

# CHAPTER ONE

## INTRODUCTION

This study entitled **English Teachers' Perception Towards Teacher Training** consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background

In general sense, training is defined as any information delivered to a technician for any specific purpose. More obviously, training is a process of teaching and learning a particular skill which is actively leading to skilled behavior. The major stakeholders in training are trainers and trainees. The term 'Training' has occupied very large scope which has played significant role even in the field of education for teaching and learning process. The education is a dynamic side of the human life. The rapid development of technology in the scientific era has made almost all the aspects of human life including education more complicated and advanced. Due to the pressure for teachers to update their knowledge and behaviors in different areas like teaching theories, teaching methods, teaching materials, changing in curriculum, and other innovations in education, the teacher needs an expertise in his/her field. For this, training for teachers is very crucial and inevitable. Training is a process of learning the skills that somebody needs to do a job. In order to make clear about the training, Bhatia (2005, p.5) states:

Training is an act of increasing knowledge, skill and attitude of an employee for improving his performance on the job. Training is concerned with imparting specific skill for doing particular job. For example, clerk on typing. It is task oriented activity. It is for job related purpose and short-term.

Teaching is a very complex job which requires sound knowledge, skills and attitude for the betterment of teaching profession which become easier and more possible with the help of training. So, training is a professional sharpener. In this connection, teacher is a model of good behaviour and the key factor for the quality enhancement of education. Only content knowledge is not sufficient for a perfect teacher. To be a competent and perfect teacher s/he should have sound knowledge of moral, social, cultural and other intellectual aspect too. All these academic qualities can be developed in the teachers through meaningful, contextual, valid and effective training. In this regard, Wallace (1991) writes, “Training is the process of learning that develops moral, cultural, social, intellectual aspects of the whole person as an individual and member of society” (p.120). If we analyze these two views, we can find somehow similarity in them because both views are useful for teachers’ professional development. In the same way, training refers to the professional preparation of a person in any field of his/her work which is interpreted as pre-requisite aspect for manipulating any responsibilities for anybody. In this reference Richards and Farrell (2005, p.3) view “training refers to activities directly focused on teachers present responsibilities and is typically aimed at short term and intermediate goals.” Training involves understanding basic concepts and principals as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom.” Teacher training also involves trying out new strategies in the class room usually with supervision, monitoring and getting feedback from other. The content of training is usually determined by experts. Pre-service and in-service teacher trainings are used in training practices. Pre-service teacher training is compulsory to get entry into the teaching profession and in-service teacher training is necessary to develop teaching expertise and teachers own professional development. Likewise, Broad and Newstorm (1992, p.34) present their views in regards of training in following ways:

- Training is not what we want in life, but it is knowing how to reach it.
- Training is not where we want to go, but it is knowing how to get there.

- It is not how high we want to rise, but it is knowing who to take off.

## **1.2 Statement of the Problem**

English is an international lingua franca which is spoken all over the world. English language started in Nepal from the period of the then Rana prime minister, Janga Bahadur Rana. The English language, at present, is being taught from Primary to University levels. There is also a provision of pre-service and in-service training for English teachers from different governmental and non-governmental organizations, agencies, institutes and offices for effective and meaningful teaching learning achievement in English language. But many research works and school results have shown that a large number of students are weaker along with low quality in English subject. School level students are found to be frequently dropping the English subject, poor result in the same subject, overcrowded classroom etc are the student associated problems on the one hand and poor confidence of teachers in teaching, low teachers' interest in teaching, insufficient and improper use of teaching materials, vague teachers' concept in teaching theories, principal, approaches, methods and techniques etc, are the teacher related major problems appeared in teaching English language in Nepal on the other hand. In this regard, the most common complaints were about the flexible provision in teacher appointment from both M.A. and M. Ed. faculties to teach English subject of higher secondary school and their perception towards teacher training. Therefore, the study on M.A. and M. Ed. English teachers' perception towards teacher training looks at how teacher training can be more effective, goal oriented, meaningful, and implemented properly for teaching learning English in higher secondary school. Likewise, it raises question if the teachers from education and humanities academic background have similar perceptions towards teacher training.

### **1.3 Objectives of the Study**

This study had the following objectives:

- i) To find out the perception of English teachers who are from M.A. and M. Ed. academic background towards teacher training.
- ii) To suggest some pedagogical implications.

### **1.4 Research Questions**

The present research sought the answers of the following questions:

- i) How do English teachers perceive the teacher training?
- ii) How can the teacher training be more effective, meaningful and implemented properly for teaching learning English in higher secondary school?
- iii) Do all the teachers irrespective of their faculties or educational backgrounds have similar theories, methods, strategies and techniques for teaching?
- iv) Do the English teachers from education and humanities academic background have similar perceptions towards teacher training?

### **1.5 Significance of the Study**

As the research work will investigate the English teachers' perception towards teacher training, the teachers of English subjects in higher secondary level will be directly benefited in many ways such as achievement of goals and objectives of teaching, appropriate selection and use of teaching methods, techniques and materials, selection and use of appropriate evaluation techniques. Similarly, students will get benefit by getting appropriate instructions in classroom. In the same way, this study will be strongly significant for the ELT practitioners, primarily, who attempt to carry out researches in the area of teacher training and teacher education. Additionally, this study will have significant contribution for school supervisors, resource persons, District Education

Officers, teacher trainers, curriculum designers, training policy developers, training institutes, education administrators, Finally, the research work will be equally valuable for those who endeavor to do further study in this field in coming days.

## **1.6 Delimitations of the Study**

The proposed study had the following limitations:

- a. Only the English teachers with academic background of M.A and M. Ed degree were the population of this study.
- b. The study was limited only to teacher training.
- c. The study was limited only to the trained teachers.
- d. The study used only questionnaire as a tool to elicit the required data.
- e. The investigation was carried out only in the Kathmandu district.
- f. Sample size for the study was only forty English teachers of Kathmandu district selected by purposive nonrandom sampling procedure.

## **1.7 Operational Definition of the Key Terms**

**English Teachers:** English teachers are the teachers of English subject who teach in higher secondary schools.

**Manipulating:** Handling teaching learning problems skillfully.

**Perception:** The act of perceiving, the way of understanding, interpreting or viewing teacher training.

**Professional sharpener:** Tool to make people professionally skillful.

**Stakeholders:** People concerned with teacher training.

**Teacher development:** The noticeable and reformative change in teachers' professional and personal life.

**Teacher training:** It refers to the training named **Teacher Training Program for Higher Secondary Level Teachers**. It is delivered by HSEB to the teachers of English subject who are teaching in higher secondary schools in Nepal every year. **Integrated Teaching Skills Training Program** is an intensive training designed for the teachers teaching different subjects at the higher secondary level. This training is specially designed for those teachers who need support for the improvement of their skills for effective teaching in the classroom.

**TPD training:** A mode of demand based refresher training lunched by National Centre for Educational Development (NCED).

**Trained Teachers:** Trained teachers are those who have M. A. with B.Ed. degree in English subject and the teachers with M.Ed. degree in English subject. Mainly in this research work trained teachers are all the teachers of English subject who are teaching at higher secondary school and have taken teacher trainings named **Seven Day Teacher Training Program For Higher Secondary Level Teachers** or **Five Day Integrated Teaching Skills Training Program** or both teacher trainings conducted by HSEB in different periods.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURES AND CONCEPTUAL FRAMEWORK**

This section includes other four subheadings. At first, the review of related empirical literature sheds light on empirical studies so far carried out on the related topic. Secondly, the implication of the review for study presents the relation between reviewed works and the present one. Thirdly, the review of related theoretical literature focuses on describing the theoretical back bone of the study which provides base for the researcher. Lastly, the conceptual framework summarizes the whole process to be followed for the selected topic.

#### **2.1 Review of Related Theoretical Literature**

A theoretical framework guides any research work by using ‘what work’ in the experiences or exercise of doing something by those directly involved research studies. After reading relevant literature, a number of theories have been developed from different perspective. The information obtained from different literature is sorted under the main themes and theories. The theoretical literature of this study consists of the Defining Perception, Teachers’ Perception, Teacher Training, and A Glimpse of Teacher Training in Nepal, Types of Teacher Training, Faculty of Education of Tribhuvan University, Faculty of Humanity and social science of Tribhuban University

##### **2.1.1 Defining Perception**

The term perception refers to the ability to see, hear or become aware of something through the senses. It is intuitive understanding and insight. Literally, it means deeper or natural understanding of something or the way of understanding or interpreting something. In this reference, John Raymond Smithies says that perception refers to both the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished. Likewise, Wiliam N.

Dember and Joel S. Warm (1981, p. 14) put their view that “an important aspect of the scientific study of perception is the realization that we are dealing with the private experience of individuals. Percepts are not overt event, they are covert events, and thus not amenable to direct observation by psychologists.” Similarly, Bruner (1950, p.23) says that “several of our own experiments and several experiments by other investigators have raised problems concerning the matter in which perceptual recognition is related to motivational and cognitive states of the organism.” All above expressed views of different scholars look similar as all these views are associated with cognitive aspect or mental function. So, perception is a way of thinking, act of perceiving, manner of understanding, interpreting or viewing something.

### **2.1.2 Teachers’ Perception**

Teachers’ perception refers to the teachers’ way of understanding, interpreting, recognizing and noticing the teacher training. People may have different perceptions towards same things. This means they may not have same way of understanding, noticing and defining the same thing. Regarding training also teachers might have different perceptions. In general, training is a process of learning the skills that somebody needs to do job. Some teachers may think that training is very important for teaching and some other may not perceive its importance. Anyway, the teachers should have an expertise in his/her specific field. For this, training for teachers is very crucial and inevitable.

### **2.1.3 Teacher Training**

Teacher training is a process of transforming some teaching experiences, ideas, theories, principles, methods, strategies, techniques and subsequent teachers’ professional behaviors in order to achieve expected teaching goals and objectives to teachers. This to say, it is teachers’ duty to transfer and create new knowledge in the mind of learners which is not less complicated and gigantic work to the teacher. In order to facilitate and make better solution to several academic problems, teacher needs some relevant methods, techniques, insights,



strategies, rules, regulations and other additional arts as well as teaching skills. In this sense, the training is considered the most significant tool to make a teacher more competent in all the aspects of teaching. Training is thus, designed to develop highly specific and immediately useful skills. Regarding teacher training, Ur (1996, p. 3) states:

The term teacher training and teacher education are often used apparently interchangeably in the literature to refer to the same thing the professional preparation of teacher. Many prefer teacher education since training can imply unthinking habit formation and over emphasis on skill and techniques, which the professional teachers need to develop theories, awareness of options and decisions making abilities.

Ur (ibid) views that teacher training is a professional preparation of a teacher in his or her field to bring the expected improvement.

Similarly, Head and Taylor (1997, p.9) say, “Teacher training essentially concerns knowledge of the topic to be taught and of the methodology for teaching it. It emphasizes classroom skills and techniques.” The above view is also somehow linked to the Ur’s interpretation about teacher training because the view also focuses on professional preparation of a teacher in his/her teaching field.

Likewise, Lazar (2009, p.216) states, “Teachers learn best by being actively involved in the training session. This active involvement might entail participating in a discussion, brainstorming ideas in a group or simply sitting aside time to read and reflect on a new idea.” Here, teacher training is supposed to be a part of teacher education and a process of teacher development. Frankly speaking, it is one of the primary strategic means for teachers’ professional development. Teacher training is that part of learning which essentially

improves job related knowledge, skills and attitude in a person and is concerned with working life of human being.

All the people cannot teach well. Teaching is an intellectual task which demands some field based qualities in teachers. This is what we call characteristics of good teacher. In this regards, Miller (1987, p. 40-41) mentions the following four characteristics of a good teacher:

- i. Affective characteristics,
- ii. Skills,
- iii. Classroom management techniques, and
- iv. Academic knowledge.

Richards and Farrell (2005, p. 3) state the goal of teacher training as

- i. Learning how to use effective strategies to open a lesson.
- ii. Adopting the textbook to match the class.
- iii. Learning to use group activities in a lesson.
- iv. Using classroom aids and resources(e.g. video)
- v. Techniques for giving learners feedback on performance.

In this regard, teacher training is really a process of teacher development. With the existence of language in the universe, the act of training is taken into practice. When people disseminated knowledge from society, training appeared in various training organizations. They were organized in the past and they were continuing up to now. The primary function of training is to deepen useful skills of the trainees for the manipulation of the real class room rather merely increasing the level of knowledge and certifying. Many teachers obtain theoretical knowledge from different sources, academic institutions and other aspects but the appropriate implication of the theoretical knowledge is not possible only from such theoretical perspective. The practical area is sure from practical work that is maintained by training.

There are many teacher training organizations and institutes in Nepal. HSEB is one of them which has very significant role to train teachers teaching at higher secondary school level in Nepal. It has been conducting a teacher training program named ‘**Teacher Training Program For Higher Secondary Level Teachers**’ since 2054 B.S. all over Nepal every year. The duration of this teacher training is seven days. The main objectives of this training are to bring uniformity in teaching English subject at Higher Secondary School Level and to make the teachers use different teaching strategies during teaching.

The schedule of **Teacher Training Program for Higher Secondary Level Teachers** is presented as follows:

Sessions	Session- One	Session –Two	Session –Three	Session- Four
Days				
<b>One</b>	Registration Inauguration and Formalities	Introduction Sharing experience Participants expectations	Training objectives Modality and delivery of training	Concept of curriculum Components and characteristics of a good curriculum Evaluation of the curriculum
<b>Two</b>	Professional development Supported and self –directed Using reflection in teaching and learning		Teaching Learning Principles Paradigm Shift in Pedagogy	Learner –centered teaching
<b>Three</b>	Dealing with Multiple Intelligences Activities		Motivating learners Language games	
<b>Four</b>	Different Aspects of ELT Dealing with vocabulary		Teaching Reading Graphic Organization	Homework: what, why and how?
<b>Five</b>	Grammar in Communication	Language Function and communicative activities	Process writing Activities	
<b>Six</b>	Literature in language classroom: rationale and the techniques	Planning and presenting language activities	Planning textbook activities	
<b>Seven</b>	Student Evaluation The why and how Modes and tools of evaluation Test design principles and practices Review of the used test items	Participants assess an actual answer sheets ( marking scheme provided)	Reflection of training experience and its outcomes Feedback on the training	Closing

*(Seven Day Teacher Training Program For Higher Secondary Level Teachers by HSEB)*

Similarly, the next is ‘**Integrated Teaching Skills Training Program**’. It is an intensive training designed for the teachers teaching different subjects at the higher secondary level school. This training is specially designed for those teachers who need support for the improvement of their skills for effective teaching in the classroom. The duration of this teacher training is five days. It is being conducted by HSEB all over Nepal every year with the specific objective of making the teachers able to demonstrate their teaching skills applying different strategies. It is a way of making teacher perfect, experienced, and intellectual in teaching.

The schedule of ‘**Integrated Teaching Skills Training Program**’ is presented as follows:

<b>Sessions</b>	<b>Session-One</b>	<b>Session- Two</b>	<b>Tea-Break</b>	<b>Session-Three</b>	<b>Session- Four</b>
<b>Days</b>					
<b>One</b>	Highlighting the program	Participants’ Expectation		Education System in Nepal	Curriculum and Its Transaction
<b>Two</b>	Professional Development of Teachers	Paradigm Shift in Education		Preparation of Lesson Plan	Using Writing Board
<b>Three</b>	Use of Visual Aids	Skills of Teaching		Skills of Teaching	Motivation in Classroom
<b>Four</b>	Teachers’ Self evaluation	Classroom Management		Case Study	Field Work
<b>Five</b>	Case Study Discussion	Special Education		Training Evaluation	Closing

*(Five Day Integrated Teaching Skills Training Program for Teachers of Higher Secondary Level by HSEB)*

In nutshell, what we can say is that teacher training, therefore, is a specialized and significant segment of education entailing systematic preparation for the development of teaching skills among those who are involving in teaching profession. The role of teacher is pivotal in raising the standards of education at all levels. The competent, professionally trained and enthusiastic teachers are

required to teach at any levels. And this research work is mainly centered and moves around these two teacher trainings.

#### **2.1.4 A Glimpse of Teacher Training in Nepal**

The history of teacher training in Nepal is not so long. It is almost six decade long history. Even Nepal has made a provision of training to the teachers seeing neighboring countries' teacher training system. The first effort to formal teacher training program in Nepal dates back to 1947 A.D. It was administered by the Basic Teacher Training Program in Kathmandu based on the Gandhian philosophy of self-support. The same program was conducted till it was replaced by Nepal Teacher Training Centre. On the recommendation of the National Education Planning Commission, the centre was established in 1954 in order to provide some basic trainings to the primary schools teachers as in-service course. After the establishment of the Collage of Education in 1956 A.D, the system of teacher training in Nepal was started.

There was a large and frequent demand of effective education from different sides for Nepal around 1956 A.D., taking the same aspiration of the people into consideration,

Lower secondary teacher training program of two years and secondary teacher training program of four years after the completion of SLC were launched by the established organization named the College of Education. Regarding teacher training, Bista (2059, as cited in Hada, 2006, p. 19-20) writes:

Though, there had been many experiments in teacher training within overall National Educational Committee (2018 B.S), National Educational system plan (2028 B.S), Seti Project (2039 B.S), Fundamental and Primary Education Program (first and second), there are 54.5 percent of total primary teacher untrained according to educational statistics 2000.

The establishment of Tribhuvan University in the history of Nepali education sector in 1959 A.D. was a great revolution in the development of teacher

training also. In TU, Faculty of Education was given birth especially to provide teaching training. The division of four years B. Ed program into two years of B.Ed and two years of I. Ed was a significant contribution of the enhancement of teacher training with introducing National Educational System Plan (NESP,1971 A.D) which made the provision of teacher training very compulsory for the teacher to be appointed as a permanent teacher. Services and other many facilities consuming by teachers were not equal to all the teachers, those were demarcated and made unequal on the basis of the presence and absence of teacher trainings in them. According to NCED Newsletter (Feb./Mar.2013) 98.2 percent government teachers are reported to have been trained. The ‘Teacher Training Program’, for the first time, was started to broadcast from Radio Nepal in 2037 B.S. which was the use of teaching training technology for the teachers who were teaching in remote areas of Nepal during that period.

### **Qualities of Trained Teachers**

The teachers having necessary trainings and basic qualifications for teaching profession are called trained teachers. Trained teachers are supposed to have knowledge and skills of teaching such as applying different methods for different areas of knowledge, creating conducive teaching learning environment in classroom for making students’ learning effective. Trained teachers are able to recognize different learning capacities, interests, levels and needs of the students. In the context of Nepal, the Higher Secondary Education Board, Faculty of Education at T.U., the School of Education at K.U., NSU and P.U. have been providing 10 +2, Bachelors and Master level pre-service training programs. National Centre for Education Development has been providing different types of in-service teacher trainings at different level. Teachers have to complete those training programs as required degree or level to be a trained teacher. Normally, trained teacher is said to be one who:

- Has a working knowledge of the subject matter.
- Can select and use proper method of teaching.
- Can plan a lesson properly.
- Is quick to respond to children's need and interest.
- Treats every student equally in the class.
- Engages children actively in the teaching learning process.
- Evaluates children continually.
- Maintains classroom discipline and order by mutual consent.
- Is willing to help children in their difficulties.
- Is willing to admit his or her mistakes.

There is no such above qualities that belongs to exclusively trained teachers and not found in untrained teachers. But there is the possibility of trained teachers exhibiting these qualities more than untrained teachers.

Teacher training is a powerful tool that plays prominent role to bring expected changes in behaviors of the trainees. The gap between existing and prospectively required experiences as well as knowledge in the learners is bridged with training. For the betterment in performances of the learners also, the training receives higher value. Teacher training is very dynamic part in teachers' professional development. Mainly, we find two types of teacher training in Nepal.

### **Types of Teacher Training conducted in Nepal**

There are mainly two types of teacher training conducted in Nepal:

#### **1. Pre- service Teacher Training / Education (Induction)**

Pre- service Teacher Training is provided by these institutions:

1. Faculty of Education, Tribhuvan University, since 1956
2. School of Education, Kathmandu University
3. Nepal Sanskrit University, since 1998
4. Purwanchal University, since 1999
5. Higher Secondary Education Board (HSEB)

Pre- service ELT teacher education and training they run is shown in table by Awasthi (2003, p.210).

### English Language Teacher Education Program

Institution	Programs			
FOE, TU		3 years B.Ed.	1 year B.Ed.	2 years M. Ed
SOE, KU			1 year P.G Diploma	1 year M.Ed.in ELT
NSU			1 year B. Ed	
PU		3 years B.Ed.		
HSEB	2 years Higher Secondary School Education			

## 2. In- service Teacher Training

In- service teacher training programs are conducted by these centers:

- a. Secondary Education Development Centre (SEDC- 1983).Its aim was to improve the quality of lower secondary education in Nepal.AS the Science Education Development Project (SEDC), this centre initially trained science, math and English teachers. Later, it was converted into Secondary Education Development Project (SEDP).
- b. National Centre for Education Development (NCED-1992).Its main aim was to train the manpower involved in the field of school education. It also gave authority the private agencies to run teacher training programs.

Currently, universities of Nepal, Higher Secondary Education Board and some professional association like Nepal English Language Teachers' Association (NELTA), British Council are running ELT education/ training programs.



### **2.1.5 Faculty of Humanity and Social Science of Trivhuvan University**

The main objective of the Faculty of Humanities and Social Sciences is to produce trained and specialized human resource in both basic and applied areas of humanities, social sciences, and fine arts. At present, there are 30 constituent and around 300 affiliated campuses/colleges under this faculty. The number of affiliated colleges is increasing steadily. The office of the Dean offers educational and academic support to these campuses. There are 21 Central Departments with specialized study areas. They are Central Department of Buddhist Studies, Culture, Economics, English, Fine Arts, Geography, Hindi, History, Home Science, Journalism and Mass Communication, Library Science, Linguistics, Maithili, Nepali, Nepal Bhasha, Political Science, Population Studies, Psychology, Rural Development, Sanskrit, and Sociology/ Anthropology. Master Level programmes are conducted under all the central departments. Besides, M.A. in Conflict, Peace and Development started from 2007. Six other subjects are taught at Bachelor's Level under the Institute of Science and Technology. The faculty offers Bachelor's and Master's Level courses and provides supervision for full- time study leading to the Ph.D. degree. This faculty also offers one- year special post graduate courses in Woman's Studies, Library Science, Buddhist Studies, Population Studies, Counseling Psychology, and Nepal American Studies (under Central Department of English). Other Details Regarding the Faculty of Humanities and Social Science includes as the Office of the Dean Offers educational and academic co-operation to these central departments as well as to other subjects that are introduced at Bachelor's Level only in accordance with TU regulations. It forms and supervises Faculty Board, Standing Committees and Subject Committees for different disciplines. It takes necessary steps and procedures to evaluate the capacity, capability, and other requirements if the constituent or affiliated colleges propose to add new subject (s) and/or upgrade the levels and programs. It has introduced M. Phil. Programs in coordination with the

concerned Central Departments and the subject specialists. (Retrieved August 14, 2014, from <http://tribhuvan-university.edu.np/>)

All the above mentioned facts depict that the faculty of humanities mostly focuses on ‘what’ aspects rather than ‘how’ aspects. This is to say, it strongly emphasizes on content knowledge rather than process. There are also English subjects to be taught and learnt in the faculty of humanities but there is no any special provision of teacher training programs for teaching these subjects. The course also is not designed especially for teaching purpose. There is only the provision of what to teach but not how to teach. So, it is better to manage appropriate teacher training programs for the teachers who are involving in teaching English courses of humanities in order to make the teaching learning process more effective, goal oriented and meaningful. Having only content knowledge with a teacher about English subject of humanities is not sufficient to be a good as well as perfect teacher. Rather he/she needs other additional aspects such as Sound knowledge at different teaching theories, insight in teaching methods, teaching techniques, teaching strategies, using teaching materials, individual and social qualities and so on which are developed in teachers through special teacher training programs. More obviously, teacher training programs are inevitable that provide certain guidance, direction and instruction to both English teachers, having humanities and education academic background, if they are involving in teaching profession.

### **2.1.6 Faculty of Education of Tribhuvan University**

Faculty of Education aims at producing trained teachers, education specialists, education planners, supervisors, curriculum designers and educational administrators. The objectives of this faculty are:

- To institutionalize teacher development activities in the country;
- To produce trained teachers; and
- To produce teacher educators, education specialists educational planners, supervisors and education administrators.

It runs two types of academic programs: General Education and Vocational Education. Under General Education, the faculty runs Three Years Bachelor of Education (B.Ed.), one year Bachelor of Education (B. Ed) and two – Year Master in Education (M. Ed.) programmes. Besides, the faculty has been running M. Phil. in Education Programme for the last six years. The Faculty also offers Doctor of Philosophy (Ph.D.) in Education.

English Language Education, Nepali Language Education, Mathematics and Computer Science Education, Science Education, Health and Physical Education, Geography Education, History Education, Economics Education, Political Science Education etc. are common specialization areas for B.Ed. level, whereas Business Education, Industrial Education and Home Science are offered under Vocational Education Specialization in the B.Ed. level. Under General Education, Curriculum and Evaluation, and Education Planning and Management are offered only at the M.Ed. level. Early Childhood Development, Primary Education, and Information and Communication Technology Education are offered only at the Bachelor's level. Special Needs Education is offered only at once Year B.Ed. From the academic Year 2065-66 B.S., a new course on population Education has been introduced at the M.Ed. level. One Year Teacher preparation Course for Non-Ed. PCL and Higher Secondary School Graduates has also been introduced since 2066/067. There are also elective disciplinary areas.

In order to devise, develop and review the academic courses from time to time, there are different Subject Committees under faculty of education (FOE). At present, there are 15 Subject Committees to cater for the academic activities in the concerned areas. These subject committees are:

- Foundation of Education Subject Committee
- Curriculum and Evaluation Subject Committee
- Education Planning and Management, and Non- Formal Education Subject Committee

- Special Needs Education, Early Childhood Development Education and Primary Education Subject Committee
- English Language and Foreign Language Subject Committee
- Nepali Language and National Language Subject Committee
- Science and Environment Education Subject Committee
- Mathematics and Computer Science Education Subject Committee
- Health and Population Education Subject Committee
- Physical Education Subject Committee
- Political Science Education Subject Committee
- Economics Education Subject Committee
- Geography Education Subject Committee
- History Education Subject Committee
- History Education Subject Committee
- Vocational Education Subject committee

(Retrieved August 14, 2014, from [www.tufoe.edu.np/](http://www.tufoe.edu.np/))

The above mentioned facts reflect that the faculty of education has greater contribution in delivering teacher training for English teachers who are involving in teaching profession. The faculty of education mostly focuses on ‘how’ aspect rather than ‘what’ aspect. This means to say that the faculty of education emphasizes more on teaching process but it does not neglect the content knowledge. There are also English subjects to be taught and learnt even in education faculty. The course of education faculty is designed for teaching purpose. That’s why; the nature of course in itself is teacher training course. Likewise, the department of English education is regarded as a factory of producing trained English teachers more specifically.

## **2.2 Review of Related Empirical Literature**

A number of research works have been carried out in the field of teacher training in the Department of English Education, T.U. Such research studies have been carried out in other Universities of Nepal and in some foreign

Universities as well. Various articles and books on teacher training are also found. Some of the major research works and articles related to the study are reviewed here.

Bhattarai (2010) conducted a study on “Teaching Reading Comprehension by Trained and Untrained Teachers.” The main objective of the study was to identify the techniques used by trained and untrained teachers in teaching reading comprehension in grade seven. The research design used by him was survey. He used classroom observation checklist as the main tool for data collection. Ten trained and ten untrained English teachers teaching in the 7th grade of Chitawan district were the sampled population. The finding of the study was that the most frequently used technique by the trained teachers was checking comprehension through Yes/No questions whereas most frequently used technique by untrained teachers was explanation of the text in English.

Khatriwada (2010) also conducted a research on “Transfer of Teacher Training in Teaching Reading Skills.” The objective of this study was to analyze the transfer of training of trained teachers in teaching reading skills in terms of motivation, presentation, practice, methods, techniques and evaluation system of teaching in the research. Class observation was major tool for collecting data. The research design adopted by him was survey. The sample of the study was ten secondary level trained English teachers from different government-aided secondary schools of Ilam district. He found that all the trained teachers got the basic knowledge, skills , competencies of the training whereas 80 percent of them were able to transfer their knowledge, skills and experiences learned in the training programs to their students in teaching reading skill regarding the training manual of English language teaching of reading skills for secondary level.

Likewise, Khadka (2010) conducted a study on “Classroom Performance of Trained Teacher of English at Secondary Level.” The purpose of this study was to find out the classroom performance of the trained teachers of English at

secondary level. He used twenty secondary level English teachers of community school as a sample and observation as a tool to collect data. This study found that a trained teacher is believed to have more knowledge about the teaching method, techniques, classroom management, teaching materials and so on. More importantly, he suggested language teachers actually needed training for their better performance in teaching.

In the same way, Bhattarai (2010) carried out a research work on “Delivery of Training by NELTA members.” The main objective of this research work was to explore the NELTA member’s perception towards delivery of training. It was a survey research. He selected fifteen teachers from secondary level who were NELTA members by using nonrandom judgmental sampling in order to carry out this research. The main tools for the data collection were checklist and questionnaire. The research showed that their perception towards training of NELTA was good and they accepted the training as an indispensable organ of language teachers.

Trital (2011) also carried out a research work entitled “Transfer of Teacher Training in Teaching Speaking Skills.” The main objective of the study was to analyze the transfer of training of trained teacher of English in teaching Speaking Skills. The research design used for the study was survey. There were fifteen secondary level trained English teachers as sample. Classroom observation checklist was the main tool for data collection. The research showed that majority of the teachers was transferring their skills in terms of students’ evaluation.

Similarly, Mahara (2012) carried out a research work on “Teachers’ views on Teacher Training.” The main objective of his research was to find out the teachers’ views on ELT Trainings for professional development. It was survey research. The main tool for the data collection was questionnaire. The sample of the study was twenty trained secondary level English language teachers. The study showed that all the views of respondents were positive on teacher

training but lack of teaching materials for teaching hampered their performance.

Likewise, Baduwal (2012) carried out a survey research on “Techniques used by Trained and Untrained Teachers in teaching short stories. “The major objective of the study was to find out the techniques used by trained and untrained teachers while teaching short stories. The main tools used for the data collection were classroom observation and questionnaire. The sample size consists of twelve English teachers (six trained and six untrained) of higher secondary level and students studying at the same level. He selected nine schools of Kailali district and thirty six students were also selected randomly, three from each class of the same level. This research showed that most of the teachers were using translation method while teaching short stories and students were not given chance to show their creativity and teachers were not focusing on students’ attention.

Most of the aforementioned research works in teacher training are found to have focused on the transfer of training skills and techniques used for teaching. But none of the studies have been carried out yet to find out the perception of English teachers of M.A. and M. Ed. academic background towards teacher training. Therefore, my research will be different from that of other mentioned above.

### **2.3 Implication of the Review for Study**

Different related books, articles, and theses as existing literature I reviewed and read them critically in order to expand as well as consolidate my ideas. The literature review helped me to integrate my study with existing body of knowledge. It supported me to establish the theoretical base for my study, clarify my ideas and refine my research methodology.

Mainly, I reviewed seven different research works conducted regarding the training that were somehow related to my study. After reviewing these works, I

got lots of information about my research work. They had used survey research design and I also followed the same i.e. Survey research design. Therefore, after reviewing these research works, I got ideas on the process of survey research design. Similarly, to elicit required data they used questionnaire as a tool just like that I also used questionnaire itself for my study.

The study of Bhattarai (2010) supported me to become familiar with the techniques used by trained and untrained teachers in teaching reading comprehension in grade seven which contributed me to easily identify trained and untrained teachers. His finding was that the most frequently used technique by trained teachers was checking comprehension by yes/no questions whereas by untrained teachers was only explanation of the text in English. The survey research design used in this research work I also adopted the same in my study. Likewise, from the study of Khatiwada (2010) I got the idea about the survey research design and about the transfer of training of trained teachers in teaching reading skill. His finding was that all the trained teachers got the basic knowledge, skills, and competences of the training whereas 80 Percent of them were able to transfer their knowledge, skills and experiences learned in the training programs to their students in teaching reading skill. It kept knocking and made me curious to search for why almost all the trained teachers failed to bring what they had learned in training into practice. The study carried out by Khadka (2010) informed me that the trained teachers had more knowledge about the teaching method, techniques, classroom management, teaching materials and so on. This fact helped me to suggest all the teachers to have positive perception towards teacher training. In the same way, the research work of Bhattarai (2010) was very much significant for me from the perspective of tool used to explore the NELTA member's perception towards delivery of training during his study. In his research work, questionnaire was the tool for data collection. So it helped me too select questionnaire itself as the tool for data collection in my study. The study of Trital (2011) familiarizes me with transfer of teacher training in teaching speaking skills and additional

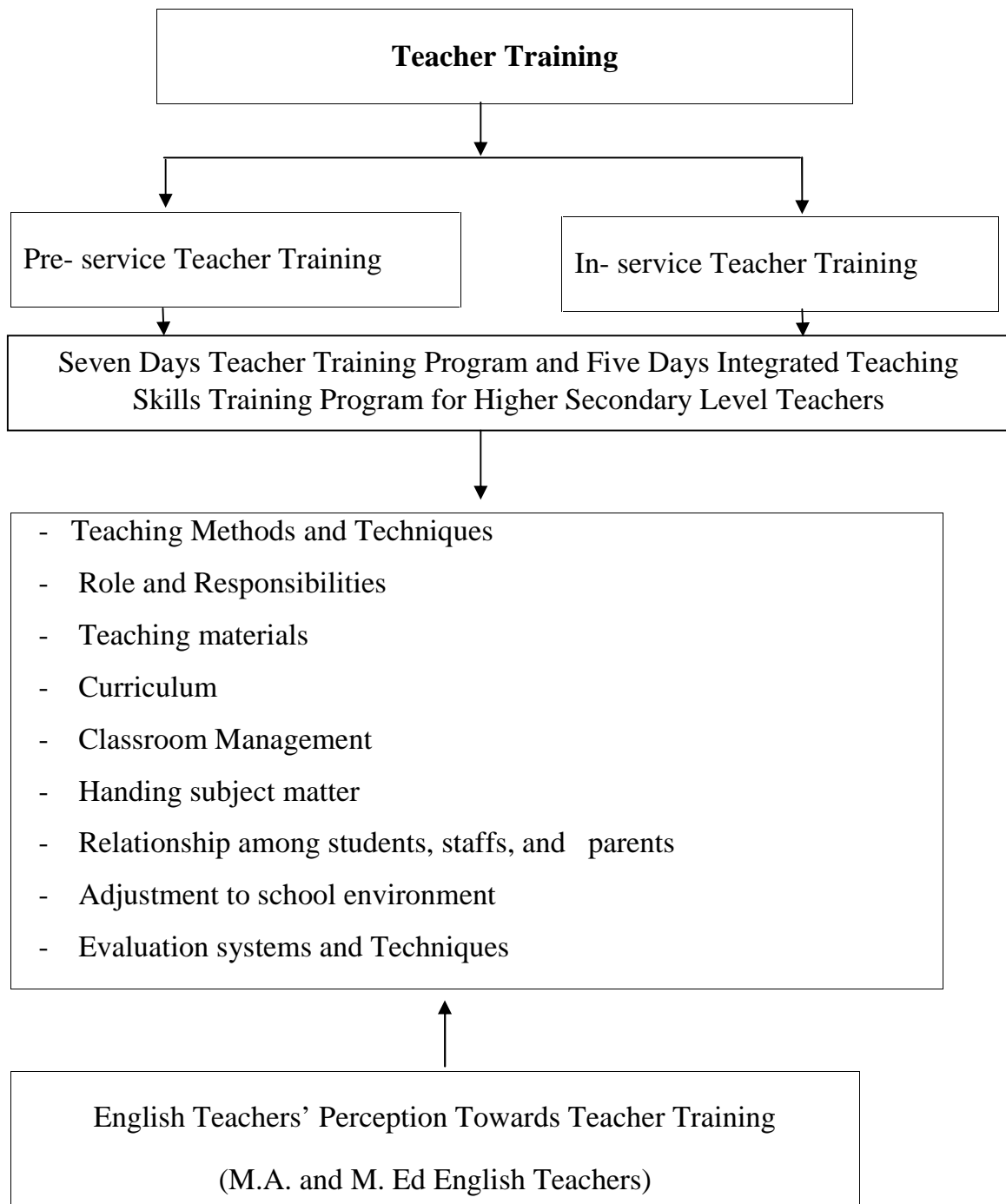


insights on survey research design. Similarly, from the study of Mahara (2012) I got more theoretical information about teacher training and survey research design used for this study. The nature of questionnaire formed in this research work helped me to construct questions having similar nature in order to make my study reliable.

Finally, I reviewed the research of Baduwal (2012) from which I got some ideas about the techniques used by trained and untrained teachers in teaching short stories. The research showed that most of the teachers were using translation method to teach short stories without providing chance for student to show their creativity. Teachers did not focus on students' attention as well. This fact made me more interested in exploring the reasons behind not implementing what techniques teachers had learned from the training. The research design adopted by him was survey and tool for data collection was questionnaire. I also adopted the same in my study.

## 2.4 Conceptual Framework

The study on ‘English Teachers’ Perception Towards Teacher Training’ was based on the following conceptual framework:



## CHAPTER THREE

### METHODS AND PROCEDURES OF THE STUDY

I adopted the following methodology to fulfill the objectives of the study.

#### 3.1 Research Design

There are various research designs in practice at present situation. Each and every research design has unique significance in its own place. It is assumed more important to be a strong attachment among goals, objectives, topic and nature of study and research design. The researcher should be very careful about the selection of research design while carrying out any sorts of research works. In order to fulfill the objectives of my study, I adopted a research design named survey research as I wanted to find out the perception of teachers having humanities and education background towards teacher training. Survey is a superficial study of an issue or phenomenon. In this regards, Kerlinger (1978) states that survey is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter relationship of social and psychological variables. According to Nunan (1992, p. 140) the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. Nunan (1992) suggests the following eight – step procedure of survey research in a more comprehensive way:

Step 1: Define Objectives	- What do we want to find out?
Step 2: Identify Target Population	- Who do we want to know about?
Step 3: Literature Review	- What have other said/discovered about the issue?
Step 4: Determine Sample	- How many subjects should we survey, and how will we identify these?
Step 5: Identify Survey Instruments	- How will the data be collected questionnaire/interview?
Step 6: Design Survey Procedure	- How will the data collection actually be carried out?
Step 7: Identify Analytical Procedure	- How will the data be assembled and analyzed?
Step 8: Determine Reporting Procedure	- How will result be written up and presented?

Likewise, it is defined that surveys are the most commonly used descriptive method in educational research and may vary in scope from large – governmental investigation to small scale studies carried out by a single researcher. It is one of the significant cross-sectional methods of study adopted in educational investigation. Primarily survey research is administered to obtain people’s opinions, attitudes, perceptions, and the specified behavior on certain issues, Phenomena, events and situations. The finding of this research design is generalizable and applicable to the whole group. My research topic “English Teachers’ Perception Towards Teacher Training” is linked to find out English teachers’ opinions, interpretation, understanding and attitudes towards teacher training. So, I became more interested and then selected this survey research design according to my purpose.

### **3.2 Population and Sample**

The population of the study consisted of the trained teachers of English subject who were teaching at higher secondary school in Kathmandu district. For this, twenty trained teachers of English subject with M.A. degree and other twenty trained teachers of English subject with M. Ed. degree total 40 English teachers were the sample of this study.

### **3.3 Sampling Procedure**

The sample size of this study was 40 trained teachers of English subject who were teaching in higher secondary schools in the Kathmandu district. In the sample size, there were twenty trained teachers of English subject with M.A. degree and other twenty trained teachers of English subject with M. Ed. degree. I used purposive non-random sampling procedure to select the schools and teachers.

### **3.4 Data Collection Tools**

I used the questionnaire to elicit the required information for the study that consisted of both close-ended and open-ended questions.

### **3.5 Data Collection Procedure**

First of all, I visited twenty higher secondary schools in Kathmandu district, met the concerned authority and a good rapport was established with teachers and then the purpose as well as process about my research work was explained systematically. The questionnaire was administered to both kinds of teachers i.e. M. A. degree and M. Ed. degree teachers of English subject. Likewise, their responses on the presented questionnaire were gathered separately and thanked them. Finally, these responses were analyzed, interpreted and presented statistically to reach the meaningful and valid findings.

### **3.6 Data Analysis and Interpretation Procedure**

The collected data were analyzed and interpreted qualitatively as well as quantitatively using tables. Moreover, the responses from the respondents to each presented question were analyzed and interpreted with number and percentage.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION

This chapter consists of detailed analysis and interpretation of the data collected from the respondents. Similarly, the results based on the data are also the content of this chapter.

#### 4.1 Discussion

To find out the **English Teachers' Perceptions Towards Teacher Training**, I collected the responses of forty English teachers teaching in higher secondary schools in Kathmandu district using the questionnaire. The responses obtained from the forty respondents are presented question wise below:

##### 4.1.1 Perception on Teacher Training

To find out the perception of English teachers with M. A. and M. Ed. Degree on teacher training, I have included three questions under this section. The data obtained from the respondents are presented below:

**Table No.1**

<b>M. Ed. Degree</b>												
<b>1. Perception on Teaching</b>												
<b>Distracters</b>	<b>S. A.</b>		<b>A.</b>		<b>N.</b>		<b>D.</b>		<b>S. D.</b>		<b>G. T.</b>	
<b>Frequency and Percentage</b>	<b>F.</b>	<b>P.</b>	<b>F.</b>	<b>P.</b>	<b>F.</b>	<b>P.</b>	<b>F.</b>	<b>P.</b>	<b>F.</b>	<b>P.</b>	<b>F.</b>	<b>P.</b>
a) Selection and use of teaching methods	8	40	12	60	-	-	-	-	-	-	20	100
b) Teacher training as the powerful tool for effective teaching	4	20	15	75	1	5	-	-	-	-	20	100
c) Support of teacher training in selecting teaching activities	6	30	14	70	-	-	-	-	-	-	20	100
<b>M. A. Degree</b>												
a) Selection and use of teaching methods	14	70	4	20	-	-	2	10	-	-	20	100
b) Teacher training as the powerful tool for effective teaching	6	30	13	65	-	-	1	5	-	-	20	100
c) Support of teacher training in selecting teaching activities	4	20	15	75	-	-	1	5	-	-	20	100

**a) Selection and Use of Appropriate Teaching Methods**

To find out the perception of the respondents regarding the selection and use of appropriate teaching methods, the respondents were asked whether they thought teacher training helped them select and use appropriate methods in teaching.

The above table showed that only forty percent of the total respondents with M. Ed. degree strongly agreed on the point that teacher training helps teacher select and use appropriate teaching methods. Similarly, sixty percent respondents with M. Ed. degree agreed on that point and none of them disagreed, strongly disagreed and were neutral. On the other hand, seventy percent of the respondents with M. A. degree strongly agreed and only twenty agreed. But ten percent respondents with M. A. degree disagreed.

It showed that the teachers with M. A. and M. Ed degree thought teacher trainings help them select and use appropriate methods in teaching. So they perceived teacher trainings positively.

**b) A Powerful Tool for Effective Teaching**

To obtain the perception of respondents regarding teacher training as a powerful tool for effective teaching, I asked them whether the teacher trainings were the powerful tools for effective teaching.

The above table showed that twenty percent respondents with M. Ed. degree strongly agreed, seventy five percent agreed and only five percent were neutral but none of them disagreed and strongly disagreed on teacher trainings as the powerful tool for effective teaching. On the other hand, thirty percent of the respondents with M. A. degree strongly agreed. Similarly, sixty-five percent agreed and none of them were neutral and strongly disagreed on this point. But only five percent disagreed.

This fact also reflected that most of the respondents with M. A. and M. Ed. degree took the teacher training as a powerful tool for effective teaching. That's why the respondents from both faculties have similar perception i.e. positive perception towards teacher training.

**c) Support of Teacher Training in Selecting Teaching Activities**

To find out the perception of respondents about whether teacher training supports teachers in teaching activities, I questioned them whether teacher trainings supported teachers in teaching activities.

In response to the question thirty percent of the total respondents with M. Ed. degree strongly agreed, seventy percent agreed. None of them remained neutral, disagreed and strongly disagreed. Similarly, twenty percent of the total respondents with M. A. degree strongly agreed, seventy five agreed, only five percent disagreed but none of them were neutral and strongly disagreed.

The fact revealed that the large number of the respondents from two different faculties thought teacher trainings support them in selecting teaching activities.

By observing the above discussion, it is clear that there is no any vast difference in the perception of teachers with M. A. and M. Ed. degree on teacher training. They have positive perception towards teacher training.

**4.1.2 Perception on Professional Development**

This part consists of two questions related to the perception on teachers' professional development. The data received from respondents are given below:



**Table No. 2**

<b>M. Ed. Degree</b>												
<b>2. Perception on Professional Development</b>												
<b>Distracters</b>	<b>S. A.</b>		<b>A.</b>		<b>N.</b>		<b>D.</b>		<b>S. D.</b>		<b>G. T.</b>	
a) Teacher training as an integral part of teachers' professional development	4	20	14	70	2	10	-	-	-	-	20	100
b) Focus of teacher training on both 'what' and 'how' aspect of English language	3	15	13	65	2	10	-	-	1	5	20	100
<b>M. A. Degree</b>												
a) Teacher training as an integral part of teachers' professional development	5	25	13	65	1	5	1	5	-	-	20	100
b) Focus of teacher training on both 'what' and 'how' aspect of English language	2	10	17	85	-	-	-	-	1	5	20	100

**a) Teacher Training as an Integral Part of Teachers' Professional Development**

To find out the opinion of respondents regarding the teacher training as integral part of teachers' professional development, my question went to them whether teacher trainings were the integral part of teachers' professional development.

The presented table showed that twenty percent of the total respondents with M. Ed. degree strongly agreed, seventy percent agreed and ten percent were neutral on teacher training as an integral part of teachers' professional development. But none of them strongly disagreed and disagreed. On the other hand, twenty five of the total respondents with M. A. degree strongly agreed, sixty-five percent of the respondents agreed, five percent were neutral and five

percent disagreed on the teacher training as an integral part of their professional development but none of them strongly agreed.

Here, it is obvious that most of the respondents with M. A. and M. Ed. degree assumed teacher training as an integral part of their professional development. They have positive attitude at this statement.

**b) Focus of Teacher Training on both ‘What’ and ‘How’ Aspect of English Language**

Regarding the focus of teacher training on both ‘what’ and ‘how’ aspect of English language, I asked respondents whether teacher training should focus on both ‘what’ and ‘how’ aspect of English language for teachers’ professional development.

By analyzing the above table, it was conformed that fifteen percent of the total respondents with M.Ed. degree strongly agreed, sixty-five percent agreed, five percent strongly disagreed and ten percent became neutral on the focus of teacher training should be on both ‘what’ and ‘how’ aspect of English language which reflected that most of the respondents with M. Ed. degree were positive on this query. On the other hand, ten percent of the total respondents with M. A. degree strongly agreed, eighty five percent agreed, none of them remained neutral and disagreed but five percent strongly disagreed.

It is vivid that the most of the respondents from both faculties viewed that teacher training should focus on both ‘what’ and ‘how’ aspects of English language for teachers’ professional development.

From the above description, it is obvious that there is no any significant variation in the view of with M. A. and M. Ed. teachers regarding the support of training in teacher’ professional development.

### 4.1.3 Perception on Relevance of Teacher Training

The section covers two questions regarding the perception of respondents on relevance of teacher training. The data obtained from the respondents are shown below:

**Table No. 3**

<b>M. Ed. Degree</b>												
<b>3. Perception on Relevance of Teacher Training</b>												
<b>Distracters</b>	<b>S. A.</b>		<b>A.</b>		<b>N.</b>		<b>D.</b>		<b>S. D.</b>		<b>G. T.</b>	
a) Relevancy of teacher training to the teachers' interest and level of students	2	10	9	45	4	20	5	25	-	-	20	100
b) Relevancy of the teacher training to achieve teaching goals and objectives	-	-	16	80	3	15	1	5	-	-	20	100
<b>M. A. Degree</b>												
a) Relevancy of teacher training to the teachers' interest and level of students	3	15	13	65	3	15	-	-	1	5	20	100
b) Relevancy of the teacher training to achieve teaching goals and objectives	4	20	13	65	2	10	-	-	1	5	20	100

#### a) **Relevancy of Teacher Training to the Teachers' Interest and Level of Students**

In order to find out the perception of respondents towards the relevancy of teacher training to the teachers' interest and level of students, I raised question to them whether most of the teacher trainings were relevant to the teachers' interest and level of students.

By observing the above table, it was clear that ten percent of the total respondents with M. Ed. degree strongly agreed, forty five percent agreed, twenty percent were neutral, twenty five percent disagreed and none of them

strongly disagreed on the relevancy of teacher training to the teachers' interest and level of students. Likewise, fifteen percent of the total respondents with M. A. degree strongly agreed, sixty-five percent agreed, fifteen percent remained neutral, five percent strongly disagreed and none of them disagreed on the relevancy of teacher training to the teachers' interest and level of students.

This fact reflected that the teacher trainings were not so relevant to the teachers' interest and level of students. There are somehow difference views of teachers with two different faculties on the query.

**b) Relevancy of the Teacher Training to Achieve Teaching Goals and Objectives**

In this question, I tried to find out the perception of respondents regarding the relevancy of teacher training to achieve teaching goals and objectives; I asked them whether almost all the teacher trainings taken by them were relevant to achieve their teaching goals and objectives.

The above table revealed that eighty percent of the total respondents with M. Ed. degree agreed, fifteen percent remained neutral which means they were unsure, five percent disagreed and none of them strongly agreed on the relevancy of teacher training to achieve teaching goals and objectives. On the other hand, twenty percent of the total respondents with M. A. degree strongly agreed, sixty-five percent agreed, ten percent were neutral which means unsure, likewise five percent strongly disagreed on the relevance of teacher training to achieve teaching goals and objectives.

In this aspect, majority of the teachers from both faculties thought that almost all the teacher trainings taken by them were relevant to achieve their teaching goals and objectives.

The above discussion shows that most of the respondents have positive perceptions on the relevance of teacher training even if there are few opposite views.

#### 4.1.4 Perception on Teaching Materials

This section consists of two questions to find out the perception of respondents on teaching materials. The data gathered from the respondents are presented here:

**Table No. 4**

<b>M. Ed. Degree</b>												
<b>4. Perception on Teaching Materials</b>												
<b>Distracters</b>	<b>S. A.</b>		<b>A.</b>		<b>N.</b>		<b>D.</b>		<b>S. D.</b>		<b>G. T.</b>	
a) Possibility of using all the teaching materials in the classroom as informed during training	-	-	10	50	1	5	8	40	1	5	20	100
b) Encouragement of teacher training to use locally available teaching materials rather than readymade ones	8	40	11	55	1	5	-	-	-	-	20	100
<b>M.A. Degree</b>												
a) Possibility of using all the teaching materials in the classroom as informed during training	1	5	11	55	2	10	5	25	1	5	20	100
b) Encouragement of teacher training to use locally available teaching materials rather than readymade ones	4	20	14	70	2	10	-	-	-	-	20	100

**a) Possibility of Using All the Teaching Materials in the Classroom as Informed during Training**

To discover the view of respondents regarding the possibility of using all the teaching materials in the class room as informed during training, I asked them whether it was possible to use all the teaching materials in the classroom as informed during the teacher training.

The above table displayed that fifty percent of the total respondents agreed, five percent remained neutral which means unsure, similarly forty percent disagreed and five percent strongly disagreed and none of them strongly agreed on the possibility of using all teaching materials in the classroom as informed during teaching. On the other hand, five percent of the total respondents with M. A. degree strongly agreed, fifty five percent agreed, ten percent remained neutral which means unsure, likewise twenty five percent disagreed, and five percent respondents strongly disagreed on the same point.

This fact showed that there was less possibility of using all the teaching materials in the classroom as informed during training. Large and nearly equal numbers of respondents are not positive on the statement. This is to say, large and nearly equal numbers of teachers from M. A. and M. Ed. degree have similar perceptions.

**b) Encouragement of Teacher Training to Use Locally Available Teaching Materials rather than Readymade Ones**

In order to obtain the perception of respondents regarding the question number nine, I asked them whether teacher training encouraged them to use locally available teaching materials rather than readymade.

From the analysis of the above table, it was obvious that forty percent of the total respondents with M. Ed. degree strongly agreed, fifty five percent agreed on the statement. Similarly, five percent of the respondents were neutral which

means unsure, none of them disagreed and strongly disagreed on the encouragement of teacher training to use locally available teaching materials rather than readymade ones. Likewise, twenty percent of the total respondents with M. A. degree strongly agreed, seventy percent agreed, ten percent remained neutral; none of them disagreed and strongly disagreed regarding the encouragement of teacher training to use locally available teaching materials rather than readymade ones as the table.

Majority of the respondents think that teacher trainings encourage them to use locally available teaching materials rather than readymade.

The above description says that teaches with M. A. and M. Ed. degree has positive views on the use of teaching material and they don't have so different perceptions on it.

#### 4.1.5 Perception on Training Policy

In this section, two questions are incorporated to investigate the perception of respondents on training policy. The data collected from the respondents are presented below:

**Table No. 5**

M. Ed. Degree												
5. Perception on Training Policy												
Distracters	S. A.		A.		N.		D.		S. D.		G. T.	
a) Compulsory provision of teacher training by government of Nepal to all teachers for teaching at higher secondary school	16	80	3	15	1	5	-	-	-	-	20	100
b) Conducting some special teacher trainings by HSEB for English teachers of higher secondary school level in coming days	15	75	5	25	-	-	-	-	-	-	20	100

M.A. Degree												
a) Compulsory provision of teacher training by government of Nepal to all teachers for teaching at higher secondary school	11	55	8	40	-	-	1	5	-	-	20	100
b) Conducting some special teacher training by HSEB for English teachers of higher secondary school level in coming days	10	50	10	50	-	-	-	-	-	-	20	100

**a) Compulsory Provision of Teacher Training by Government of Nepal to All Teachers for Teaching at Higher Secondary School**

To find out the opinion of respondents in connection to the compulsory provision of teacher training by Government of Nepal to all teachers for teaching at higher secondary school, I asked whether the Government of Nepal should make some teacher trainings compulsory to all teachers for teaching at higher secondary school.

The above table mentioned that eighty percent of the total respondents with M. Ed. Degree showed strongly agreement, fifteen percent agreement, five percent remain neutral and none of them expressed disagreement and strongly agreement about the compulsory provision of teacher training by government of Nepal to all teachers for teaching at higher secondary school. On the other hand, fifty-five percent of the total respondents with M. A. degree presented strongly agreement, forty percent agreement, in the same way five percent showed disagreement and none of them were neutral and strongly disagreed about the compulsory provision of teacher training by government of Nepal to all teachers for teaching at higher secondary school.



The data says that most of the respondents feel that government of Nepal should make some teacher trainings compulsory to all teachers for teaching at higher secondary level. The teachers from two different academic backgrounds have no different perceptions on the statement.

**b) Conducting Some Special Teacher Trainings by HSEB for English Teachers of Higher Secondary School Level in Coming Days**

To understand the perception of respondents about conducting some special teacher trainings by HSEB for English teachers of higher secondary school in coming days, my query to them was whether HSEB should conduct some special teacher trainings for English teachers of higher secondary school level in coming days. The presented table showed that seventy five percent of total respondents with M. Ed. degree strongly agreed, twenty five percent agreed and none of them were neutral, disagreed and strongly agreed on conducting some special teacher trainings by HSEB for English teacher of higher secondary school level in coming days. On the other hand, fifty percent of the total respondents with M. A. degree strongly agreed, fifty percent agreed and none of them remained neutral, disagreed and strongly disagreed.

Here, all respondents think that HSEB should conduct some special teacher trainings for English teachers of higher secondary level in following days.

By observing the description, it is vivid that respondents have very positive attitude at the above issue. They have similar perceptions although they are from two different academic backgrounds.

**4.1.6 Perception on Implementation of Teacher Training**

This section covers two questions to find out the perception of respondents on implementation of teacher training. The data collected for this purpose are given below:

**Table No. 6**

<b>M. Ed. Degree</b>												
<b>6. Perception on Implementation of Teacher Training</b>												
<b>Distracters</b>	<b>S. A.</b>		<b>A.</b>		<b>N.</b>		<b>D.</b>		<b>S. D.</b>		<b>G. T.</b>	
a) Appropriate implementation of all teaching methods and techniques in teaching learned during training	-	-	9	45	2	10	8	40	1	5	20	100
b) Influence of Economic factor in the proper implementation of teacher training	8	40	8	40	1	5	3	15	-	-	20	100
<b>M. A. Degree</b>												
a) Appropriate implementation of all teaching methods and techniques in teaching learned during training	1	5	10	50	1	5	6	30	2	10	20	100
b) Influence of Economic factor in the proper implementation of teacher training	9	45	8	40	-	-	3	15	-	-	20	100

**a) Appropriate Implementation of All Teaching Methods and Techniques in Teaching Learned during Training**

To investigate the understanding of respondents in connection to appropriate implementation of all teaching methods and techniques in teaching learned during training, my quest moved around whether they were appropriately implementing all teaching methods and techniques learned during training.

By observing the above table, I analyzed that forty five percent of the total respondents with M. Ed. degree agreed, ten percent were neutral which means unsure, in the next side, forty percent disagreed and five percent strongly disagreed on the appropriate implementation of all teaching methods and

techniques learned during training in teaching. It displayed that the most of the respondents with M. Ed. degree were not satisfied with the appropriate implementation of all teaching methods and techniques in teaching learned during training.

On the other hand, five percent of the total respondents with M. A. degree strongly agreed, fifty percent agreed, five percent were neutral, thirty percent disagreed, and only ten percent strongly disagreed on the same. This fact also reflected that the most of the respondents with M. A. degree were not satisfied with the appropriate implementation of all teaching methods and techniques learned during training in teaching.

**b) Influence of Economic Factor in the Proper Implementation of Teacher Training**

With the objective of finding out the perception of respondents in the case of the influence of economic factor in the proper implementation of teacher training, I asked them whether economic factor influenced the proper implementation of teacher training. The above table said that forty percent of the total respondents with M. Ed. degree strongly agreed, forty percent agreed, five percent were neutral which means unsure, likewise fifteen percent disagreed and none of them strongly disagreed about the influence of economic factor in the proper implementation of teacher training. On the next part, forty-five percent of the total respondents with M. A. degree strongly agreed, forty percent agreed, fifteen percent disagreed and none of them were neutral and strongly disagreed.

This fact ensures that most of the respondents with M. A. and M. Ed. degree think that economic factor influences the proper implementation of teacher training and they have same perceptions on the above aspect.

#### 4.1.7 Perception on Evaluation

Here are two questions under this section to find out the perception of respondents on Evaluation. The data gathered for this purpose are presented below:

**Table No. 7**

<b>M. Ed. Degree</b>												
<b>7. Perception on Evaluation</b>												
<b>Distracters</b>	<b>S. A.</b>		<b>A.</b>		<b>N.</b>		<b>D.</b>		<b>S. D.</b>		<b>G. T.</b>	
a) Guidelines of training to administer examinations in the related subjects	3	15	16	80	1	5	-	-	-	-	20	100
b) Teacher training helping to evaluate students' learning ability by using some appropriate testing tools	4	20	15	75	1	5	-	-	-	-	20	100
<b>M. A. Degree</b>												
a) Guidelines of training to administer examinations in the related subjects	2	10	18	90	-	-	-	-	-	-	20	100
b) Teacher training helping to evaluate students' learning ability by using some appropriate testing tools	6	30	12	60	1	5	-	-	1	5	20	100

#### a) **Guidelines of Training to Administer Examinations in the Related Subjects**

To explore the perception of respondents regarding providing some guidelines by teacher training to administer examinations in the related subjects, the question number fourteen was asked to them.

The above table explicitly showed that fifteen percent of the total respondents with M. Ed. degree strongly agreed, eighty percent agreed, five percent were

neutral and none of them disagreed and strongly disagreed on training provides some guidelines to teacher to administer examinations in the related subjects.

On the next side, ten percent of the total respondents with M. A. degree strongly agreed, ninety percent agreed and none of them became neutral, disagreed and strongly disagreed on the same issue.

This fact reflected that almost all the respondents with M. Ed. & M. A. degree believed in providing some guidelines to the teachers in order to administer examinations in the related subjects training.

#### **b) Teacher Training Helping to Evaluate Students' Learning Ability by Using Some Appropriate Testing Tools**

To find out the perception of respondents regarding teacher training helping to evaluate students' learning ability by using some appropriate testing tools, I asked them whether the teacher training helped them evaluate their students' learning ability by using some appropriate testing tools.

The above table stated that twenty percent of the respondents with M. Ed. degree showed strongly agreement, seventy percent agreement, five percent neutral and none of them expressed disagreement and strongly disagreement about teacher training helps in evaluating the students' learning ability by using some appropriate tools. On the other hand, thirty percent of the total respondents with M. A. degree showed strongly agreement, sixty- percent agreement, five percent strongly disagreement and none of them disagreement about the matter that teacher training helps to evaluate students' learning ability by using some appropriate tools.

#### **4.1.8 Perception on Other Aspect**

The last section incorporates six questions to find out the perception of respondents on other aspects. The data obtained for this purpose are presented below:

**Table No. 8**

<b>M. Ed. Degree</b>												
<b>8. Perception on Other Aspects</b>												
<b>Distracters</b>	<b>S. A.</b>		<b>A.</b>		<b>N.</b>		<b>D.</b>		<b>S. D.</b>		<b>G. T.</b>	
a) Teacher training as only wastage of time and money	-	-	-	-	-	-	11	55	9	45	20	100
b) Possibility of managing classroom as informed during teacher training	4	20	8	40	2	10	6	30	-	-	20	100
c) Familiarizing with teacher's professional roles and responsibilities by teacher training.	9	45	11	55	-	-	-	-	-	-	20	100
d) Teacher training facilitating to motivate students in learning English subject	3	15	13	65	-	-	4	20	-	-	20	100
e) Constructing self-confidence of teachers by teacher training in the related subject	-	-	18	90	-	-	2	10	-	-	20	100
f) Only teacher training supports teachers to develop creative and critical thinking in the students	-	-	3	15	2	10	14	70	1	5	20	100
<b>M. A. Degree</b>												
a) Teacher training as only wastage of time and money	1	5	1	5	1	5	11	55	6	30	20	100
b) Possibility of managing classroom as informed during teacher training	1	5	14	70	1	5	4	20	-	-	20	100
c) Familiarizing with teachers' professional roles and responsibilities by teacher training.	7	35	13	65	-	-	-	-	-	-	20	100
d) Teacher training facilitating to	6	30	13	65	-	-	1	5	-	-	20	100

motivate students in learning English subject												
e) Constructing self-confidence of teachers by teacher training in the related subject	3	15	16	80	-	-	1	5	-	-	20	100
f) Only teacher training supports teachers to develop creative and critical thinking in the students	1	5	4	20	-	-	9	45	6	30	20	100

A. = Agree	D.= Disagree
F. = Frequency	N.= Neutral
P. = Percentage	S. A.= Strongly Agree
S. D.= Strongly Disagree	

**a) Teacher Training as Only Wastage of Time and Money**

In order to find out the perception of respondents towards teacher training as wastage of time and money, I asked them whether teacher training was only wastage of time and money.

This table vividly indicated that fifty-five percent of the total respondents with M. Ed. degree showed disagreement, forty-five percent strongly disagreement and none of them were neutral, agreed, and strongly agreed on teacher training as only wastage of time and money. On the other hand, five percent of the total respondents with M. A. degree showed strongly agreement, five percent agreement, and five percent remained neutral, similarly fifty-five percent showed disagreement, and thirty percent strongly disagreement on teacher training as only wastage of time and money.

This fact also reflects that the most of respondents from both faculties don't think that teacher training is only wastage of time and money. So, they have negative perceptions on this aspect. There is similar perception of teachers with M. A. and M. Ed. degree on the same part.

**b) Possibility of Managing Classroom as Informed during Teacher Training**

To explore the attitude of respondents in relation to the possibility of managing classroom as informed during teacher training, this question was asked to them.

The presented table showed that twenty percent of the total respondents with M. Ed. degree strongly agreed, forty percent agreed, ten percent were neutral. Likewise, thirty percent of them disagreed and none of them strongly disagreed on the possibility of managing classroom as informed during teacher training. On the other hand, five percent of the total respondents with M. A. degree strongly agreed, seventy percent agreed, five percent were neutral, twenty percent disagreed and none of them strongly disagreed on the above question. It reflects that the most of the respondents think that there is possibility of managing classroom as informed during teacher training. From this angle they are positive on this issue.

**c) Familiarizing with Teacher's Professional Roles and Responsibilities by Teacher Training**

To find out the perception of respondents regarding familiarizing with teachers' professional roles and responsibilities by teacher training, I asked them whether teacher training made them familiar with their professional roles and responsibilities.

The above table showed that forty-five percent of the total respondents with M. Ed. degree strongly agreed, fifty-five percent agreed and none of them were neutral, disagreed and strongly disagreed about this part. On the other hand, thirty-five percent of the total respondents with M. A. degree strongly agreed,



sixty-five percent agreed and none of them were neutral, disagreed and strongly disagreed on familiarizing with teachers' professional roles and responsibilities by teacher training.

The fact depicts that the most of the respondents with M. A. and M. Ed. degree view that teacher trainings make them familiar with their professional roles along with responsibilities. In this way they have positive perception towards the above point.

**d) Teacher Training Facilitating to Motivate Students in Learning English Subject**

To find out the respondents' way of looking at teacher training form facilitating point of view on motivating students in learning English subject, For this purpose, I asked them whether teacher training facilitated them to motivate their students in learning English subject.

The above table flashed that fifteen percent of the total respondents with M. Ed. degree strongly agreed, sixty- five percent agreed, twenty percent disagreed and none of them were found to be neutral and strongly disagreed on this question. On the next side, thirty percent of the total respondents with M. A. degree strongly agreed, sixty- five percent agreed, five percent disagreed and none of them were neutral and strongly disagreed on the same query.

The above data disclosed that greater number of respondents with both M. Ed. and M. A. degree perceived teacher training as a tool for facilitating to motivate students to learning English subject.

**e) Constructing Self- confidence of Teachers by Teacher Training in the Related Subject**

To find out the perception of respondents regarding constructing self- confidence of teachers by teacher training in the related subject, the question

whether teacher trainings constructed self- confidence of teachers in their related subject was asked to them.

The analysis of data table said that ninety percent of the total respondents with M.Ed. degree agreed, ten percent disagreed and none of them were neutral, strongly agreed, disagreed, and strongly disagreed on above question. On the other side, fifteen percent of the total respondents with M. A. degree strongly agreed, eighty percent agreed, five percent disagreed and none of them were neutral and strongly disagreed on the same question.

This fact clarifies that the most of the respondents with both M. A. and M. Ed. degree perceive that teacher trainings construct their self-confidence on their related subject.

**f) Only Teacher Training Supports Teachers to Develop Creative and Critical Thinking in the Students**

The question number twenty- one was asked to the respondents to find out their view on whether only teacher training supported them to develop creative and critical thinking in the students. As presented data in the table, it was an effort to show that the fifteen percent of the total respondents with M. Ed. degree agreed on the above question. Likewise, ten percent were neutral, seventy percent disagreed, five percent strongly disagreed and none of them strongly agreed on the above question. On the other hand, five percent of the total respondents with M. A. degree showed the strong agreement, twenty percent agreement, forty percent disagreement and thirty percent strong disagreement.

This fact conforms that the most of the respondents with both M. Ed. and M.A. degree don't think that only teacher trainings support them to develop creative and critical thinking in the students but a few of them think so.

By observing the above long description, it is concluded that larger number of teachers with M.A. and M. Ed. degree are positive towards teacher training. Among them M. Ed. teachers perceive teacher training more positively than the

teachers from M. A. degree even if there are some weaknesses on the practical part of teacher training.

**g) The Weaknesses of Teacher Training**

To get the respondents' opinion regarding the weaknesses of teacher training for English teachers in the context of Nepal, they were asked essay type of question. The question was "what are the weaknesses of teacher training for English teachers in the context of Nepal? Write your own view in brief. All the respondents gave their views about the weaknesses. I have compiled their opinions which have been listed below.

- Trainings look more idealistic.
- Lack of expert trainers.
- Traditional attitude and lack of interest of concerned people/authority.
- Lack of regularity in training.
- Lack of training related facilities.
- Trainings limits only in training hall and seminar or workshop.
- Lack of follow up program or lack of effective follow up program.
- Ignorance of teachers' training and its implementation in teaching itself.
- The gap among the teacher training, the course of study, curriculum and students' wants.

The trainings provided to English teachers are not found totally fruitful to solve the actual problems. Monitoring, supervision, counseling and providing feedback aspect by concerned authorities for qualitative achievement is not found so satisfactory.

**h) Some Suggestions to Improve Teacher Trainings for the Teachers of English Subject**

To get the respondents' suggestions, they were asked open ended questions. The question was "please, provide some suggestions to improve teachers'

trainings for English teachers who are teaching at higher secondary school in Nepal. Their suggestions have been listed in this section.

- Training opportunity should be provided fairly and equally to all the teachers. There should not be biasness in selection for teacher training.
- Some incentive programs should be launched and training related facilities should be increased for all the teachers.
- Teacher trainings should be in the access of teacher on the basis of time, level, interest, needs and place.
- There should be continuous monitoring, supervision, counseling and providing feedback by the concerned authorities for qualitative achievement.
- Teacher training should not be more idealistic.
- English teacher training experts should be brought from foreign countries.
- There should not be any negligence of concerned authorities of teachers' training and its implementation in teaching itself.
- There should not be any gap among teacher training program, the course of study, curriculum and students' wants.

#### **4.1.9 A Vivid Comparative Analysis between English Teachers with M.A. and M.Ed. Degree**

##### **4.1.9.1 Perception on Training**

English teachers with M. A. and M. Ed. Degree have positive perceptions on training and they don't have any vast difference in their view on three questions under this section.

#### **4.1.9.2 Perception on Professional Development**

There are two questions under this section. I don't find any significant variation in their view on these questions. Most of the respondents perceive teacher training positively.

#### **4.1.9.3 Perception on Relevance of Teacher Training**

There are also two questions under this section. Here, majority of the respondents have positive perception towards relevancy of teacher training but a few respondents have negative perception on the same questions. It shows that the respondents from two different academic backgrounds have variation in their perception.

#### **4.1.9.4 Perception on teaching material**

This section involves two questions. The respondents don't have similar perceptions on the first question but they have positive attitude at second question of this section.

#### **4.1.9.5 Perception on Training Policy**

There are also two questions. The teachers with M. Ed. Degree have more positive view than those with M. A. degree in the case of first question but they have similar perceptions on the second question of this section.

#### **4.1.9.6 Perception on Implementation of Teacher Training**

This section consists of two questions. All most all the respondents are positive towards these two questions.

#### **4.1.9.7 Perception on Evaluation**

There are also two questions in this section. The respondents have positive perception on these questions.

#### **4.1.9.8 Perception on Other Aspects**

This section incorporates six questions. It clarifies that most of the respondents think that teacher trainings help them evaluate their students' learning ability

by using some testing tools. Majority of the respondents support this statement but a few of them don't have positive perceptions on it. Almost all the respondents have positive perception on these questions.

The above comparative analysis between English Teachers with M.A. and M.Ed. degree reflects that most of them have positive perception towards teacher training. However, English Teachers with M.Ed. degree are more positive than those with M.A. degree.

## **4.2 Results**

After the analysis and interpretation of the data, the following results are drawn:

### **1. Perception on Teaching:**

- a) It was concluded that teacher trainings helped both M. A. degree and M. Ed. degree teachers of English subject in selecting and using appropriate methods in teaching.
- b) It was found that teacher trainings, for both M. A. degree and M. Ed. degree teachers of English subject, were the powerful tools for effective teaching.
- c) It was found that teacher trainings supported both M. A. degree and M. Ed. degree teachers of English subject in selecting teaching activities.

### **2. Perception on Professional Development:**

- a) It was concluded that teachers from M. A. degree and M. Ed. degree perceived teaching training as an integral part of teachers' professional development.
- b) Teachers from M. A. and M. Ed. academic background perceived that teacher trainings should focus on both 'what' and 'how' aspect of English language for their professional development.

**3. Perception on Relevance of Teacher Training:**

- a) It was found that some aspects were not relevant to the teachers' interest and level of students.
- b) Both the trainings taken by them were relevant to achieve their teaching goals and objectives.

**4. Perception on Teaching Materials:**

- a) It was concluded that most of the teachers thought that it was impossible to use all the teaching materials in the classroom as informed in teaching training.
- b) It was investigated that the teachers of English subject from M.A. degree and M.Ed. degree were encouraged to use locally available teaching materials rather than readymade ones after the training.

**5. Perception on Training Policy:**

- a) Most of the teachers perceived that Government of Nepal should make some teacher trainings compulsory to all teachers for teaching at higher secondary school level.
- b) It was found that almost all the teachers needed some special teacher trainings in coming days.

**6. Perception on Implementation of Teacher Training:**

- a) Teachers said that most of them were not appropriately implementing all teaching methods and techniques learned during teacher training in teaching.
- b) It was investigated that large number of English teachers thought that economic factor influenced the proper implementation of teacher training.

**7. Perception on Evaluation:**

- a) It was concluded that teacher training provided teachers with some guidelines to administer examinations in their related subject.
- b) It was found that most of the teachers thought that teacher trainings helped them evaluate their students' learning ability by using some appropriate testing tools.

**8. Perception on Other Aspects:**

- a) It was concluded that most of the teachers thought that teacher training is not only wastage of time and money.
- b) A few the teachers viewed that it was impossible to manage their classroom as informed during teacher training.
- c) It was found that the teacher trainings made teachers familiar with their professional roles and responsibilities.
- d) It was concluded that teacher trainings facilitated English teachers to motivate their students in learning English subject.
- e) It was found that teacher thought that teacher trainings constructed self-confidence of the teacher in their related subject.
- f) It was concluded that a large number of teachers viewed that only teacher trainings do not support teachers to develop creative and critical thinking in their students.

The above mentioned points have reflected that a large number of teachers from M.A. and M. Ed. academic background have positive perception towards teacher training.



**Weaknesses:**

To find out teachers' perception they were asked to point out some weaknesses of teacher training for English teachers in the context of Nepal.

And the responses from them were as follows:

- Trainings look more idealistic.
- Lack of expert trainers
- Traditional attitude and lack of interest of concerned people / authority.
- Lack of regularity in training.
- Lack of training related facilities.
- Trainings limit only in training hall and seminar or workshop.
- Lack of follow up program or lack of effective follow up program.
- Ignorance of teachers' training and its implementation in teaching itself.
- The gap among teacher training, the course of study, curriculum and students' wants.
- The trainings provided to the teachers of English subject are not found totally fruitful to solve the actual problems .Monitoring, supervision, counseling and providing feedback aspect by concerned authorities for qualitative achievement is not found so satisfactory.

**Suggestions:**

Suggestions obtained from teachers to improve teacher trainings for English teachers who are teaching at higher secondary school in Nepal are as follows:

- Training opportunity should be provided fairly and equally to all the teachers. It should not be biasness in selection for teacher training.

- Some incentive programs should be launched and training related facilities should be increased for all the teachers.
- Teacher trainings should be in the access of teacher time, level, interest, needs and place.
- There should be continuous monitoring, supervision, counseling and providing feedback by the concerned authorities for qualitative achievement.
- Teacher training should not be more idealistic.
- English teacher training experts should be brought from foreign countries.
- There should not be any ignorance by concerned authorities of teachers' training and its implementation in teaching itself.
- The gap among teacher training, the course of study, curriculum and students' wants.

## **CHAPTER FIVE**

### **CONCLUSIONS AND IMPLICATIONS**

This chapter consists of conclusions and implications which are drawn on the basis of discussion and interpretation of the data.

#### **5.1 Conclusions**

The present study includes five chapters. Short glance of each chapter is tried to mention turn by turn here below:

The first chapter 'Introduction' consists of background of training, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, and delimitations of the study and operational definitions of the key terms.

Likewise, the second chapter contains review of the related literature in which seven researcher's theses were reviewed. They were very crucial in carrying out this study. It includes implications of the review for the study, review of related theoretical literature in which defining perception, teachers' perception, teacher training, glimpse of teacher training in Nepal, faculty of humanity and social science of Tribhuvan University, faculty of education of Tribhuvan University have been incorporated. Here is also conceptual framework which displays the ways how this research was done.

Similarly, the third chapter contains research design. The research work was carried out based on survey research design. The population of the study was English teachers with M.Ed. and M.A. degree teaching at higher secondary level in Kathmandu district. It followed purposive non- random sampling. Questionnaire was the tool for data collection. It includes data collection procedure and analysis and interpretation procedures as well.

The fourth chapter includes results and discussion with stepwise analysis and presentation of the data using tables. This study was carried out to find out the

English teachers' perception towards teacher training and it was found that most of the teachers perceived teacher training positively even if there were some weaknesses in its practical aspect.

## **5.2 Implications**

### **i. Policy Level**

At policy level, the research work should contribute in the following ways

- Government of Nepal should make some teacher trainings compulsory to all teachers for teaching at higher secondary level.
- It should support to make all the teacher trainings more practical rather than idealistic.
- It should be significant contribution to the designers of teacher training programs in order to bridge the gap between the course, curriculum and students' wants.
- It should be important to make effective follow up programs for proper implementation of teacher trainings.
- Teacher training related facilities should be increased.
- Teacher trainings should be regular and accessible in nature.

### **ii. Practical level**

At practical level, the research work should contribute in the following ways:

- The expert trainers should deliver different trainings to English teachers teaching at higher secondary level as their needs, level, and interests.
- To develop positive perception towards teacher training and implement teacher trainings properly in practical field.
- Fruitful for students to get appropriate instructions in classroom.

### **iii. Further Research**

The research was conducted in Kathmandu district taking only two trainings into consideration. The finding of the study may not be generalizable in the context. So, similar research with wider coverage should be conducted.

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## APPENDIX- I

### Survey Questionnaire

Dear Respondents,

This questionnaire is a research tool to collect information for my research work entitled “English Teachers’ Perception towards Teacher Training: Teachers with M.A. & M.Ed. Degree” as a partial fulfillment of Master’s Degree in English Education, T.U., Kirtipur. On the following questionnaire I expect kind responses from your side. The correct information provided by you will be great support for the completion of my research work. I sincerely assure you that your responses will remain confidential and used only for my research purpose.

#### Researcher

Binod Kumar Oli

Department of English  
Education, T.U. Kirtipur,  
Kathmandu

Name:

Qualification:

Name of school:

Experience:

**Please put on tick in the given options for each question and statement to give your own opinion.**

#### 1. Perception on Teaching:

- a) You think teacher trainings help you select and use appropriate methods in teaching.
- i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]
- b) You think teacher trainings are the powerful tools for effective teaching.
- i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]



- v) Strongly disagree [ ]
- c) You think teacher trainings support teachers in selecting teaching activities.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]

**2. Perception on Professional Development:**

- a) Teacher training is an integral part of teachers' professional development.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]
- b) Teacher trainings should focus on both 'what' and 'how' aspect of English language for teachers' professional development.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]

**3. Perception on Relevance of Teacher Training:**

- a) Most of the teacher trainings are not relevant to the teachers' interest and level of students.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]
- b) Almost all the teacher trainings you have taken are relevant to achieve your teaching goals and objectives.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]

**4. Perception on Teaching Materials:**

a) It is possible to use all the teaching materials in the classroom as informed in teacher training.

- i) Strongly agree [ ]
- ii) Agree [ ]
- iii) Neutral [ ]
- iv) Disagree [ ]
- v) Strongly disagree [ ]

b) Teacher trainings encourage you to use locally available teaching materials rather than readymade.

- i) Strongly agree [ ]
- ii) Agree [ ]
- iii) Neutral [ ]
- iv) Disagree [ ]
- v) Strongly disagree [ ]

**5. Perception on Training Policy:**

a) Government of Nepal should make some teacher trainings compulsory to all teachers for teaching at higher secondary school level.

- i) Strongly agree [ ]
- ii) Agree [ ]
- iii) Neutral [ ]
- iv) Disagree [ ]
- v) Strongly disagree [ ]

b) HSEB should conduct some special teacher trainings for English teachers of higher secondary school level in coming days.

- i) Strongly agree [ ]
- ii) Agree [ ]
- iii) Neutral [ ]
- iv) Disagree [ ]
- v) Strongly disagree [ ]

**6. Perception on Implementation of Teacher Training:**

a) You are appropriately implementing all teaching methods and techniques you have learned from teacher training in teaching.

- i) Strongly agree [ ]
- ii) Agree [ ]
- iii) Neutral [ ]
- iv) Disagree [ ]

- v) Strongly disagree [ ]
- b) Economic factor influences the proper implementation of teacher training.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]

**7. Perception on Evaluation:**

- a) Teacher training provides some guidelines to administer examinations in their related subjects.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]
- b) You think teacher trainings help you evaluate your students' learning ability by using some testing tools.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]

**8. Perception on Other Aspects:**

- a) Teacher training is only wastage of time and money.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]
- b) You think it is possible to manage your classroom as informed in teacher training.
  - i) Strongly agree [ ]
  - ii) Agree [ ]
  - iii) Neutral [ ]
  - iv) Disagree [ ]
  - v) Strongly disagree [ ]

- c) Teacher trainings make you familiar with your professional roles and responsibilities.
- i) Strongly agree [    ]
  - ii) Agree [    ]
  - iii) Neutral [    ]
  - iv) Disagree [    ]
  - v) Strongly disagree [    ]
- d) Teacher training facilitates you to motivate your students in learning English subject.
- i) Strongly agree [    ]
  - ii) Agree [    ]
  - iii) Neutral [    ]
  - iv) Disagree [    ]
  - v) Strongly disagree [    ]
- e) Teacher trainings construct self-confidence of teachers in their related subject.
- i) Strongly agree [    ]
  - ii) Agree [    ]
  - iii) Neutral [    ]
  - iv) Disagree [    ]
  - v) Strongly disagree [    ]
- f) Only teacher trainings support teachers to develop creative and critical thinking in their students.
- i) Strongly agree [    ]
  - ii) Agree [    ]
  - iii) Neutral [    ]
  - iv) Disagree [    ]
  - v) Strongly disagree [    ]
- g) What are the weaknesses of teacher training for English teachers in the context of Nepal? Write your own view in brief.

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- h) Please, provide some suggestions to improve teacher trainings for English teachers who are teaching at higher secondary school in Nepal.

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Thank you.