers missed the investigation on the responsibility of parents and teachers along with their perceptions towards learners' performance which, after all, was a very important factor of second language teaching learning process. Hence, this research work is different from the aforementioned researches in a sense that it will uncover the parents' and teachers' perception towards the students' performance in English.

2.4 Conceptual Framework

Through the review of the related literature mentioned in the preview section, the researcher is curious enough to carry out the study to

investigate whether the parents' and teachers' are aware of the English language achievement of the students and also how they perceive this issue. The study of Gaire (2005) on 'Students Opinion about Learning English', Sapkota's (2000) study on 'Role of Social and Economic Status of Marginalized Groups in Developing English Language Proficiency', the research work by Bhandari (2009) entitled 'Effect of Family on Students' English Language Achievement' and the research works by Thapa (2012) and Joshi (2013) etc. provide direct assistance to develop the conceptual framework of this study. With the inculcation of the aforementioned literature and other consulted relevant materials, the researcher conceptualized the following framework.

Figure 2: Conceptual Framework of the Study



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The researcher has adopted the following methodological procedures to achieve the objective of the study.

3.1 Research Design

The research topic itself reveals the nature of the research to be undertaken. To be precise, the researcher adopted the survey research design. To define the survey research, various scholars have put their unique views forward. According to Cohen et al. (2000), surveys are the most commonly used descriptive methods in educational research and may vary from large scale government investigation to small studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of condition, attitudes and/or events at a single point in time. This study is of survey type because of the following reasons:

- i. This study was conducted to identify the perception of teachers and students towards the students' performance at higher secondary level.
- ii. This study represented the whole Dadeldhura district.
- iii. Population sample was carried out from the large number.
- iv. Dual approach of data collection was utilized.
- v. Data were collected at a single time.
- vi. The findings were generalized to the whole population.

3.2 Population and Sample

Survey research demands a large number of population. The population of the study consisted of English teachers of different higher secondary schools of Dadeldhura and the parents of the same locality as a total population. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. So, the required sample was selected according to the purpose of the study and feasibility of the researcher. The researcher sampled ten English teachers from ten different schools and fifteen parents representing the same localities of the district to meet the objectives of the study.

3.3 Sampling Procedure

The research area of the study was Dadeldhura district and the population consisted of higher secondary level English teachers and parents. For the feasibility of the study, the researcher selected ten higher secondary level English teachers of different schools and fifteen parents of the same localities by using purposive non-random sampling procedure.

3.4 Tools of Data Collection

The main tools of data collection as suggested by Nunan (1992) were a set of questionnaire consisting of open-ended questions for teachers and a structured interview schedule for the parents. They were supposed to be effective, appropriate and feasible to both respondents. They were also useful for the researcher to meet the objectives of the research.

3.5 Process of Data Collection

In order to collect the authentic data, after the determination of the prerequisites, the researcher visited ten different higher secondary schools and established rapport with the head teachers. After clarification of the purpose and getting approval, the researcher visited the English teachers

and handed the questionnaires to them appealing them to complete them within a week as per the constrained time. Then, the questionnaires were collected from the respondents for further steps. Similarly, he visited fifteen parents who were interviewed for collection of data with the help of the interview schedule prepared beforehand.

3.6 Data Analysis and Interpretation Procedure

By and large, most of the survey researches are qualitative and quantitative in nature. Being a survey research it has the characteristics of both qualitative and quantitative analysis. In this study, the researcher has analyzed the raw data descriptively and statistically. Simple statistical tools such as measures of frequency and percentile are used to record, analyze and interpret the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter the researcher has presented the analysis and interpretation of data which were collected from the sample. The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in a narrative form. Contrary to it, the quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency and percentile. The researcher has presented the data in frequency tabulation, cross tabulation and diagrams as per their nature and need.

4.1 Results

The results of the study are listed as below:

- i) Behind the poor performance of the students, there are a number of causes on the basis of the parents' perception as follow:
 - a) 9 out of 15 parents (i.e. 60%) perceived that parents' negligence towards their children's studies was the major cause of the issue.
 - b) Lack of monitoring and supervision from the concerned authorities also taken as a cause by six parents (i.e. 40%).
 - c) Similarly inefficient English teachers, lack of appropriate teaching materials, and poor English language background of the students were also regarded as the causes of the problem in question by 5 parents (i.e. 33.33%).
 - d) Furthermore, 4 teachers (i.e. 26.66) perceived that lack of transfer of training in the classroom, head teachers' inefficiency, lack of reference materials, irregularity of the students in the classroom

were also other major causes behind the students' poor performance in English.

- ii) The following are the results of the study in accordance with the perception of the prospective teachers:
 - a) The teachers perceived that the students, teachers and methodologies used in the classroom, teachers, almost all the concerned stakeholders were responsible for the issue.
 - b) Six of the teachers (i.e. 60%) said that students' poor English language background affects the performance of the students.
 - c) Lack of proper teaching materials is regarded as the second major cause of the students' poor performance of the students.
 - d) Lack of English speaking environment in the schools and social environment of the students were found to be the causes.
 - e) Beside the aforementioned causes, the teachers also viewed that negative attitude of the students towards the English language, lack of availability of the authentic reference materials, parents' economic and educational background as well as lack of trained teachers were the causes of the students' poor performance in English.

4.2 Discussion

This section includes the presentation, analysis, description, and discussion of the collected data. The discussion of the elicited data is mentioned in the sub-headings overleaf:

4.2.1 Analysis of Teachers' Qualification and Training

From the data collected from the field through the use of questionnaire which consisted of open ended questions, it was found that out of ten teachers, 9 teachers were trained whereas one was found untrained. Regarding their qualification, one was an M.A. in English i.e. untrained and rest 9 teachers were M.Ed. in English. The following table shows it:

Table 1: Teachers' Qualification and Training

No. of Teachers	Qualification	Training	Percentage
1	M.A.	Untrained	10
9	M.Ed.	Trained	90
Total			100

In the table mentioned above, the indicators like no. of teachers, their qualification, training and percentage are presented. It showed that 90 percent (i.e. nine teachers) of teachers possess required qualification along with training. But only one (10%) of them who is an M.A. in English, though he possesses required qualification, was found to be untrained. It can be analyzed that majority of teachers are both qualified and trained. It can also be generalized that the qualified and trained teachers execute teaching learning process in a better way in comparison to untrained teachers. This shows variation in teaching process, teaching strategies and personality factors of teachers in the classroom.

4.2.2 Analysis of the Perception of Teachers Towards Learners' Poor Performance

The respondents were asked to write their perception towards poor performance of the students. It was found that all the teachers do not have the similar or same understanding. They came up with different understandings. Seven of the teachers (i.e. 70 percent) agreed that the students' overall performance was not satisfactory whereas 3 teachers (i.e.

30%) disagreed with the argument and argued that the students' performance in the rural area was poorer than that of students from urban areas.

Table 2: Teachers' Perception Towards Learners' Poor Performance

No. of Teachers	Percentage	Agree	Disagree
3	30		✓
7	70	✓	
Total	100		

The table shows that majority of the teachers are very well aware that the students' English language performance is poor. They presented different views about the reasons behind the students' unsatisfactory performance in English. In this regard one of the teachers (T₁) opined *“As high achievers choose other streams like science, commerce, medicine, etc. but the low achievers only get enrolled in the education stream because of what the teachers happen to 'bite iron nuts' to develop English language performance of the students.”* On the other hand, in response of the question, *why are the teachers not able to teach the students the way they are required to teach ?*, a teacher (T₂) put his views in the following way:

-) *The language classes are over-crowded.*
-) *The students have poor English language background.*
-) *There is lack of trained English teachers and*
-) *There is the influence of politics in SMC and teacher selection process.*

To sum up, 7 out of 10 teachers were found agreed with the issue that the overall performance of the students at higher secondary level was poor. They also forwarded the causes hidden behind the students' poor performance in English. Though they mentioned a number of general causes of the issue, around 60 percent of them agreed that the most

influencing cause was *'the poor English language background of the students.'* Hence, it can be analyzed that there exists poor teaching learning process at the basic level.

4.2.3 Teachers' Perception Towards the Causes of Students' Performance

Through the analysis of the teachers' (T₁-T₁₀) perception, it can be generalized that though they all had been teaching at the same level, they did not possess the same qualification and training. Thus, they perceived the issue in a distinct way. However, 6 teachers of them (i.e. 60%) perceived that *'students' poor English language background'* was the major cause of the poor performance of the students at higher secondary level in the community schools. Similarly, four teachers (i.e.40%) came up with the view that the another major cause was that *the lack of English speaking environment in the school premises.* Furthermore, from a similar perspective, 30 percent (i.e. three teachers out of ten) of the teachers opined that *frequent use of GT method and lecture technique used by the teachers while teaching English language in the classroom* was another major cause of its. The following table shows the data given by teachers.

Table 3: Teachers' Perception Towards the Causes of Students' Performance

S.N.	Causes	Frequency	Percentage
A.	Reference to students	-	-
1	Students' poor English language background	6	60
2	Negative attitude of the students towards English language	2	20
3	Uneven participation of the students in the classroom	2	20

4	Irregular attendance of the students in the classroom	3	30
B.	Reference to Methodology	-	-
5	Lack of teaching materials	5	50
6	Lack of use of communicative approach while teaching	1	10
7	Frequent use of GT method and lecture technique	3	30
8	Lack of authentic reference materials	3	30
C	Reference to Teachers	-	-
9	Lack of trained teachers	3	30
10	Teachers' ability and performance	1	10
D	Reference to Environment	-	-
11	Lack of English speaking environment in the schools	4	40
12	Social environment of the students	4	40
13	Parents' economic and educational background	3	30

From the table above it is obvious that behind the poor English performance of the students, there are different factors like parents, teachers, students, school environment, etc responsible behind students' poor English performance. Above all, the teachers realized that majority of the problems were related with the students themselves. It can be analyzed and also generalized that the teaching learning processes in the lower level classes are not satisfactory. They also revealed that the English teachers did not use teaching materials in the language classroom and just used the outdated GT method, lecture, paraphrasing as teaching techniques. On the other hand, four teachers out of ten (i.e. 40 percent)

perceived that *lack of English speaking environment in the schools and social environment of the students* are also the important indicators of students' poor performance in English. Most of the causes were basically related with the methodology of language teaching. Hence, teachers, students and parents were found to be unconscious and unaware of their roles and responsibilities.

4.3 Analysis of Parents' Perception Toward Learners' Poor Performance in English

As it has been already mentioned in the previous sections, fifteen parents from the prospective areas were interviewed with the use of a structured interview schedule, the researcher identified varied perceptions of the parents towards students' poor performance. All the parents' accepted that their children do not possess the satisfactory performance in English. For example, P₁ argued *'the students possess very poor performance at higher secondary level because of teachers' and parents' negligence. And the examination system is also found to be faulty.* In response to the same question, P₂ opined accepting the issue that *students possess very weak performance in English due to the negligence of the teachers teaching at basic level as well as that of higher secondary level.* About the parents' role and responsibilities towards their children's English language development, P₃ opined *'parents feel very proud of sending their children to school. Conversely they are required to pay their due attention to their children's usual activities. Firstly, they should visit school from time to time to know how their children are doing. Similarly, they should play their crucial role in the maintenance of quality education.'* To sum up, though all the parents agree with the issue in question i.e. the students have poor performance, they are found to be unaware of their roles and responsibilities.

4.3.1 Causes of Poor Performance of the Students: Parents' Perception

The following table summarizes the perceptions of parents towards learners' poor performance. The different perceptions are categorized under broad headings as per the ease of analysis and comprehension of the readers.

Table 4: Causes of Poor Performance of the Students: Parents' Perception

S.N.	Causes	Frequency	Percentage
A.	Reference to Parents	-	
1	Parents' negligence (lack of accountability)	9	60
2	Parents' poor economic background	1	6.66
3	Parents' poor academic background	1	6.66
B.	Reference to Teachers	-	
4	Lack of transfer of training	4	26.66
5	Inefficient English teachers	5	33.33
6	Head teacher's inefficiency	4	26.66
7	Lack of home assignment	2	13.33
C.	Reference to Methodology	-	
8	Lack of appropriate teaching materials	5	33.33
9	Lack of extra-curricular activities	2	13.33
10	Frequent use of GT method and lecture technique	3	20
11	Lack of reference materials	4	26.66
12	Improper textbook	3	20

D.	Reference to School Environment	-	-
13	Improper use of operation calendar	2	13.33
14	Lack of monitoring and supervision from the concerned authorities	6	40
15	Poor implementation of government policies	3	20
16	Lack of interaction among the stakeholders	2	13.33
17	Ineffective SMC and PTA	2	13.33
E.	Reference to Students	-	-
18	Poor English language background of the students	5	33.33
19	Negative attitude of the students towards English	3	20
20	Irregularity of the students in the classroom	5	33.33

This table shows the common causes of poor performance of the students on the basis of parents perceptions. It is analyzed that 60 percent (i.e. 9 parents) of the parents opine that the major cause behind their children's poor performance in English is *their own lack of accountability and awareness*. From the same token, 40 percent (i.e. 6 parents) of them perceived that *there is lack of monitoring and supervision from the concerned authorities like head teacher; SMC members, members of PTA, resource persons, school supervisors*. Furthermore, five parents (i.e. 33.33%) viewed that *'poor English background of the students, irregularity of the students in the classroom and inefficient English teachers'* were also the triggering factors behind their poor performance

in English. *Lack of teaching materials in the classroom* as a cause behind students poor performance is perceived by five parents (i.e. 33.33%).

Above all, the parents pinpointed the common causes behind the issue which represent different stakeholders. But after analyzing their data, majority of the sources of problems were related with the teaching learning methodology i.e. teachers and the school environment itself. Generally the parents accused themselves of the major causes of this problem.

4.3.2 Parents' View Analysis Towards the Most Responsible Stakeholders Behind Students' Poor Performance

Parents were also asked to mention their view on who they think is the stakeholder to be blamed most for the students' poor performance in English. In the response of this query, they opined in varied forms. The following table summarizes the data presented by them.

Table 5: Parents' Perception Towards the Most Responsible Stakeholders Behind Students' Poor Performance

S. No.	Stakeholders to blame	Frequency	Percentage
1	The Parents	07	46.66
2	The English teachers	06	40
3	The Students	02	13.33
4	The Government policies	04	26.66
5	The Head teachers	02	13.33
6	The School Supervisors	02	13.33

The table shows that around 50 percent of the parents accepted that it was parents to be blamed most. They were, after all, found to be aware of the fact that their children could not improve their performance in English because of them but they were not able to implement their awareness. This is obviously the positive aspect found in this research. Contrary to it, 6 parents (i.e. 40%) accused the English teacher for the emergence of this issue. Similarly about 27 percent (i.e. 6 parents) of the parents realized that *'the government policies could not work as per the expectation due to their improper implementation.'*

4.4 Parents' and Teachers' Common Views Towards the Causes of Students' Poor Performance in English

The sample of this study consisted of ten English language teachers and fifteen parents i.e. altogether twenty five. Two different types of data collection tools viz. a questionnaire and a structured interview schedule were used to elicit primary data for the study. Though the questionnaires were used with teachers and interview schedule with the prospective parents, it is found that both of them possess some of the common views regarding students poor performance in English. Overall, twelve informants (i.e.48 percent) perceived that *'students' poor English language background'* is the most influencing cause of the issue in question. Similarly, 44% of the informants (i.e. 12 informants) viewed that *'parents' negligence towards their children's studies'* was the major cause of the students' poor performance in English. The following table shows the data in a clear way.

Table 6: Parents' and Teachers' Common Views Towards Students' Poor Performance

S.No.	Causes	Frequency	Percentage
1	Parents' negligence towards their children's studies	11	44
2	Students' poor English language background	12	48
3	Teacher centered teaching and lack of teaching materials	8	32
4	Lack of trained teachers	7	28
5	Lack of exposure in and out of school	6	24
6	Lack of interaction among the stakeholders	6	24
7	English teachers' inefficiency	6	24
8	Irregularity of the students in the classroom	6	24
9	Uneven participation of students in the classroom	4	16
10	Negative attitude of the students towards English	4	16

Although the respondents pointed out a number of causes behind student's poor performance, the causes presented in the table above were the common and major influencing causes. On the basis of the analysis of the data, it is obvious that twelve of the respondents (i.e. 48 percent) are very much concerned about students' poor English background. Accordingly, it can be analyzed that English teaching learning situation at the basic level

is not satisfactory. The students and teachers at the basic level are unaware of the actual objective of English language teaching.

Furthermore, the data in the table also reveal that '*parents' negligence i.e. lack of accountability*' is another obstructing factor which includes 44 percent of the respondents (i.e. 11 respondents). Similar to it, '*teacher-centered teaching and lack of teaching materials in the classroom*' are regarded as a primary causes of students' poor performance by 8 respondents (i.e. 32 percent).

To sum up, despite the variance in their perception, it can be generalized that the parents and the teachers are the solely responsible factors behind the students' poor performance followed by the students and the other stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS OF THE STUDY

In this chapter, the researcher has presented the whole summary of the research, conclusion of the research and the implications of the study on the basis of presentation, analysis and interpretation of the collected data. The following conclusions and implications of the study have been drawn on the basis of the analyzed data. The researcher has presented the conclusions and implications in the separate headings so that it will be comprehensible for the concerned readers.

5.1 Summary of the Study

The research was carried out to find out the perception of teachers and parents towards learners' performance. The researcher has elicited the views of parents and teachers towards the poor performance of the students even after their study for about 12 years. The researcher made the use of a questionnaire and structured interview schedule as research tools to collect the primary data. He selected ten different schools of Dadeldhura as well as the concerned parents and purposive non-random sampling was the procedure of data collection. The researcher has listed the major findings and implications of the study after the rigorous analysis of the collected data. Both descriptive and statistical methods have been used to analyze the data. The respondents i.e. teachers were asked to fill in the questionnaire and the parents were interviewed for the collection of data.

After analysis and interpretation of the raw data, the researcher came to find out that there were a number of causes behind the students' poor performance. However, the perception of the teachers and parents varied

from one another to some extent. 12 respondents out of 25 (i.e. 48%) came up with the view that the major influencing causes were *the students' poor English language background and negligence of the parents of the concerned students*. To sum up, the respondents implicitly pointed out that the teaching learning process undergoing at the basic level was one of the most challenging indicators of students poor performance at higher secondary level, especially in the community managed public schools of Nepal. Similarly, *domination of teacher centered teaching learning process and lack of teaching materials* were the other major influencing causes as observed by respondents.

5.2 Conclusions of the Study

The major conclusions of the study are as below:

- i) It was identified that teaching learning methodology has also a great role to deteriorate the performance level of the students. It can be argued that unless the methodology meets the interest, needs and wants of the students, it is difficult to improve the language performance of the students.
- ii) Though the primary goal of teaching and learning of English is to develop communicative competence in the students, the teachers and the students are supposed to be very much exam-oriented and similarly relied on the improper materials easily available and handy.
- iii) The school environment (management) is also regarded as one of the causes of students' poor performance in a sense that four teachers (i.e.40%) and three parents (i.e.20%) perceived so.
- iv) The parents are the major influencing factors behind the English language development on the part of the students since majority of

them i.e. 60 percent perceived that one of the major causes behind students' poor performance in English is parents' negligence or lack of accountability towards their children's studies.

- v) Five of the parents (i.e. 33.33%) and four parents (i.e.26.66%) perceived that inefficient English teachers and lack of transfer of training were also the major causes related to the teachers.
- vi) The teachers' and the parents' perception made it clear that the students' poor English language background was the most challenging cause of the issue in question. Thus, it is expected that the teaching learning process while teaching the English language at the basic level has to be rethought. In other words, the English teachers very rarely transfer the skills and techniques which they gain from training in the classroom.
- vii) It was also revealed that the parents, teachers, students, head teachers, school supervisors and almost all the stakeholders were blamed to be equally responsible for this threatening issue. Above all parents and teachers are mostly pinpointed in this study.
- viii) The school environment (management) is also regarded as one of the causes of students' poor performance in a sense that four teachers (i.e.40%) and three parents (i.e.20%) perceived so.
- ix) Last but not least, it can be said that the parents' are the major causes of students' poor performance in English followed by teachers, government policies and their improper implementation, the students, authorities concerned with monitoring and supervision and the school administration.

5.3 Implications of the Study

On the basis of the above conclusions, following implications have been suggested keeping in mind the thought-provoking saying - '*no great work can be done without sacrifice.*'

5.3.1 Policy Level

- i. It was found out that one of the causes of students' poor performance is the parents' economic status. Hence, scholarship programs are required to be initiated by the government.
- ii. Similarly, it seems to be mandatory that the authorities are required to organize an information dissemination day at school to demonstrate school performance by involving teachers and parents especially with respect to students' learning achievement and internal efficiency of the school.
- iii. The roles and responsibilities of SMC, HT and PTA in consideration with total picture of increasing efficiency, access and quality of education are crucial in planning and management of school activities - physical development and academic activities, finance, and accounting, management of teachers and support staff, resource development and utilization, and school community relation.
- iv. What is felt very important is that a support mechanism should be developed at the district level so that the DEO can make a district plan of operation to build capacity of the SMC and PTA members through training, workshop, study tour, and technical and professional support on regular basis. Specific programs and

activities to mobilizing parents, RPs, SSs should be a regular activity of the DEO.

- v. Last but not least, there is a need of developing indicators to assess the quality of education provided by the community managed schools (CMSs). For this, it is thought that there should be agreed norms and standards concerning school, classroom, teachers and student number, role of SMC, PTA, parents, students, community, DEO personnel like RPs, SSs to show considerable impact on the quality of school education since 'change favors only the prepared mind.'
- vi. The teachers are required to teach the English language through English utilizing the proper tools and techniques to better the performance of the students.

5.3.2 Practice Level

1. There is also a lack of interaction between the teachers and the students in and out of the classroom. It would be better to manage student friendly language classroom.
2. Extra-curricular activities should be conducted to address the issue of students' poor performance in English.
3. It can be argued that there is a need of relevant awareness raising social and educational programs for both the parents and students to minimize their lack of accountability.
4. Similarly, it is matter of fact that students tend to spend both time and money on exam preparation. Thus, they have been influenced by the bazaar notes like guides, guess papers, and tuition as well coaching classes. It shows obvious two things (i) a great desire to

pass the exam by hook or crook and (ii) not relying on what they learn at school. This issue will have to be addressed to bring back their faith in classroom teaching.

5. Monitoring and supervision should be done by the concerned authorities so that it would contribute to reform the education system.
6. The school should strive to motivate the parents for their regular visit and parents' conference should be arranged from time to time and a system of honoring parents for their outstanding contribution should be made.
7. The teachers are required to teach the English language through English utilizing the proper tools and techniques to better the performance of the students.

5.3.2 Further Research Level

- i. This research will provide a valuable secondary source for the researchers.
- ii. It will provide new research areas which are left to be investigated.
- iii. This study is delimited to the perception of higher secondary level teachers and the parents towards the students' poor performance. Similarly, other levels and areas can be investigated in the field of parental education and SLL.
- iv. It also seems important to carry out a research to identify the causes of teachers' unwillingness to transfer their training in the classroom for better results.

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Appendix I
QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire is a research tool for getting information for my research entitled '**English Language Teachers and Parents Perception towards Learners' Performance at Higher Secondary Level**' under the supervision of **Mr. Ashok Sapkota, Teaching Assistant**, University Campus, Kirtipur. Your co-operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I appreciate your perception and assure you that your response will be completely anonymous. Please feel free to put your responses as required by the questionnaire. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Researcher

Chakra Bahadur Deuba

Personal Details:

Name:

Name of Institution:

Qualification:

Experience:

Training (if any):

Please go through the questionnaire and feel free to answer the questions that seek your individual perception towards learners' performance as a whole.

General Questions

1. How long have you been engaged in the field of English language teaching?

.....
.....

2. Do you agree with the research findings that the overall performance of the students at higher secondary level is poor? Justify your answer.

.....
.....

3. In most of the cases the teachers have been accused of not being able to teach the students the way they need to teach. How do you verify or falsify this rumour?

.....
.....

4. Please list out the six possible causes of the students' poor performance in English.

.....
.....

5. Among them, which ones do you think are the most influential?

.....
.....

6. Why do you think they are the most influential ones?

.....
.....

7. What type of management does the school have especially for the weak students?

.....
.....

8. Have you found any improvements from the application of that special programme?

.....
.....

9. What can a language teacher do to bring about positive changes in this threatening issue?

.....
.....

10. Please suggest any five surest measures that can be adopted to improve the learners' performance at higher secondary level.

.....
.....

Thank you for your kind co-operation.

Appendix II
INTERVIEW SCHEDULE

Dear Sir/Madam,

This interview schedule is a research tool for getting information for my research entitled '**English Language Teachers' and Parents' Perception towards Learners' Performance at Higher Secondary Level**' under the supervision of **Mr. Ashok Sapkota, Teaching Assistant**, University Campus, Kirtipur. I appreciate your perception and assure you that your response will be completely anonymous. Please feel free to put your responses as required by the schedule. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Researcher

Chakra Bahadur Deuba

Structured Interview Schedule (For Parents):

Name:

Gender:

Occupation:

Qualification:

Experience:

Institution:

Q. 1. Do you agree with the research findings that learners' English language performance at higher secondary level is weak?

Q. 2. Among the various stakeholders, who is to blame most?

Q. 3. What, in your opinion, are the major causes behind learners' poor performance?

- Q. 4. The teachers at higher secondary level defend themselves by mentioning that the lower level teachers turn their deaf ears to learners' English language development. How do you support or oppose their argument?
- Q. 5. How can parents support their children in the development of English language performance?
- Q. 6. Would you please suggest any five measures to be adopted to lessen this threatening issue?

THANK YOU FOR RESPONDING

Appendix II

INTERVIEW SCHEDULE

Dear Sir/Madam,

This interview schedule is a research tool for getting information for my research entitled '**English Language Teachers' and Parents' Perception towards Learners' Performance at Higher Secondary Level**' under the supervision of **Mr. Ashok Sapkota, Teaching Assistant**, University Campus, Kirtipur. I appreciate your perception and assure you that your response will be completely anonymous. Please feel free to put your responses as required by the schedule. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Researcher

Chakra Bahadur Deuba

Structured Interview Schedule (For Parents):

Name : Hari Deuba (Name changed for ethical consideration)

Gender : Male

Occupation : Teaching

Qualification : B.A. / B.Ed.

Experience : 20 years

Institution : Name changed for ethical consideration

Q. 1. Do you agree with the research findings that learners' English language performance at higher secondary level is weak?

) *Obviously yes. Students have weak performance at higher secondary level because of teachers' and parents' negligence. And the examination system is also faulty.*

- Q. 2. Among the various stakeholders, who is to blame most?
-) CAS in the primary level has been misunderstood.*
 -) Teachers are exam-oriented.*
 -) Parents like to upgrade their children i.e. they are not concerned about their performance.*
- Q. 3. What, in your opinion, are the major causes behind learners' poor performance?
-) CAS and its misuse (i.e. teachers at basic level)*
 -) Lack of accountability on the part of parents,*
 -) No transfer of training in the classroom on the part of teachers,*
 -) No use of teaching materials and reference materials in the classroom,*
 -) Lack of extra-curricular activities and additional classes for the performance development of the students,*
- Q. 4. The teachers at higher secondary level defend themselves by mentioning that the lower level teachers turn their deaf ears to learners' English language development. How do you support or oppose their argument?
-) To a great extent there is problem in the lower levels, however, if the teachers at higher secondary level use proper methodology, the performance level of the students can surely be developed. Furthermore the teachers are still using GT method in the classroom.*
- Q. 5. How can parents support their children in the development of English language performance?
-) send their children to school regularly,*
 -) frequent measurement of their performance / achievement level,*
 -) take ownership of their children's progress,*
 -) check and balance the activities conducted in the school,*

Q. 6. Would you please suggest any five measures to be adopted to lessen this threatening issue?

) *CAS at primary level should be utilized properly,*

) *Parents are required to be accountable and responsible,*

) *supervision of the trained teachers,*

) *extra classes should be managed,*

) *the medium of instruction should be English right from the primary level.*

THANK YOU FOR RESPONDING