CHAPTER ONE
INTRODUCTION

This is the study on "Professional Development through Teacher Training." This section consists of background of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is an activity which requires a sound knowledge on how to handle children, teaching strategies, curriculum, institutions rules and regulations, facilitate understanding of others. In this regard, Richards and Lockhart (2005, p. 29) argue, "Teaching is a complex process which can be conceptualized in a number of different ways." Moreover, they clarify in such a way that traditionally, language teaching was described in terms of what teachers do, that is in terms of the actions and behaviors which teachers carry out in the classroom and the effect of these on learners. This is to say, teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. Head and Taylor (1997, p.1) claim, "Development means change and growth." Similarly, Underhill (1986, p.1) has argues, 'Teacher development is the process of becoming the best kind of teacher that I personally can be' (as cited in Head and Taylor, 1997, p.1). Regarding the issue of professional development and teachers commitment Head and Taylor (1997, p.1) have raised several questions as, "How can I become better teacher ? How can I enjoy my teaching more ? How can I feel that I am helping learning ? They are thinking about ways of developing." They are acknowledging that it is possible to change the way they teach and perhaps also the perceptions that they have about teaching and learning.

Teacher development, draws on the teacher's own inner resource for change. It is centered on personal awareness of the possibilities for change, and of the procedures for briefly changes. Teachers gradually develop professional skills and competencies from the past experiences and opportunities that they get at present. Professional development helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's response to you. It is a self-reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge.

Head and Taylor (1997, p.1) say, "Teacher development means, in terms of teachers own understandings of how they go on learning and becoming better at what they are doing". Here, development involves the teacher in a process of reflecting on experience, exploring the opinions for change, deciding what can be achieved through personal effort, and steering appropriate goals. It is based on appositive belief in the possibility of change. Development is not only a way forward for experienced teachers who believe that they have unfulfilled potential and who want to go on learning. If its attitudes and beliefs can begin in service training, where trainees can be encouraged to learn from their own, developing awareness and reflection alongside feedback from tutors and fellow trainees, then it can continue as a base for career long learning.

Similarly, Richard and Farrell (2005, p.3) say, "Development generally refers to general growth not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teachers understanding of teaching and of themselves as teacher." They further argued that it often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as bottom-up.

Development is a dynamic process of positive changes that improve standard of people. It refers to the progressive tasks which bring the acceptable positive outcomes done for welfare purpose. Development in the field of teaching is

perceived as a phenomenon to make change in the related field as mended by the situation, subjects, related person and time. It is a natural process in the field of teaching.

Teachers are generally motivated to continue their professional development. Not all the knowledge that they bring to their teaching has been learnt in formal teaching. Language learning may rely on number of learning strategies like groups, self-monitoring, dialogue, journals, peer observation, teaching portfolios, case study, seminars and so on. But here my main concern is with the different models that the teachers how much they have followed. Actually, to develop their professions, whether they have followed the different models or not. To find out it, I interested in this area.

1.2 Statement of the Problem

Teacher training is one of the most essential components for teacher professional development. Teacher Professional Development (TPD) is an ongoing process. It starts from recruitment and ends with retirement. TPD training give knowledge to the teacher regarding teaching, learning materials, activities, resource materials, methods and approaches and so on. It makes teacher labourish, upto date in their own fields. Teacher training is equally necessary to develop the all round personalities of teachers. It makes teacher as a learner. They can get knowledge related to the subject matter, activities and materials. In the context of Nepal, teacher training is necessary for every teacher, however English teacher need more training than others because English language is foreign and international language for Nepali peoples. Student feel difficulty to learn English than other subjects. So teacher training is necessary for English language teachers to deal with the students effectively. However, no significant study has yet been carried out to explain professional development through teacher training in our context or in the department. In this situation, this study would bridge the gap in research literature and provide

some insights for utilize knowledge obtain teacher training in real classroom practices.

1.3 Objectives of the Study

An objective is something we plan to achieve The objectives of this research were :

- To find out the perspectives of teachers on training in terms of :
  - – importance in professional development
  - – implication of training in classroom teaching.
  - – application and role in professional development.
- To suggest some pedagogical implications.

1.4 Research Questions

A research question is the fundamental core of a proposal. It focuses the study, determines the methodology and guides all stages of inquiry, analysis and reporting.

The research question begins with a research problems, an issue someone would like to know more about or a situation that needs to be changed or addressed. The following were the research questions used in this study.

- What is teachers understanding on the importance of training for the professional development ?
- What do the teachers view on the application of training for their professional development.
- What do teachers view about the role of training for their professional development ?

1.5 Significance of the Study

The study will be highly significant for the researcher who want to undertake the research in the field of teacher education. It is because it will provide theoretical knowledge i.e., principles and techniques to find out their basic requirement and it also helps teacher to import quality education by making them confident and knowledgeable in dealing with the subject matter. It is also significant for the teachers, students, curriculum planners, supervisors, researchers and also equally helpful those who are engaged in the realm of teacher development. This study is valuable because through the usefulness of training for professional development untrained teachers also modify their methods and techniques in the light of the information provided by this research proposal. It is significant for untrained teachers because it gives knowledge of teachers training for them and it help them in teaching field.

1.6 Delimitations of the Study

The delimitations of the study are those characteristics of design or methodology that impacts or influenced the interpretation of the findings from the research.

The study had the following limitations:

- It was limited to the secondary level EFL teachers of Kathmandu.
- This study was limited only the effectiveness of teacher training for professional development.
- This study was confined to the 20 teachers.
- This study incorporated questionnaire as a tool for data collection.

1.7 Operational Definitions of Key Terms

The following key terms have been defined from their operational view points :

- **Professional Development** : Professional development refers to the development of professional skills and knowledge required for the teachers in the professional life.

- **Perspectives** : It means teachers' view opinions and personal feelings on the need and application of training in professional development.

- **Teacher Training** : Teacher training refers to the activities directly focused on a teacher's present responsibilities and it is typically aimed at short term and immediate goals. Training seeks to prepare teachers for induction into a first teaching position or to take on a new teaching assignment or responsibility.

CHAPTER TWO

REVIEW OF RELATED THEORETICAL LITERATURE

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

2.1 Review of Related Theoretical Literature

In the context of Nepal, mainly National Center for Education Development (NCED) is in existence for providing teacher training. Awasthi (2003, p.20) mention that NCED was established in 1992 with a view to train manpower involvement in the field of school education. Teacher training was started with the development of basic education and training center in Kathmandu in 1948 with a view to training the primary school teachers. However, the center had to discontinue its functions after the recommendation of Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of college of education in 1956 to provide two year and four year teacher education programmes to the prospective lower-secondary and secondary teachers of Nepal concurrently, mobile normal school (MNS) ran a ten month teacher training programme for a primary school teachers training centers (PSTTC) in 1963.

NCED, an organ of the ministry of education (MOE) functions as a leading institution with the responsibility of capacity building of all the teachers in school education by determining training policy in education sector. NCED designed different types of training as required, develops training materials and implements the training programme for school level teachers NCED conducted ten month in-service teacher training programme. Ten month training is also known as competency based training (Sharma, 2007 A.D).

The National Education System Plan (NESP-1971-76) brought a new impetus in teacher education for professional development. This policy created a favourable environment for the expansion of teacher education. All those institution such as college of education, National and Vocational training center come under the single umbrella of the institute of education under Tribhuvan University (T.U.). The institute was slightly (slowly) entrusted to conducted both pre-service and in-service teacher education of training.

2.1.1 Teacher Professional Development

The teacher is considered as a key factor to provide quality education. The teachers shape the children as desired by the broader curriculum. In similar rein, the teacher is considered as a change agent of society. So, the teacher should have to know about social norms and values and at the same time the teacher need to be academically qualified and competent to transfer knowledge, skills and attitudes to the learners by creating joyful environment. To develop such competencies the teacher need professional support and positive attitudes to the teaching profession. Teacher training influences teachers professional development. It means if the teacher can get training in proper way, it makes ease to him/her for their professional development. Professional development is the process of developing professional excellence in the teacher by learning experiencing practicing and preparing oneself for new challenges and responsibilities to be encountered in teaching career.

Professional development refers to the development of a person in his or her professional role. According to Glattenhom (1987), by gaining increased experience in one's teaching role they systematically gain increased experience in their professional growth through examination of their teaching ability. Moreover, professional development and other organized in-service programmes are designed to foster the growth of teachers that can be used for their further development.

Teacher development is a way of learning which is complementary to training, and which is motivated by teacher's own questioning than by an external training agenda (Head and Taylor, 1997, p.7). It means teacher development is related to training and in the absence of training development may not move ahead rapidly. Similarly, Wallace (2010) defines, "teacher development is something that can be done only by and for oneself". It means, professional development is ongoing activity designed to increase levels of expertise and understanding. It should, where possible, be a process that works individually with the strength and needs of a specific person in order to create higher capability and understanding, continuous professional development, staff development, and mentoring are some common terms used in this areas. Villegas Reimers (2003) defines, "Professional development as a development of a person in his/her professional role. After gaining experience and expertise for years in teaching systematically, a teacher achieves the professional development" (p.11). So, this study has analyzed the perspectives of secondary level EFL teachers on training for their professional development.

2.1.2 Teacher Training

Training is the essential part for the teacher it provides the key nation, regarding pedagogy and sound adjustment. Training helps teacher to maintain upgraded and updated through the working life. People within many profession and occupations may refers to this sort of training as professional development. Teacher training is not only for professional development it equally helps to maintain the quality of education and maintain the school environment.

According to Wallace (1991), training is the process of learning that develop moral, cultural, social, intellectual aspect of the whole person as an individual and a member of society. Training help to encourage an active style of teaching with teacher participating as follow possible when a new technique is introduced or it is usually demonstrated. So, the teacher can see how it works. In this regard teacher training helps the teacher to act as a link between training

lesson and classroom teaching and to encourage teachers to try out how new technique can be applied in their own class.

Farell (2005, p.41) writes, "Training involves understanding, basic concepts and principles as prerequisite for applying them to teach and ability to demonstrate, principles and practices in the classroom". So, training is a process which consists of theoretical and practical aspects that helps somebody to do something purposefully.

Training consists of mainly methods skills and techniques which help teachers t run their class very systematically and effectively. Therefore, training is important because they have crucial role in the field of education and the classroom is considered as a laboratory where teacher can test their theoretical knowledge i.e., principles and techniques to find out their basic requirement. It helps teacher to import quality education by making them confident and knowledgeable in dealing with the subject matter. Teacher is the backbone of the whole nation and education system. The future of the nation is in the hands of teacher. So, they must bear in their responsibilities. Thus training is inevitable aspect for good teacher. So, we can say that training is essential and indispensable for all teachers to provide effective education.

2.1.3 Teacher Training in Nepal

Teacher training in Nepal does not have a very long history. The first effort to formal teacher training program in Nepal dates back to 1948 A.D. It was initiated by basic teacher training program with the view to train the primary school teachers. However it discontinued function after the recommendation of the Nepal National Education Planning Commission NNEPC in 1954 for the establishment of college of education in 1956 to provide two year and four year teacher education program to the perspective of lower secondary and secondary level school teachers. There are some other institutions are contributing for teacher training program such as mobile normal school in 1959 primary school teacher training center (PSTTC) in 1961, A-level teacher training programme,

B-level teacher training programme, radio education-teacher training project etc. These above mentioned all training programmes plays crucial role to train teachers. Similarly National Education System Plan (1971-76) brought a new impetus in teacher education making teacher training mandatory to obtain tenure in school. These all related institutes college of education, National educational planning commission, etc. came under the Institute of Education (IOE) of Tribhuvan University which provides both pre-service and in-service teacher training.

Regarding the training institutes, Poudel and Gyawali (2011) state the three major training institutions in Nepal. They are :

1. National Center for Educational Development (NCED)
2. Different Universities
3. Higher Secondary Education Board (HSEB)

NCED and HSEB both are conducting pre-service and in-service teacher training programme throughout the country. NCED is considered as an umbrella institute with the mandate of delivering teacher training, formulating teacher training policies, developing and disseminating in-service training curriculum materials by active involvement of different institutions. Different universities launches different training programmes. Among them Tribhuvan University, Faculty of Education has launched three years bachelors programme to prepare secondary level teachers. It also launches one year B.Ed. programme for those who have passed their bachelors degree from other facilities and wants to involve in teaching profession. Similarly there are some other universities such as Kathmandu University (KU), Purbanchal University (PU) and Nepal Sanskrit University (NSU) run bachelors as well as degree programme as pre-service teacher training, in spite of these, there are some other non-governmental organization (NGOs,) and International Non-governmental Organization (INGOs) like Nepal English Language Teachers Associations (NELTA), British Council etc. conduct in-service and refresher

teacher training programme to the working teachers. Besides introducing these training programmes in the context of Nepal, the prime concern of the present study is to find out the perceptions of secondary level EFL teachers towards teacher training.

2.1.4 In-service Teacher Training

In service training is the education which the teacher receives after he has entered the teaching profession. In other words, in-service training is a process and a part of continuing education that helps the teachers to gain greater insight into teaching. In this training teachers become involved in order to broaden their knowledge, improve their skills and attitudes and it takes place once the teacher has joined a school and can be both formal and informal in nature. In-service training is mainly designed to fulfill the needs of in service teacher and this programme may be used to help to tackle inadequacies of pre-service training, to support the implementation of new changes to promote teachers professional development. In this way, in-service teacher training is more important to support the teaching quality of the teacher and it creates learning environment in the classroom.

In the context of Nepal, some organizations are contributing to train teachers by providing in-service teacher training programmes. Such as National Center for Education Development was established to provide in-service teacher training to primary level teachers as a part of Primary Education Development Project (PEDP, 1992-1998). Similarly Secondary Education Development Units were established to train the lower secondary and secondary level in-service teachers as a part of Secondary Education Development Project. These and other institutions are providing in-service teacher training to the secondary level teachers but at present NCED become only umbrella term institute to provide in-service training to in-service teachers. The programs launched through NCED is given below :

(i) National Center for Educational Development (10 month training)

NCED was established in 1992 and secondary education development project was established in 1993 to train primary, lower secondary and secondary level in-service teachers. Later in 2004, the government merged SEDP into NCED. At present, NCED has 34 Education Training Centers (ETCs) with A, B and Educational Training Sub Centers (ETSCs). The ETCs and ETSCs under the NCED conducted 10 month teacher training and different types of short term training as well. NCED has provided English language teaching (ELT) training to in-service English language teachers from the side of government. NCED training is conducted to fulfill the needs of secondary level untrained in-service English teachers and it is also developed to fulfill the three broader aims for developing the secondary level English teachers such as content knowledge, application of skills and attitudinal change in them. NCED training curriculum has been designed to fulfill the needs of secondary English language teachers. The training course is divided into three phases/modules which are as follows:

Structure of Training Curriculum and Training Hours

Module 1		Module 2	Module 3		Total hours
Training center based (skilled and knowledge focus)	School based (Application focus)	Distance mode (Knowledge focus)	Face to face (Knowledge and skill focus)	School based (Application focus)	1320 hours (10 months)
132 hours (1 month)	198 hours (1.5 month)	660 hours (5 months)	132 hours (1 month)	198 hours (1.5 month)	

Source: NCED, 2004, p.1.

The long term 10 month in-service teacher training program is divided into three phases. The first and third phases of teacher training program are considered to be face-to-face mode and it is delivered through Extensive Training Network (ETN); (Monitoring Report of Training Program; NCED, Sanothimi, Bhaktapur, 2005). The curriculum for lower secondary and secondary level is a bit different from primary level. Two and half month first

and third modules of this training is divided into two parts; first part is one month face-to-face or Educational Training Center (ETC) based and the second part is 1.5 month school based which is considered more practical (NCED, 2005).

The distance module, which is highly encouraged in lower secondary and secondary level includes the study of self-learning materials (SLM), listening to the radio, broadcasting and discussion on the contact session. There is a provision of three workshops for secondary level. The second module of secondary level teacher in 5 months distance mode use of the self-learning resource materials: audio cassette and they participate in phone-in programme. Moreover, the trainee teachers have advantages from website developed by the NCED and through e-mail contact with subject experts (monitoring report of training programme, NCED, Sanothimi, Bhaktapur, 2005).

The organizational structure of NCED extends across the country consisting of central, regional and district level institutions. According to NCED (2067, p.34), "It has 29 Educational Training Centers (ETC's) in Bhojpur, Khotang, Ilam, Jhapa, Morang, Sunsari, Saptari, Dhanusha, Nuwakot, Kavre, Kathmandu, Chitwan, Parsa, Bara, Gorkha, Tanahun, Kaski, Myagdi, Palpa, Rupandehi, Dang, Rukum, Banke, Surkhet, Jumla, Doti, Kailali, Baitadi and Kanchanpur districts." ETCs are playing the dual roles. Basically they are responsible to provide training to secondary level teachers in respected district and perform as district level training center. Similarly, according to NCED (2067, p.41), "ETCs are also responsible to provide on-site technical backstopping to Resource Person (RPS) and Roster Trainers (RTs) to develop the training package in respected areas."

Besides NCED, different university, higher secondary education board and the Lead-Resource Centers (LRC's) are responsible to provide training in districts where the ETC's are not located and training to basic level teachers is offered by the resource centers (RCS). According to NCED (2067, p.2) "There are 46

LRCs and 1053 RCs all over the country and are working as the TPD training hub." So, there are altogether 1128 training hubs all over the country to provide the TPD training to basic and secondary level teachers.

2.1.5 Importance of Training for Professional Development

The term training refers to the acquisition of knowledge skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at technical colleges and polytechnics. In addition to the basic training required for a trade, occupation or profession, observes of the labour market recognize today the need to continue training beyond initial qualifications; to maintain, upgrade and update skills throughout working life, people within many professions and occupations may refer to this sort of training as professional development.

The teacher training focuses on the areas of information technology (IT) literacy, child-centric interactive teaching and integration of ICT- based instruction in child-centric interactive teaching. The training program combines presentations, interactions, hands-on activities, and practice teaching to prepare teachers to successfully conduct technology-integrated classes. Trainers also observe real classes conducted by trained teachers and provide feedback to further improve their performance. The training package was prepared through interactions with teachers, consultations with experts including trainers with teachers, consultations with experts including trainers from National Centre for Educational Development (NCED) and an active participation to teacher trainers in child-centric teaching methods. The training has gone through numerous revisions based on feedback received from program schools (www.olenepal.org/teacher-training/).

Head and Taylor (1997, p.9) states; Teacher training essentially concerns with knowledge of the topic to be taught and of methodology for teaching it. Training is something which prepares one with an ability to do something as

required by the situation. Training is such type of activity which makes change in any profession. Training is necessary for every professionals such as; doctors, engineers, layers and so on. It means every professionals need training even the farmer who works in the field need training. But the only thing is that the way of giving training is different on the basis of their profession. The main aim of teacher training is to prepare a sound person with sound knowledge.

2.1.6 Trained Teachers

A teacher who has completed the basic qualification and training required to enter the teaching profession is called trained teachers. Trained teachers are supposed to have knowledge and skills of teaching such as using different methods for different areas of knowledge, creating conducive teaching learning environment in the classroom for making students learning effective. He/she should be 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 KU, NSU and PU have been providing 10+2, Bachelors and Master level Pre-service training programs.

National Center for Educational Development has been providing different types of in service teacher training at different level. Teachers have to complete those training programs as required degree or level to be a trained teacher.

Regarding the qualities of teacher, Maley (1982) states that the teacher is one who has a working knowledge of the subject matter. Similarly, he can select and use proper method of teaching and also can plan a lesson properly. Likewise they treats every student equally in the classroom and engages them actively in the teaching learning process. Further they evaluates children continually and maintains classroom discipline and order by mutual consent who willing to help children in their difficulties and to admit his or her own mistakes.

There are no such qualities that belong to exclusively to trained teachers and not found in untrained teachers. But there is the possibility of trained teachers exhibiting these qualities more than untrained teachers. The difference in qualities belongs to trained and untrained teacher is a matter of degree than their total absence or presence. This present study is limited to in service trained teachers who got opportunities to be involved in NCED 10 months in service teacher training program. Teachers who were involved in previous SEDUs in service teacher training were also being regarded as NCED training holders in this study.

2.1.7 Role of Training in Professional Development

Training is pre-requisite phenomena for handling any responsibility for everybody. In other words, the term training is a learning process that involves the acquisition of knowledge, sharpening skills, concepts, rules or changing of attitudes and behaviours to enhance the performance of employee. In the same way, it can be defined in another way as the acquisition of knowledge, skills and competencies as a result of the teaching of vocational practical skills and knowledge that relate to specific useful competencies.

Western history of teacher training, education history, teaching theories, education of teachers, modern history of education, began in early 18^{th} century in Germany. English speaking countries history of education and teaching, formal teacher education and training began with the University of Edinburgh creating a chair in education with St. Andrews in the USA's history of education, e.g. Henry Bernard, Nicholas Murray Butler. Teacher education and training first teacher training college in French history of education and history of teaching began in 18^{th} century.

Teacher training is a part of teacher development. And teacher development is a process of becoming best kind of teacher. There are different kinds of teacher training : In service teacher training, pre-service teacher training, women teacher training, teacher training through distance learning, B. Level teacher

training, vocational teacher training etc. Teacher training and teacher development both contribute to teachers' improved performance however they are not the same in many respects.

2.1.8 Application of Training in Real Classroom Practice

Training is an inevitable part of teaching learning. As teaching is both the science and art, it requires a high level of skillful techniques and strategies. The development of this part in a teacher needs adequate training. The training for teachers can be pre-service, in-service and or refresher (or all of these et al).

The School Sector Reform Program (SSRP) has recommended a new model of in-service training for teachers, named Teachers Professional Development. According to the SSRP core documents the TPD is demand-based training for teachers in which the training packages are developed according to their needs. Certain training related factors seem responsible for not applying training skills in the classroom. The CERID study (2003) on classroom practices of trained teachers and found that even if trained teachers learned some new methods in the training situation, they were found using the new methods only when they believed the new method as superior and easy to apply than the old one. Untidy school environment, poor classroom conditions, classes being run irregularly and not up full requirements, and teacher and students irregularities are some of the visible aspects of organizational and managements problems. Trained teachers are faced with the problem of the lack of opportunities for follow up professional development programs.

Teacher training helps to increase teaching and learning process in the classroom. Its impact in classroom situation brings a good result in all teaching learning process and student's overall development. The effect of training in teaching and learning denotes the betterment of overall situation of classroom activities. So, this article highlights on the existing situation of teacher training skills in the classroom.

2.2 Review of Related Empirical Literature

A number of research works have been carried out in the field of teacher training. Some of the major research works and articles directly or indirectly related to training are reviewed in this section.

Neupane (2001) carried out a research work entitled "An Investigation into short term ELT provided by SEDUs". The objectives of his study were to find out the impact of short term English language training provided by SEDUs and to examine whether or not the knowledge and skills acquired by the trainer were implemented in the classroom practices. For his study, he used three sorts of study tool-interview schedules, written tests and classroom observation forms. From the comparative study it was found that positive impact of SEDUs training towards the teaching learning activities. It was also found that the achievement of trained teachers' students was better but the degree of success in each skill was different.

In a research conducted by DOE (2006) on "Effectiveness of Primary Teacher Training in Nepal." The objectives of this study was to suggest possible measures to transfer of training skills in the classroom and to identify the professional activities carried out by the teachers in the classroom. For this study there used the standard tool to evaluate transfer of training from training centre to workplace, that is called Transfer of Training Evaluation Tool (TOTEM). From the study it was found that the training can only solve the problem of lack of knowledge, skill and attitude. Only these three components are not enough to perform better. Basically, a trained teacher needs support from management to deliver quality service. It was also found that as trainers are not effective and efficient in using resources, teachers are also less competent in this area. Most of them did not show creativity in using teaching aids.

Likewise, Khanal (2006) explained about teacher training in his article entitled "Trained Teachers and Teachers Training". The main purpose of his study was

to find out the perceptions of secondary level English teacher towards teacher training. He used unstructured interview forms, semi structured observation forms and journal writing to collect data. He randomly selected ten trained secondary level English teachers. He found that there are positive perceptions towards teacher trained. Teachers from both private and government schools considered that training is inseparable from the ELT professionals. He also found that teacher training mainly focuses on the methodology aspect.

Pandit (2008) carried out a research "Attitudes of Teachers towards English Teacher Training in Primary Level". The objective of his study was to find out the attitudes of English teachers towards the training module, methods and existing evaluation system of the primary level English language teachers training. He used a set of questionnaire to collect the data. He randomly selected twenty five primary level trained teachers, five teacher trainers and resource persons. He found that primary English teachers and positive, attitudes on training module, methodology but negative attitudes on the evaluation system. He also found that training was not applicable in their schools, given the classroom situation, size and number of students.

Subedi et al. (2009) in their report on effectiveness of teacher training presented that Teacher training has not improved anything in teaching learning process but it has done good in self development of teachers and their personality (as cited in Bishokarma, 2009, p.36). The team of researchers concluded the effect of training in four points, namely, the stakeholders feel the need of training, participants have not interested in activities prescribed by training curriculum, lack of monitoring, and few teachers have changed their teaching style.

Joshi (2010) carried out a research on "Transfer of NCED ELT training". The objective of his study was to see the impact of ELT training provided by NCED. He used observation form to collect data. He found that training programs equip teachers with pedagogical knowledge and skills. The lack of

content knowledge cannot be fulfilled by training. Knowledge and skills gained through training cannot be applied in classroom due to the lack of educational and physical facilities at schools. He also found that effect of training could not be seen because of the adverse socio-political environment in the country.

Khatri (2012) carried out a research entitled "Self directed learning for teacher's professional development". The main objective of the research was to find out the awareness of the teacher towards self directed learning for their professional development. The informations for this study were secondary level teachers. He used non-random sampling procedure and questionnaire to elicit the data. He found that most of the teachers were of self-directed learning for teachers professional development. However, it was found that only a few number of teacher practiced different strategies of self-directed learning for their professional development.

Khanal (2016) conducted a research entitled "English Language Teacher's Perceptions on the Teacher Training and Its Importance". The study is carried in order to find out the environment available for teacher in the institution to make them information literate. Khanal concluded that being competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the process of learning. Similarly, Khanal found out that all the teachers institution lack the effective environment to make them information literate teacher.

2.3 Implications of the Review for the Study

The review studies are to some extent similar to the proposed study. In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of thesis information to our own research. This review of the study obtained information from variety of the sources including books, journals, articles etc. These entire source helped me to bring the clarity and focus on the research problem, improving the

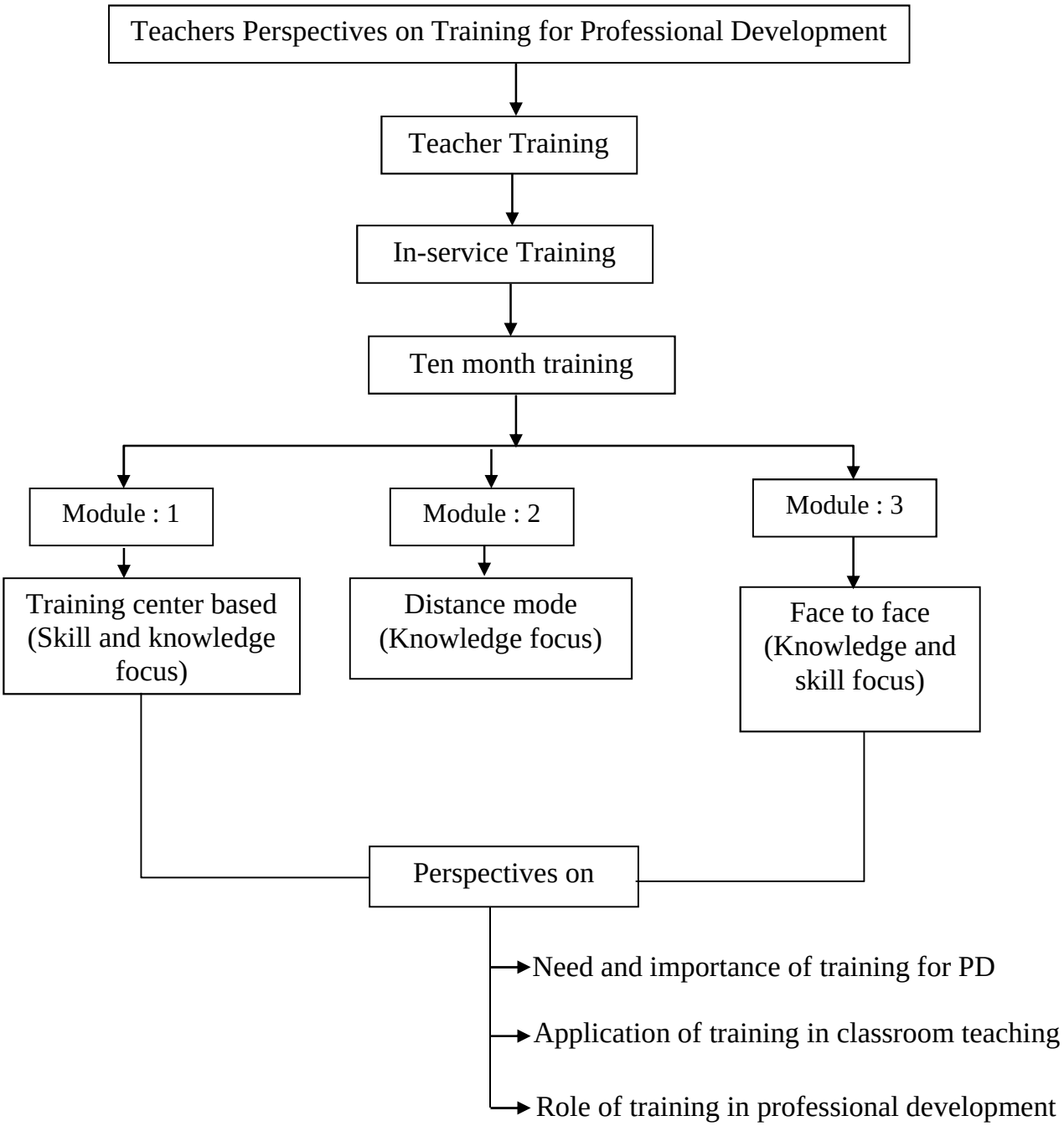
methodology and contextualize the findings. The review became equally important to examine and evaluate what has been said before on a topic and has been said yet for findings new area for further research. In fact, the aforementioned studies have their own value and importance in their respective fields. I got theoretical knowledge and methodological skills from those of the reviewed.

From the report of the study of DOE (2006) I got ideas and information about the effectiveness of primary teacher training in Nepal.

From the study of Khanal (2011), I became able to pinpoint the information about teacher development. Similarly from the study of Pandit (2008), I became able to find out the attitudes of teachers towards English teacher training in primary level. Likewise after reading the report of Subedi et al. (2009), I got a lot of ideas on the effectiveness of teacher training. Specially, I got ideas and information about the impact of ELT training provided by NCED from the study of Joshi (2010). The studies mentioned above have analyzed the professional development through teacher training : perspective of secondary level EFL teachers. Therefore, this study is new in the field of English education and this work is a new attempt in the exploration of above mentioned untouched areas.

2.4 Conceptual Framework

The conceptual framework of teacher professional development through teacher training as follows :



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

The chapter includes the discussion on methods, design, tools, techniques and procedures that are used in this study. The following methodology was adopted to fulfill the objectives of this study.

3.1 Design and Method of the Study

There are many design and methods to carry out the research. Among them I used survey research design. A survey research is mostly used to address the large number of population. It is that kind of research which studies large and small population by selecting the sample from the whole population. I used survey research design, using non-random sampling strategy to fulfill the study. Survey research design is one of the best methods for collecting information by asking a set of pre-formulated questions in a predetermined sequence in a structure questionnaire to a sample of individual. This research design is more useful to select the sample from the large number of students and teachers. As the process of survey research, I developed questionnaire to generalize the instruments for data collection. Survey research is generally used in educational research which may include large number of population with descriptive methods. According to Cohen and Manion (1985, as cited in Nunan, 2010) "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher (p.140)". This definition asserts that survey is generally used in educational research which may include large population with descriptive methods. So, I also analyzed the data of my research with description.

Thus, survey research is a systematic process of investigating ideas, concepts and views of respondents that cannot be conducted haphazardly. Therefore, in order to conduct survey research, researchers have to follow the above

systematic process. I have selected survey design to undertake this study. It is because this study is conducted in order to identify the perception of the students in learning English. Data of the study were collected at different time and context and findings were generalized to the whole population.

3.2 Population, Sample and Sampling Strategy

The population for this study included all the secondary level English teachers of Kathmandu districts. I selected only thirty secondary level trained English teachers from 30 different schools of Kathmandu district. I used purposive non-random sampling strategy to select the students as sample for this study.

3.3 Sources of Data

Both primary and secondary sources of data were used to fulfill the objectives of the study.

3.3.1 Primary Sources of Data

The primary sources of data for this study were thirty secondary level trained English teachers of the government aided secondary schools of Kathmandu district.

3.3.2 Secondary Source of Data

The secondary sources of data for this study were the related books, magazines, thesis, journals and training curriculum of lower secondary/secondary level compulsory English. They included Head and Taylor (1997), Neupane (2001), Farrell and Richards (2005), Pandit (2008), Joshi (2010) and so on.

3.4 Tool for Data Collection

The main tool for data collection was a set questionnaire which included both open ended and closed ended type of questions.

3.5 Data Collection Procedures

I prepared a set of questionnaires. Then I visited the field and took permission from the required authority to consult the English language teachers. I built up rapport with the respondents and explained them about the purpose. Then I distributed the questionnaire to the respondents and requested them to respond the questionnaire on time. Finally, I collected the questionnaire from them of one week of its distribution.

3.5 Ethical Considerations

Ethnical considerations refer to the values that a researcher has to follow during the research process. The researcher followed the different codes of conducts while doing this research work. For example : getting permissions from concerned people, maintaining privacy of respondents, and preservation of data and maintaining validity. While doing this research work the researcher considered professional conducts of research as follows.

After obtaining approval from the ethnics committee of University Campus, Kirtipur, the researcher visited different selected schools of Kathmandu district and obtained consent. Then, she established rapport with respondents. After that, the respondents were informed about the problem of the study and objectives of the study. They had given the fix time for the responses. Furthermore, they helped to the researcher voluntary. Finally, collected data were analyzed and interpreted to fulfill the objectives of this study.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF DATA

This chapter is mainly concerned with the analysis and interpretation of data collected from the primary sources. The data were collected from thirty secondary schools from Kathmandu district. The close-ended and open-ended items were developed and asked to the teachers to get the information in order to fulfill the objectives of this study. While analyzing the data, the total number of the teachers for each response was counted and the total number of responses was changed into percentage. The analysis and interpretation of the study is presented under different sub headings.

4.1 Analysis of Data and Interpretation of Results

Data analysis is the process of brining order, structure and meaning to the mass of collected data. Analysis of data and interpretation of results is the way of organizing data into logical, sequential and meaningful categories and classifications to make them amenable to study and interpretation.

In this category, five questions were asked to get the teachers views on teacher training. Those items were related to experience of teacher training, benefits of teacher training, professional development of teacher and attitudes towards teaching profession, classroom management skills and challenges faced by teachers to apply learning that they learn training. The responses given by the informants to those questions were analyzed under the following headings.

4.1.1 Experience of Teacher Training

The term training refers to the acquisition of knowledge, skills and competencies as a result of teaching or practical skills and knowledge that relate to specific useful competencies. So, the first question was related to experience of teacher training. The question was "Do you have any experience of teacher training ? How many training have you attended so far" and most of

the teachers mentioned that two training programme including pre-service and in service which helped them in their teaching profession. Some teachers viewed that during the time of teaching they attend 10 month and one month training also. Regarding this, one of the teachers said, *'Yes, I have an experience of teacher training. I have attended two training programme they are in service and pre-service teacher training*.' Similarly another teacher said, '*Yes, I have, I have on experience of ten month TPD training as in service teacher training*.' Similarly another teacher said, *'Yes, I have I have attended in-service and pre-service teacher training.*

Similarly another teacher said, *'Yes, I have an experience of teacher training. I have an experience of ten months training during in-service*.'

Likewise another teacher said, *'Yes, I have an experience of teacher training, I have attend two training programme, pre-service and in-service respectively.'*

Similarly another teacher said, *'I-think that teacher training help to develop the professional skills of the teacher, I have attended one month and ten month training.'*

On the basis of data above, I came to know that most of the teachers attended two training programme including pre-service and in-service which helped them in their teaching profession and improve their general skills, time management, educational technology and learn ways to better motivate students. Similarly, they taught in a more efficient way and even help to achieve better ran kings for their school.

4.1.2 Benefits of Training on the Teachers

Teacher training programs offer teachers new ways to keep their classroom and curriculum fresh, exciting, and highly educational. They also provide access to new teaching styles, and offer further teacher education certification. The second question was related to benefits of training. The question was "What are the benefits of teacher training" and most of the teachers mentioned that

theoretical knowledge, skills, ideas, methodologies, techniques and teaching strategies were the benefits of teachers training. Some teachers viewed that training helped them to improve their own teaching performance and changed their attitudes towards teaching profession. Some teachers also wrote that they were able to understand their students. Two teachers also wrote that trainings supported the whole education system and contributed the development of the country. All teachers taken as informants had positive view towards the benefits of teacher training. Regarding this, one of the teacher said '*Teacher training helps to enhancing the knowledge, teaching skills of a teacher*'. Similarly another teacher said '*Theoretical knowledge, teaching, skills, techniques and strategies were the benefits of teacher training*.' Similarly another teacher said, *'New techniques ideas, methods and procedures are the benefits of teacher training*.

Likewise another teacher said, *'Teacher training enhance the knowledge regarding teaching learning and it develops the professional skills as well*.'

Similarly another teacher said, *'Development of skills and knowledge, it gives different ideas about teaching methods and it change to complete the aim of education system*.'

From the above excerpts, it has been concluded that teacher training is more beneficial for the teachers because from training they can get theoretical knowledge, skills, ideas, methodologies, techniques and teaching strategies.

4.1.3 Professional Development of Teacher

While collecting data, I ask the teacher about professional development of teacher. Question no. 5 was "Does teacher training help you in your professional development ?" Teachers agreed that obviously teacher training help their own professional development. In training they were equipped with theoretical knowledge, skills, ideas, techniques, methods and ELT competencies. They also got involved in different research activities during

training period and after that. They shared their experiences among the trainees and trainer and get new experience too. Few teachers wrote that if they get involved in training creatively and positively it helps their own professional development and makes them facilitator in the classroom. If training did not play any supportive role in their professional development. Almost all of the trained teachers thought that training helped them to great extent for their professional development. During the collecting data, I asked the teacher about the professional development of teacher. Regarding this, one of the teacher said '*Yes it develops the skills and knowledge both regarding teaching learning activities*.' Similarly, another teacher said '*Yes, during teacher training I involved in different research activities and it helps to improve my professionalism*.' Similarly, another teacher said, *'Yes, really teacher training helps to develop the professional skills of the teachers. It makes teacher as a learner and researcher, teacher develop his/her own research skills*.

Likewise another teacher said, *'It helps me to develop professionalism in teaching by the help of various ideas, theories etc.'*

Similarly another teacher said, *'Yes it does. It makes me as facilitator in my classroom.'*

From the above excerpts it has become clear that from training they were equipped with theoretical knowledge, skills, ideas, techniques, methods and ELT competencies.

4.1.4 Changing Attitudes towards Teaching Profession

While collecting data, I ask the teacher about changing attitudes towards teaching profession. The next question was asked about types of changes had training brought in teacher attitudes towards teaching profession. The teachers' involved in this study viewed they realized that teaching is most important and prestigious job, if they devoted fully in this profession. Teachers wrote that a bad teacher is the most harmful person for the well being of the society than

any other bad person. Teacher became responsible for the students and society after training. They use appropriate methods, techniques and strategies for content identifying students need, interest and level. After training their views towards teaching profession also became positive. If they completed their duties responsibly and honestly teaching can be a respectful profession. Teachers are the builder of the nation. Regarding this, one of the teacher said '*After getting the training I became able to use material, finish the lesson, within time and use student centered methods*'. Similarly, another teacher said '*I realized that the teaching is most important profession, which helps me to devoted fully in this profession*.'

Likewise another teachers said, *'It develops the skills to spent with the students and makes teaching success*.'

Similarly another teacher said, *'After training I can solve the problems of students according to their abilities, needs and knowledge*.'

From the above excerpts it has become clear that training was very helpful in changing teacher's attitude. Teacher became responsible for the students and society after training. They use appropriate methods, techniques and strategies for content identifying students need, interest and level.

4.1.5 Classroom Management Skills

In the classroom, there are students with different social, economical cultural, educational, physical, mental and emotional backgrounds. The teachers have to manage the classroom keeping these differences in mind. Question 12 was asked to know whether teachers feel changes in classroom management skills after training. Teachers who participated in this study wrote that they were able to treat students equally according to their level, need, interest and abilities. They recognized student diversities and managed classroom in the case of class disruption. They also tried to bring changes in classroom physical condition like furnishing, lighting and materials like teaching aids and materials teaching

method and technique. So, trained teachers thought that training brought changes in classroom management skills. Regarding this, one of the teacher said '*After training it helps to manage diversity and to conduct classroom more effectively.*' Similarly, another teacher said '*It helps to use of teaching materials like teaching aids and methods to manage students diversity*.'

Likewise another teacher said, *'I can treat all the students equally and try to find out their problem friendly and solve it*.'

Similarly another teacher said, *'Teacher training develops the skills to manage diversity classroom, teaching learning activities*.'

From the above excerpts, it has become clear that classroom management is very important to treat students equally according to their level, need, interest and ability.

4.1.6 Challenges Faced by Teachers to Apply the Knowledge for Training

While collecting data, I ask the teacher about challenges faced by teachers to apply the knowledge for training. Teacher mentioned that English is an international language and it is not the native language. Nepalese students learn English as a foreign language. Teachers viewed that insufficient knowledge of student in English language is the main challenges faced by Nepalese English language teachers. Teachers mentioned other problems that insufficient physical facilities, large number of students in class to teach vocabularies like item, student diversities in various aspects, availability of new technologies and teachers' ability to operate them, support of other teaching and non-teaching staff faced by the teachers to apply the teachers learning. So, teachers had both educational and non-educational problems to apply learning in classroom that they learned in training. Regarding this, one of he teacher said, '*It is really difficult to apply the skills which is gained from teachers training, there is not proper environment to apply these skills*.' Similarly another teacher said '*There is not sufficient material to prepare the teaching learning materials expensive*

to apply the methods in terms of time and money, difficult to manage large heterogeneous classroom.'

Likewise another teacher said, *'Student diversities in various aspects, availability of new technologies are the main challenges*.'

Similarly another teacher said, *'I have frequently facing how to teach vocabulary in large classes.*'

Teachers are one of the key stakeholders and conductors of the entire teaching-learning process. The teacher facilitates the teaching and learning activities in the class. This is why the teaching depends upon the quality of the facilitator in the ways in which s/he facilitates the class. It is generally said that a good teacher is born, not made. It means the teacher should have some special qualities, which makes him/her really a good teacher.

4.2 Analysis and Interpretation of Close Ended Items

Under this section, I have analyzed and interpreted close ended items. Altogether eighteen questions were asked to find out the teachers' views on different aspects of teacher training. Questions were asked about contents of training, training module, teaching methods and materials, classroom diversities and students problems, activities used in the classroom, use of self learning materials and so on. Teachers were asked to fill the written set of questionnaires marking the best option and giving reasons to support their answer. The responses given by informants were presented and analyzed under following sub headings.

4.2.1 Consistency between Training Contents and Course Contents

Question no. 3 used in the interview was related to contents of training and course book. They were asked to mark the best option. Following table shows the responses of the informants regarding the relationship between the contents of course and training.

Table 1

Consistency between Training Contents and Course Contents

Items	Response			
Do you agree that contents of training are related to the course content of secondary level ?	Yes		No	
	Frequency	%	Frequency	%
	18	60	12	40

The table 1 shows that out of total respondents 60% of the teachers viewed that the content of course and training matched. Other 40% of the teachers were not satisfied with matching of the contents of course and training.

From the data above, it is concluded that training contents and course contents were interrelated with each other.

4.2.2 Training for Addressing Classroom Problems

The fourth question was asked to get information regarding whether the contents of training address classroom problems or not. Following table 2 shows the status of teacher responses.

Table 2

Training for Addressing Classroom Problems

Items	Response			
Do you think the contents of training address your classroom problems ?	Yes		No	
	Frequency	%	Frequency	%
	21	70	9	30

The table given above shows that out of total respondents 70% of the teachers said training addressed classroom problems while 30% of the teachers said training did not address the classroom problems.

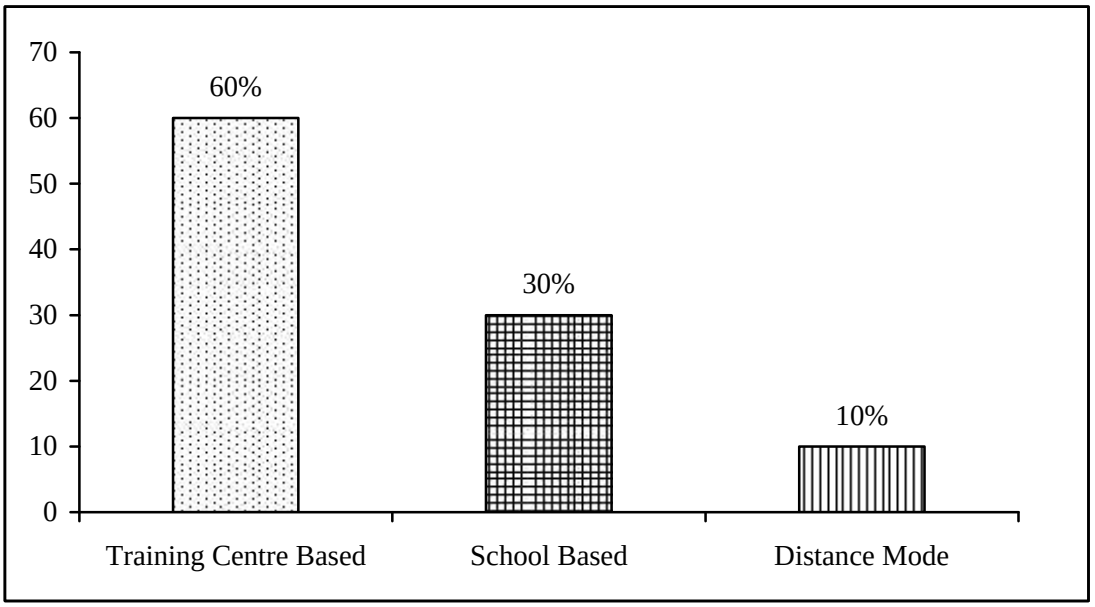
From the data above, it is concluded that most of the teachers agreed on training addressed classroom problems. It is cleared that teachers have the belief towards training which address classroom problems.

4.2.3 Best Training Module

The question no. 7 was related to training module. Teachers were asked to mark the best option and give reason supporting their answer. The response is given in the figure below :

Figure 1

The Best Training Module for Teachers



The figure 1 reflects that 60% of the trained teachers supported training center based training module while 30% of the teachers supported school based training module. Only 10% of the trained teachers were in favor of the distance mode of training.

From the data above, it is concluded that training center module is the best training module for teachers.

4.2.4 Selecting and Using Appropriate Method

Question no. 8 was designed to find out the teachers' views on their ability to select and use appropriate methods in classroom after training. The table presents the responses of the teachers regarding the selection and use of appropriate method :

Table 3

Selection and Use of Appropriate Method

Items	Response			
Do you think teacher training helps you to select and use appropriate methods in classroom ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

The table 3 shows that all of the teachers involved in this study have positive views towards selection and use of appropriate methods in classroom after training. On the basis of data in table, I concluded that training helped the teachers to select and use appropriate method with content.

4.2.5 Promoting Student Activities in Classroom

It is believed that the ultimate aim of teacher training is promote students learning activities and improve students' learning achievement. So, question no. 9 was "Does teacher training help to promote students' activities in classroom ?"

Table 4

Student Activities in the Classroom

Items	Response			
Does teacher training help to promote students' activities in classroom ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

This table 4 shows that all of the teachers involved in this study have positive views towards student activities in the classroom after training. From the data above it is concluded that teacher training increased the teachers ability on promoting student activities in classroom.

4.2.6 Preparation and Use of Teaching Materials

The question no. 10 was asked to know whether training helped teachers to prepare and use teaching materials positively. They were asked to mark the best option yes or no. The responses given by teacher are presented in the table.

Table 5

Preparation and Use of Teaching Materials

Items	Response			
Do you think there is any improvement in preparation and use of teaching materials after training ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

The above table shows that all of the teachers involved in this study have positive views towards preparation and use of teaching materials after training. From the data above it is concluded that all of the teachers were active on preparation and use of teaching materials.

4.2.7 Classroom Diversities

There may be different types of diversities in the classroom. These diversities may be related to students' family background, educational background, their level, need, interest and abilities. A best teacher has to treat students according to their diversities. If the teacher is not able to identify classroom diversities when they get training. Response given by secondary level English teacher in this question is analyzed in the table 6.

Table 6

Teacher's Ability to Identify Classroom Problems

Items	Response			
Are you able to identify classroom diversities after the insights you get from training ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

The table given above show that cent percent teacher was able to identify classroom diversities after their training. From the above table, it can be concluded that teacher training increased the teachers' ability to identify classroom diversities.

4.2.8 Identifying Students' Problems

Students have different problems in the classroom and teachers have to identify and solve those problems to fulfill the aims of teaching learning activities and whole education system. Problems may be related to students' personal background and educational status. Question no. 13 was 'Does training help you to identify students problems in the classroom ?' Response given by teachers in this question is analyzed in the following table :

Table 7

Identifying Students' Problems

Items	Response			
Does training help you to identify student's problems in the classroom ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

The table 7 shows that almost all of the trained teachers said training helped them in identifying students' problem in the classroom. From the data above it

is concluded that the teacher solved students' problems according to their level, need, interest, ability and many other differences.

4.2.9 Suggesting Problems Solving Techniques

Teachers should perform different roles in the classroom as facilitator, authoritative, dictator, counselor and friend. Students have various problems in different areas and teachers have to find out the cause of the problems and solve them problems. Question no. 14 was asked about changes in techniques related to students' problems. They were asked to mark the best option to support their answer.

Table 8

Problem Solving Techniques

Items	Response			
Are there any changes in student's problem solving techniques after training ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

The table given above shows that all of the selected teachers suggested problem solving techniques. From the data above if is concluded that all of the teachers were able to use these techniques.

4.2.10 Use of Interaction Activities in the Classroom

Teachers are involved in different types of interaction activities during the training period. Training content developed by NCED was also based on the communicative approach to language teaching. It is expected that teachers will use those interaction activities like group work, pair work, and discussion in the classroom. Question no. 15 was about the use of interaction activities that they learnt in training in the classroom. The following table presents responses of the teachers regarding the use of interaction activities in the classroom.

Table 9

Interaction Activities in the Classroom

Items	Response			
Do you use interaction activities in the classroom that you learn in training ?	Yes		No	
	Frequency	%	Frequency	%
	24	80	6	20

The table 9 shows that out of total responds 80% of the trained teachers viewed that training helped them to use interaction activities in the classroom while 20% of the teachers viewed that training did not support them to use interaction activities in the classroom.

From the data above it is conclude that teacher training plays an important role in using interaction activities in the classroom. Teachers learn different ideas of interaction activities after training.

4.2.11 Student Evaluation Techniques

Traditionally, there was only one system of student evaluation. Students have to take written exam and they were compelled to be passed or fail. They did not get chance to be involved in continuous evaluation system. Whole educational system was assessed by students' achievement at the last of yearly education session. But nowadays, there are different provisions for student evaluation. Question no. 16 was related to use new types of students' evaluation system and the teachers were asked to choose the best option. Responses of the teachers regarding the students' evaluation techniques are presented in the following table :

Table 10

Student Evaluation Techniques

Items	Response			
Does training help you to use new types of student evaluation techniques ?	Yes		No	
	Frequency	%	Frequency	%
	27	90	3	10

The above table shows that out of total respondents 90% of the trained teachers used new types of techniques to evaluate the students while 10% of the teachers did not do so.

From the data above it is concluded that teachers feel easier and classes were also effective by using new types of techniques in the classroom.

4.2.12 Students' Learning Achievement

Maximizing students learning achievement is the ultimate goal of educational system. There is no value of any other achievements and activities without better learning achievement. Learning achievements depend upon the classroom teaching learning activities. Ten month teacher training designed to develop teachers' professional competences supported the teachers to conduct interactive and creative teaching learning activities which helped them to make students better learning achievement. Question no. 17 was related to improvements in students learning achievement and the teachers were asked to choose the best option. Responses of the teachers regarding the students' learning achievement are presented in the following table.

Table 11

Student's Learning Achievement

Items	Response			
Are there any improvements in students' learning achievement ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

The table given above shows that almost all the trained teachers suggested students' learning achievement. From the data above it is concluded that students' learning achievement depends upon the classroom teaching learning activities. So, it is clear that training helps to improve the students learning achievement.

4.2.13 Content Knowledge

The term content knowledge refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or content areas. Content knowledge generally refers to the facts, concepts, theories and principles that are taught and learned specific academic courses. Question no. 18 was 'Does teacher training help you to develop your own confidence in teaching and competence in course content ?' Teacher were asked to choose the best option. Responses given by teachers are shown in the table below :

Table 12

Teachers Content Knowledge

Items	Response			
Does teacher training help you to develop your own confidence in teaching and competence in course content ?	Yes		No	
	Frequency	%	Frequency	%
	18	60	12	40

The table given above shows that out of total respondents 60% of the trained teachers said training helped them to fulfill inadequate content knowledge while 40% of the teachers did not support this idea.

From the data above it is concluded that teacher training helps to develop teacher's own confidence in teaching and competence in course content.

4.2.14 Teaching Learning Environment

Teaching learning environment refers to the diverse physical locations, contents and cultures in which students learn. Question no. 19 was related to teaching learning environment in school. Teachers were asked to select the best option. Responses given by teachers are shown in the table below :

Table 13

Creating Better Teaching Learning Environment

Items	Response			
Does teacher training help in creating better teaching learning environment in school ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

The table given above shows that cent percent teacher agreed on teaching learning environment. From the data above it is concluded that teacher training helped teachers to create better teaching learning environment in schools. School environment should be child friendly where they can learn freely without any hesitation, fear and so on. Interactive activities also help in outcome of teaching learning activities.

4.2.15 Development of Expected Competencies in Teacher

Training designed by national centre for educational development was mainly based on different types of competencies. Teachers should be equipped with competencies like English language teaching (ELT) and other generic

competencies to conduct better teaching learning activities. So the question no. 20 was asked whether the training become successful to develop expected competencies in teachers. Following table shows the responses given by the teachers regarding the development of expected competencies.

Table 14

Development of Expected Competencies in Teachers

Items	Response			
Do you think teacher training become successful to develop expected competencies in teachers ?	Yes		No	
	Frequency	%	Frequency	%
	24	80	6	20

Above table shows that out of total respondents 80% of the trained teachers thought that training developed expected competencies in the teachers. Only 20% of the trained teachers thought training did not help to develop expected competencies.

From the data above it is concluded that training became successful to develop expected competencies in teachers.

4.2.16 Improvement in Teachers' Performance

If the teachers perform their teaching creating conducive and joyful environment, students can learn difficult subjects, too. Teachers have to arouse curiosity in students towards learning. S/he should be able to make students involve in learning actively. He should play the role as a model, facilitator and friend to get better learning achievement. The table 15 presents the responses given by the teachers related to teacher performance:

Table 15

Improvements in the Teachers' Performance

Items	Response			
Do you think teacher training helps to improve in your own teaching performance ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

Table 15 shows that almost all the teacher said training helped them to improve their teaching performance.

It can be seen that, training helped teachers to improve their own teaching performance.

4.2.17 Resources to Apply Training Skills in Classroom

Only knowledge and skills of teacher are not sufficient to conduct better teaching learning activities. There should be suitable and resourceful environment to perform teacher competencies in the classroom. There should be sufficient physical resources like well equipped classroom, space to conduct group work, project work, sufficient instructional aids and materials, child friendly environment of school to apply training skills in the classroom. Question no. 22 was 'Are there sufficient physical resources to apply training skills in the classroom ?' Teachers were asked to mark the best options. Responses given by informants are analyzed as follows :

Table 16

Resources to Apply Training Skills

Items	Response			
Are there sufficient physical resources to apply training	Yes		No	
	Frequency	%	Frequency	%
	15	50	15	50

skills in classroom ?				

The above mentioned table shows that out of total respondents 50% of the trained teachers said that physical resources are available in the classroom. While 50% of the trained teachers thought that there are no sufficient physical resources to apply training skills.

It can be seen that there are sufficient physical resources to apply training skills in the classroom.

4.2.18 Selection and Use of Self Learning Materials (SLM)

Quality instructional materials are essential for professional development. It is also important to consider the content within which specific materials will be used. So, the question no 24 was 'Does teacher training help you to use self learning materials for professional development ? Teachers were asked to mark the best options. Responses given by informants are analyzed as follows :

Table 17

Selection and Use of SLM for Professional Development

Items	Response			
Does teacher training help you to use self learning materials for professional development ?	Yes		No	
	Frequency	%	Frequency	%
	30	100		

The above table shows that almost all of the trained teachers said that training helped them in selecting and using SLM for their professional development.

From the data above it is concluded that using self learning materials is very effective for professional development.

CHAPTER FIVE
FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings, conclusion and recommendations of the study. The conclusion of the findings and recommendations of the study were drawn after the detailed analysis and interpretation of the collected data.

5.1 Findings

The main objective of this study was to find out the perspectives of teachers on training in professional development. Secondary level English trained teachers who completed the competency based training of NCED were taken as informants to fulfill the objectives. After the analysis and interpretation of the data provided by participations, the findings of the study are summarized as follows :

- All of the informants of this research study viewed that from the theory, they got the knowledge of theory, skills, ideas, methodologies, technologies, techniques and teaching strategies and changing attitude towards teaching profession. Similarly, teachers viewed that the content of the training and course of the textbook of secondary level do not match. In the same way, teachers realized that the content of training was able to address classroom problems and almost all of the trained teachers thought that training helped to a great extent to their professional development.
- From the research I found that trained teachers took their profession as prestigious and important after their training. Training made them to be responsible in their profession and it was found that most of the teachers supported training center based module because they could share their knowledge with the master trainer and other trainees to make concept clear. From the research it has been found that the training helped

teachers to select and use appropriate methods in classroom and it also helped teachers to promote students activities in the classroom.

- Training became helpful to prepare and use suitable and appropriate teaching materials to the content. In the same way, teachers were able to identify classroom diversities after their training. This research shows that training brought changes in classroom management skills of teacher according to students' levels, needs and interests suitable in the classroom. In the same way, it was found that training helped teachers to identify student's problem in the classroom.
- Likewise, it has been found that most of the teachers used different techniques e.g. case study and action research to solve the students problems after training. They played the role as a facilitator not as a Guru. Similarly after training, teachers tried to use interaction activities but these were not completely successful because of physical and other facilities of the classroom. From the research I found that teachers did not totally depend on written examination. In some cases, they used continuous assessment system and that training helped teachers to improve students learning achievement.
- Similarly, it was found that training mainly focused on theoretical knowledge related to ELT rather than course content knowledge. In the same way most of the teachers viewed that obviously, teacher training helped them to create better teaching learning environment in school using experiences that they learned in the training. I found that teachers training become successful to develop expected competencies in teachers. This training itself is competency based teacher training. Similarly it helped teachers to improve in their teaching performance after completion of the training. From the research, it has been found that there were not sufficient physical resources to apply training skills in classroom. In the same way insufficient physical facilities, large/crowded classes, students diversities in different aspect, support of

other staff, administration and English language itself were the problems to apply learning of training in classroom faced by English language teachers. Similarly the research shows that training provide a guideline and inspired teacher to select and use self learning materials for professional development.

5.2 Conclusion

From the synthesis of the findings of the study I come to conclude that TPD training was really insightful for basic level English language teachers in terms of teaching different skills and sub-skills, learning new method of teaching, managing language classroom, preparation and use of teaching materials and teachers professional development. Similarly for the teacher TPD training contributed in a significant in the development of teachers' competence and performance. It helped for better learning in the classroom. There should be the provision of training for all the basic level English language teachers. Training is not only a part of teachers' professional development but it is also a way to skill development for teaching. From the study, I come to conclude that teachers were motivated to apply new methods and techniques in teaching after the TPD training. The teacher training has brought some remarkable changes in preparation and use of teaching materials in language classroom, e.g. using usually available and low-cost materials, using games for teaching. I further conceptualized that TPD training has developed the sense of cooperation and mutual understanding among the teachers in general and between students and teachers in particular. It means TPD training has developed the sense of collaboration, participation and involvement. Therefore, TPD training was very useful and effective for teaching English language and teachers' professional development. So, I realize that training is not only a part of teacher's professional development, but it is also a way to skill, development. Teacher training is very essential for overall development.

From the finding of this study I have drawn the conclusion that teacher training helps to addressed classroom problems and it also increased the teachers ability on promoting student activities in classroom. In my own understanding from the finding of the study is that teacher training helps teachers to use their knowledge in effective way, help students with skills and make them confident, make learning and understanding the concepts easy for students.

5.3 Recommendations

On the basis of findings and conclusion from the analysis and interpretation of the data, some recommendations have been made. These are discussed in the following sub-headings :

5.3.1 Policy Related

Policy refers to a set of plan of what to do in particular situation that has been agreed to officially by a group of people. Policies are generally adopted by a governance body. This study has some implications to provide policy makers as the part of recommendations. From the study it has been found that teachers have many problems in teaching and learning activities. School should be well equipped with instructional materials related to technologies like computer, multimedia, projector but these are not available in the schools. So the ministry of education should manage these materials in school.

The department of education and related stakeholders should manage physical facilities to apply teachers' knowledge and skills in the classroom. Without sufficient physical resources training result cannot be fruitful. Similarly, teachers' real problems should be collected and training should focus on problems faced by the teachers in the classroom.

5.3.2 Practice Related

This study shows that many of the teachers agreed that training helps to improve the students learning achievement, so government should have good training policy to get better teaching and learning activities. I would like to suggest to the concerned authority in the following ways :

1. Contents of training should be developed on the basis of curriculum.
2. Master trainer should provide school based training and distance mode training too.
3. Sufficient self learning materials should be provided to teachers to make classroom teaching effective and support teacher's professional development.

5.3.3 Further Research Related

The new researcher can carry out their study with the help of this study. It has limitation in terms of study population, sample and data collection tools. So, further researches can be conducted concerning the limitations of this research. Here, some other related areas are recommended for further research.

1. Perception of teacher training.
2. Effectiveness of teacher training for professional development.
3. Development of teacher profession through teacher training.

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