

# CHAPTER ONE

## INTRODUCTION

The Present is study entitled as **Role of Teacher Training for Teacher Professional Development at Secondary Level**. This chapter consists of background of the study, statement of the problem, objectives 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

English is the most widely used language in the world and is the language of the international communication, politics, commerce, education and technology. According to Manivannan (2006), “English is becoming the most prestigious language in the world without which no communication can take place among the different language speakers of the world”. At present time, English language is widely accepted as an ‘instrumental language’ in the field of education. In this regard Graddol (2006, p.122, as cited in Harmer, 2005, p.23) views “Good English is an entry requirement for much tertiary education in the global market where English gives the user a competitive advantage”. We must make the best use of English language to develop ourselves culturally and materially so that we can complete with the best human resources in the world.

In the context of Nepal, history of English language teaching was begun with the establishment of Darbhar High School. The first credit goes to Jung Bhadur Rana, the founder of Rana regime in Nepal, who established modern school for the first time in 1910 B.S. where English was taught as a subject. It was an appreciable initiation from the side of first Rana prime minister the door of English education was started only for the member of Rana family. Since, English language has been taught and learned as a foreign language in schools and colleges of Nepal.

Teachers without adequate training and motivation are unlikely to help in improving the quality of education in Nepal. To make teachers competent and qualified, training should be provided to them frequently to adopt the changing knowledge. In the field of language teaching, how the teachers involve students to practice different skills and aspects of that language are most crucial task. So, the needs of teacher training appear unquestionable.

Teacher training should not be for the sake of just training and certification rather it is a learning process that involves acquisition of knowledge, development of skills and concepts. At the same time, it is a process of changing attitudes and behaviors to enhance the performance of teachers.

According to Richards and Farrell, (2010, p.3) write,

Training involves understanding basic concepts and principles as a prerequisite 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 classroom usually with supervision and monitoring and getting feedback from others one's 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 School Sector Reform program (SSRP) has recommended a new model of in- service training for teachers, named Teacher Professional Development (TPD). According to SSRP core document, the teacher professional TPD is demand based training for teachers in which the training packages are developed according to their needs.

TPD is a long term process through which a teacher tries to be an effective and successful figure in his/her teaching profession. TPD is a very much vast and

complex phenomenon of teacher development that incorporates all the variables that have direct and indirect effect on an effective teaching such as motivation, techniques, classroom management, content knowledge with appropriate skills and techniques to deliver, and students' evaluation strategies.

In this regard Bolam (1993 as cited in Joshi, 2012, p. 9) define TPD as

“Any professional activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to education of children, with a view to improve the quality of teaching and learning process”.

It means teachers are the objects to be changed through professional activities such as training, workshop, seminar and conferences; in turn those teachers become the subjects to the education reform. Similarly, Fullan (1995 as cited in Joshi, 2012, p. 10) mentions TPD is “sum of the total formal and informal learning pursued and experienced by the teacher in a compelling learning environment under the condition of complexities and dynamic change”. By paraphrasing it, it can be said that TPD is a lifelong process of acquiring new knowledge and skills through formal program (such as training, workshop, conferences, etc) and informal activities (such as experience sharing, journal writing, reflective and critical thinking and peer talk) and during the process of acquiring knowledge, the teachers take challenges as the opportunities for their professional growth.

Teachers' professional development is dynamic and rigorous process of positive changes that improve the standards of teaching profession. Development refers to the gradual, continuous and never ending progressive task which brings the acceptable positive outcomes for welfare purpose.

According to Head and Taylor (1997, P. 1) “Development refers to the growth personally and professionally for the acquisition of specific skills in their life career”.

## **1.2 Statement of the Problems**

The main concern of this study is to find out the role of teacher training for teacher professional development. The scope of the knowledge is very wide and it is widening day by day. Due to the rapid growth and development of science and scientific technologies, new knowledge is growing up and the teachers need to know the scope of the current and widening knowledge. It is in fact possible only through the means of adequate training. Thus, the significance of training for a teacher in teaching is very essential.

According to National Center for Educational Development (NCED) (2010), most of the teachers in schools are trained. Further, there are different packages of training for them who are not still trained. A huge amount of national budget, time and effort have been invested in the training of the teachers in schools. The teachers are qualified and experienced as well. However, some national level studies (National Aeronautics and Space Administration-NASA-1997, 2003, 2008, 2011) show the poor level of learning achievement in the schools. Further, Students overall performances are also not so satisfactory.

Teachers` training is very important for teacher`s professional development. But teachers are facing different problems in using training knowledge in their classroom due to:

- Lack of infrastructure/Teaching materials
- Mixed ability of the students
- Time consideration
- Appropriate arrangement of resources

- Lack of effective communication
- Lack of instructional materials

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

This study had the following objectives:

- a) To find out the attitudes of secondary level English teachers towards TPD training,
- b) To analyze the role of teachers' training in their professional development, and
- c) To suggest some pedagogical implications from this study.

### **1.4 Research Questions**

The study oriented to find out the answers of the following research questions:

- a) What are the attitudes of secondary level English teachers' towards TPD training?
- b) What is the role of teachers' training in their professional development?

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

As this study explored the ways of effective delivery of training in the classroom, the teachers of English language in secondary level will be benefited to adopt the suggested pedagogical implication. In the same way, students will get benefited by getting appropriate instructions in classroom. Similarly, this study will be highly significant for the English Language Teaching (ELT) practioners mainly who want to undertake resources in the field of teachers education. Moreover, this study will be significant for school supervisors, resource persons, district education officers, teacher trainer, policy makers and curriculum designers.

## 1.6 Delimitations of the study

The limitations of the study were as follows.

- a) The study included secondary schools of Parsa district.
- b) This study analyzed the situation of Parsa district only.
- c) The study was confined to 30 secondary level English teachers from Parsa district through purposive random sampling procedure.
- d) Questionnaire and observation checklist were the tools for data collection.
- e) The study was limited to analyze the role of Teachers' training for teachers' professional development.

## 1.7 Operational Definitions of the Key terms

**Teachers' professional Development:** - In this research, the term TPD means a career path for the professional development of the teachers like training, workshops, qualification upgrading etc.

**Package:** - In this research, the term package means a set of training modules.

**Training programs:** - In this research, the term training programs means programs for professional development of the employee.

**Resource center:** In this research, the term resource centers means cluster- level wings of MoE/NCED and are responsible for teacher training and school reform.

**TPD- hub:** Training center where all activities of the TPD training are held e. g. RCs for basic and LRCs and ETCs for secondary level training

**Performance:** The reflection and implementation of the training competence inside the classroom.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATUR**

### **AND CONCEPTUAL FRAMEWORK**

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

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

In this sub section, I describe about teacher training, importance of teacher training, managing language classroom, understanding the psychology of students, rules of managing ELT classroom and practice of teacher training in Nepal.

##### **2.1.1 Teachers' Training**

Teachers' training is a learning process that involves the acquisition of knowledge, developing skills, concepts and changing of attitude and behaviors to enhance the performance of teachers. Richards and Farrell (2010) said that training involves understanding basic concepts and principles as a pre- requisite for applying them to teaching and the ability to demonstrate principles and practices in the classrooms. From here we know that training involves trying out new strategies in the classroom.

In the word of Larsen Freeman, (2001, p.72),

“Second language (L2) teacher educations describe the field of professional activity through which individuals learn to teach English languages. In terms commonly used in the field these formal activities are generally referred to as training. Generally we state that training is very important for teachers' professional development”.

Bhatia (2005, p.5) also writes,

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 skills for doing particular job. For example, a Clerk is typing. It is task oriented activity. It is for job related purpose and short term.

From the above definitions, it can be said that any sort of training is very useful for acquiring practical knowledge in the educational process.

Regarding the teacher training, Lazar (2009, p. 210) 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 setting aside time to read reflect on a new idea”.

The term ‘training’ basically addresses to the practical aspects of knowledge or developing specific skills through it is found using in a quite broader sense which is interchangeable with the term professional development.

### **2.1.2 Importance of Teachers Training**

Teachers training plays very important role in teachers life. According to Kelly (2017, pp. 1-5):

#### **a) Helps to Prevent Failure**

New teachers have many challenges that they face each day effective teacher training helps to prepare new teachers for these challenges. While teacher training and student teaching won’t completely prepare new teachers for every issue they



will face, it can help them feel more confident about many common problems that arise for teachers each day without this background, teachers might feel like failures and have eventually give up.

**a) Help Avoid Teacher Burnout**

Effective teacher training programs will address teacher burnout. First, it helps new teachers to understand what can lead to teacher burnout. In some cases, this is just the stress of daily teaching. However, it can also be caused by not varying the information and methods of teaching enough. Teacher training programs that focus on particular subject areas like social studies or mathematics can help students learn about different ways in which a subject can be presented.

**b) Provides Supported Practical in a controlled Environment**

When it comes to teaching, reading a book is not enough. Even hearing teachers talk about teaching methods is not enough. New teachers need practice teaching combined with effective mentoring in order to help them understand what is required from them in their new position. This happens through student teaching in the classroom setting. However, it is imperative that student teachers are placed in appropriate classes that meet their interests. Further, the supervising teacher must be involved and provide feedback each day to help student teachers learn.

**c) Stops Costly Experimenting on Students**

While all teachers experiment with new lesson and techniques from time to time teachers without proper training will often try things that education might have taught them would not work. This experimenting comes at a cost in terms of student learning. As must teachers know, it is very easy to lose your students at the beginning of a term. If you do exhibit competence, fairness and consistency from the beginning, you risk losing respect and interest. The ultimate cost of this failure in what the student will not achieve in the classroom.

### **2.1.3 Training and Teacher Professional Development**

Professional development is an umbrella term which includes training, workshop, fieldtrip, academic study, networking, self- study and so on. According to ETF (2013, p.7), “The professional development of teachers is a lifelong, career-wide process that starts at university and ends at retirement”. It is an ongoing process of learning and the result of combined effort of those learning process. According to Dharmi (2069, p.142), “Training is a passive exercise” while professional development is an active and personal awareness activities that helps to develop the best kind of manpower.

Talking about the field of language teaching teacher training refers those activities which directly focused on teachers’ present responsibilities and it’s typically aimed a short term or immediate goals. Similarly, professional development is a lifelong ongoing process and focus on personal or professional refinement of a teacher, in this regard, Craig, Kraft and Plessis (1998, p.3) say, “Professional development is a process not an event. It involves change over time and is achieved in stages”. So, it is a process of preparing a qualified teaching expert. In this instance Shrestha (2068, pp.77-78) has listed the following for qualifications for the best teaching expert:

- Academic degree.
- Work place internship
- Professional qualification.
- Professional development.

According to Glatthorn (1995, p.41, as cited in UNESCO, 2003, p.11), “Teacher professional development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically”. So, training is one of the strategy and pre-requisite to professional development. To be clear about the concept of teacher training and professional development,

according to Head and Taylor (1997, p.9) has made the following distinction between them are on next page:

<b>Teacher Training</b>	<b>Teachers' Professional Development</b>
Compulsory	Voluntary
Competency base	Holistic
Short-term	Long-term
One off	Ongoing
Temporary	Continual
Eternal agenda	Internal agenda
Skill/technique and knowledge based	Awareness based, angled towards personal growth and the development of attitudes/insights
Compulsory for entry to the professional	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

In a nutshell, both of them are the complementary components of teacher education and always go ahead together. So, it is better to see both of them as the inseparable aspects of teachers' professional life through schools are often distinguish between these two terms.

## **2.1.4 Managing Language Classroom**

In the early 1970s, classroom management was seen different from classroom instruction. Teacher`s management decisions were viewed as pre-cursors to instruction and were treated in the literature as if they were content free. The image of a teacher was first attending to classroom management, and then beginning instruction without further reference to management decisions. Research in 1980s, however, demonstrated that management and instruction are not separate, but are inexorably interwoven and complex. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior; indeed experiencing problems in this area causes some to leave teaching altogether.

Krishnamacharyulu (2008, p.3) defines classroom management as “An organizational function in which learning experiences are performed in the classroom leading to the inculcation of good learning habits”. Regarding the differences between classroom management and classroom dynamics, Krishnamacharyulu (ibid) says. “There is a thin layer of differences between the two. Classroom dynamics is a more comprehensive term whereas classroom management is restricted to class management, discipline, and control.” Similarly, Mehara (2004, p.43) notes “A system of actions and activities managed in the classroom to include effective learning through effective teacher taught relationship or interaction in a controlled atmosphere”. Smith and Laslett (1993, p.91) note that “Classroom management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning”.

In the same ways, Harmer (2008, p.34) mentions:

If we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students and how we talk to students and who talks most in the lesson is another key factor in classroom management. We also need to think about what role, if any, there may be the use of the students' mother tongue in lessons. Successful classroom management also involves being able to deal with difficult situations.

Focusing on the importance of classroom management Pokhrel (2007) writes:

Tools for teaching is a classroom management method with the focus on positive aspects of it, which is the results of four factors, how teachers regards their students (spiritual dimension), how skillfully they teach content (instructional dimension), and how well they address student behavior (managerial dimension) as a language, one has to consider many factors while delivering the content in the classroom. There are various 'how' and what issues for any teacher to make his/her teaching effective in the classroom.

By analyzing these definitions, we can say that classroom management is a planned organized activity and procedure which allows for effective teaching and

learning taking place. Through the use of effective classroom management practices, the average classroom teacher is expected to manage student behavior that falls within the range from consistently attentive to mildly disruptive. Actually, classroom management is the key for learning to take place. Managing a school classroom effectively is a high individualized job. What works for one instructor does not necessary work for others.

### **2.1.5 Rules of Managing ELT Classroom**

According to McManus (1989), there are four rules of effective classroom, which are mentioned as follows:

#### **a. Rule One: Get Them In**

This rule emphasizes the point that a lesson, which makes a brisk start, will avoid the difficulties, which arisen the problem if pupils are not promptly engaged in useful activity. The process of 'getting them in' can be seeing to involve three phases: greeting, seating and starting.

#### **b. Rules Two: Get Them Out**

The second rule states that, though most disciplinary problems arise from a poor start to a lesson, another vulnerable time providing many opportunities for trouble making is the end of teaching session. For this reason' gets them out 'cited as the second rule of classroom management. Carefully planning the end of lesson is a crucial part of the way in which experienced teachers successfully handle transition from one activity another. So, the teacher needs to consider the two phases of 'concluding a lesson' and dismissing a class'.

### **c. Rule Three: Get On With It**

In this context, 'it' refers to the main part of the lesson, the nature of its content and the manner of its presentation. Pupils' feelings or self-esteem and sense of competence on a particular subject area will depend to a considerable extent on the teacher's ability to 'get on with it'.

### **d. Rule Four: Get On With Them**

Teachers develop good personal relationships with their pupils by fostering mutual trust and respect. To do this effectively they need to be aware of child as an individual and be sensitive to the mood of the class as a whole. This means knowing 'who's who?' and keeping track of what's going on?'

## **2.1.7 Tools of Managing ELT Classroom**

Dunbar (2004, pp.7-12) gives four important tools that the teacher needs to know about managing his/her class which are briefly discussed here.

### **a) Using the board**

Using the board is most useful in the classroom especially how to use it effectively. For example, asking student to write answer on the board is a great way to get students practicing their spelling, but the teacher must remember that they will, be embarrassed if they are wrong, so get the class to spell it together.

### **b) Giving instructions**

Making sure the students know what they are meant to be doing is essential and good. Clear instructions are the way to do it.

### **c) Arranging seats**

This is an important tool in the classroom and will allow the teacher to better address the need of the class in different situations, for Example, sitting of the students in a semi circle for presentation but in to separate areas of the class for group.

### **d) Encouraging interaction between students**

It is about finding out how to get the class talking. For example, splitting the class in to teams when playing games will increase conversation practice. Most of the discussion of classroom management assumes that its main purpose is to classroom management are regulations on seating and attendance, the handling of instructional materials, equipment and the control of activities during the class period.

### **e) Time Management**

A teacher can divide class time in to four overlapping categories, namely: instructional time, engaged time, allocated time and academic learning time. English classroom management refers to the operational and control of classroom activities related with and learning English. It is relatively confined to the more mechanical aspects of teaching learning activities. A well managed classroom will give the students more opportunities for mental growth and development of well managed classroom, which produces favorable working conditions conducting to learning and makes school work enjoyable and interesting. Proper teaching management is most important in maintaining a refreshing teaching learning atmosphere. It involves trained students to responds positively to the teacher`s effort along with teachers `performance and behavior with professional manner. A well managed classroom is pleasure to behold and natural.



### **2.1.6 Teacher Professional Development and its Strategies**

In recent days, changing is a natural process that passing time. Since time is changing, teacher education and schooling process are also changing with respect to changing demands and needs of society. In new educational trends there are new challenges faced by institutions and teachers. To support this kind of new educational wave, the concept of teacher professional development has introduced in the field of teacher education.

TPD is not the result of single activity or strategy carried out by the teachers. It is the result of many strategies which teachers apply in course of their professional life. There is a range of professional development activities given below:

#### **a. Workshop**

As the name implies, workshop is a place where work is accomplished. Workshop is professional activity provided to the teacher with the opportunity to acquire specific knowledge and skill through practical work. It is a hand on learning lead by a person who is considered on expert in the workshop topic. The first workshop for teachers dates back to 1936. A workshop is “An intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills”. (Richards and Farrell, 2010, p. 23)

#### **b. Seminar**

A form of academic instruction either at an academic institution or offered by a commercial or professional organization. It is a form of one way information or experience sharing. It is a professional meeting where specific professionals learn a lot from each other's experiences.

### **c. Teacher Training**

It is a strategy to help teachers with certain skills and knowledge that they require. It can be a form of workshop but it is usually longer than workshop. It is conducted by government on the basis of demand of teachers and schools with the help of an expert and skilled person. Teacher can learn many skill and knowledge related to their daily works. It is an opportunity provided by external factor such as government.

### **d. Self-monitoring**

It is as a teacher learning strategy refers to a systematic approach to the observation, evaluation and management of one's own behaviors in order to achieve a better understanding and control over the behavior. It is the process of picturing out the internal reality of the teacher. It helps to raise awareness on the part of teacher about what exactly he is teaching and where her or his teaching should be directed in light of her or his own current knowledge, practice, skills, beliefs and attitudes.

### **e. Teacher support group**

In is also another teacher professional development tool or strategy. It can be defined as two or more teachers collaborating to achieve either their individual or shared goals or both on the belief that working with groups in usually more effective than working on one's own and learn from each other. Particularly, a teacher support group will involve a group of teachers meeting to discuss goals, concerns, recent discourse, problems and experiences about current practices in the field of language teaching.

## 2.1.7 Understanding the Psychology of Students

As a teacher we have to understand the psychology of students while teaching.

Pinantoan (2012): 20 things educators to know about how students learn. They are presented here:

- a) Students learn differently
- b) Reinforce
- c) Consider kinesthetic learners
- d) There are seven learning style of learners. They are:
  - Visuals
  - Auditory
  - Verbal
  - Kinesthetic
  - Logical
  - Interpersonal
  - Intrapersonal
- e) Make it relevant
- f) Failure is a fabulous teacher
- g) Integrate the curriculum
- h) Define “learning”
- i) Care for introverts
- j) Create space
- k) Brief and organized bites
- l) Use several different angles
- m) Proper methods for the materials
- n) Use technology
- o) Let them teach
- p) Create hunger and curiosity

- q) Brainstorming: not always effective
- r) Educational psychology forming habits
- s) Feedback: not just what but when
- t) Teach how to learn.

### **2.1.8 Practice of Teacher Training in Nepal**

Regarding the training institutions, there are mainly two existing institutions in Nepal. They are:

- National Center for Educational Development (NCED)
- Different Universities

NCED came into existence in 1953 as a part of the primary education development project (PEDP, 1992, p. 98). Since then it has been involved in designing and implementing training programs for school teachers and educational managers. NCED is considered as an umbrella institution with the mandate of delivering teacher training, formulating teacher training, policies developing and training policies developing and disseminating in-service training curriculum and training materials by active involvement of different institutions. It launches training to both in-service and pre-service teacher training.

In addition to NCED, HSEB and different universities run teacher training programs from the both sectors non-government organizations (NGOs) and International Non- governmental Organizations (INGOs) like: Nepal English Language Teachers' Association (NELTA) and British Council, the different NGOs, INGOs run mainly in-service teacher training programs which run to give training programs which run to give training to the working teachers.

From the existing training institutions as mentioned above there are mainly two types of trends in teacher training: In-service teacher training programs and pre-service teacher training programs. From the very beginning in –service teacher

training has been conducted by the different universities for both primary and secondary level teachers. In regard to in service teacher training, it has been considered through Faculty of Education under TU and the NCED under the ministry of Education for both, Primary and secondary school teachers.

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

Research should draw knowledge from the previous study since they provide foundation to the present studies. A number of research works have been carried out in the field of teacher training and teacher professional development in the department of English Education. The reviews of some of the related major research works are mention below.

Dhungana (2016) carried out a study on “Role of TPD Training in Language Teaching”. The main objectives of the study were to find out the role of TPD training program in teaching language skills, classroom management, use of teaching materials and teacher’s professional development. It was a survey research design. Population of this study was all the teachers from government aided schools of Nepal who were teaching English language at secondary and lower- secondary level and participated in the TPD program. Sample of the study consisted of 40 teachers from 20 different schools of palpa and sanjay districts. Non- random judgmental sampling procedure was followed for sampling in the study. A set of questionnaire with the both open and close ended questionnaires were used to elicit require information for thesis. Finally, he found that the training program supporting teachers in classroom management and built a learning friendly relation with their students.

Khadka (2014) conducted a study on “Teachers` Attitudes to TPD Training and their Classroom Practice”. The prime purpose of this study was to find out the attitudes of secondary level English teachers towards TPD Training as well as their performance inside the classroom. It was a survey research design. The

researcher collected the data by interviewing the secondary level trained teachers of public school of Ilam district. The sample of his study consisted of twenty teachers teaching at secondary level by using purposive non-random sampling and observing their classes. This research shows that TPD training is essential in English Language Teaching. It plays a significant role for professional development of teachers. The status of TPD trained teachers in all aspects of language teaching was found satisfactory.

Subba (2014) carried out a study on “The application of Teachers` Professional Development Training in English Classroom”. The main objective of this study was to find out the status of the application of TPD training by secondary level English teachers in classroom teaching. It was a survey research design. Ten secondary level English teachers from government aided schools of Ilam district were selected as a sample for this study following the random sampling procedure. A set of questionnaire with the both open and close ended questionnaire and observation checklist were used to elicit require information for the thesis. The study had conducted that the teachers good in subject matter, presentation was in sequence and teaching was based on the context along with the use of appropriate examples.

Sharma (2012) conducted a research entitled “Collegial relationship between the Novice and Experienced Teachers for Professional Development”. The main objectives of the research were to find out the collegial relationship between novice and expert teacher in terms of its existing situation and importance for professional development. It was a survey research design. Populations of the study were all the teachers from government aided schools of Kathmandu district who were teaching English language at secondary level. Sample of the study consisted of 20 teachers from 10 different schools of Kathmandu. Non- random judgmental sampling procedure was followed for sampling in the study. Semi – structured interview was used as the research tool. The findings of the research

showed that most of the teachers (50%) had not got any chances of teacher training. They had been teaching as teacher of English language but they had completed their degree from humanities, management and science faculty.

Joshi (2010) carried out a study on “Transfer of NCED English Language Teaching Training”. The main objectives of this study were to find out the degree of skills required by trainee and effectiveness of ten months ELT training provided by NCED. It was a survey research design. The sample population was ten English teachers from Kailali district by using purposive non- random sampling procedure. He used observation as a tool of data collection for every detail of activities, Procedures, comments and suggestions. Finally he found that there were varieties of activities in the classroom but the teachers could not make the activities meaningful, situational and real life like.

Richards and Farrell (2010) explored and list the following eleven different procedures that can be used to facilitate teacher professional development, workshops, self –monitoring ,teacher support groups, journal writing, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research.

The present study is different from those of the reviews because it is about role of teachers’ training for teachers’ professional development at secondary level. However, the reviewed section facilitated the researcher to set her research frame and questionnaire of the research.

### **2.3 Implications of the Study**

The literatures reviewed above were similar or related to my study to some extent. All of these researches reviewed here were followed survey research design to achieve the objectives. After reviewing these works, I have got lots of ideas regarding the survey research. To be specific, it helped me to follow the process of

survey research accurately such as identifying population, determining sample, identifying tools, determining data collecting procedure, analyzing the data and presenting them systematically.

The research conducted by Dhungana (2016) was found fruitful to get the ideas regarding the teacher training. I understood that the training program was supporting them to solve the language and culture related problems in language classroom. The research carried out by Khadka (2014) supported me to understand the attitudes secondary level English teachers towards TPD Training as well as their performance inside the classroom.

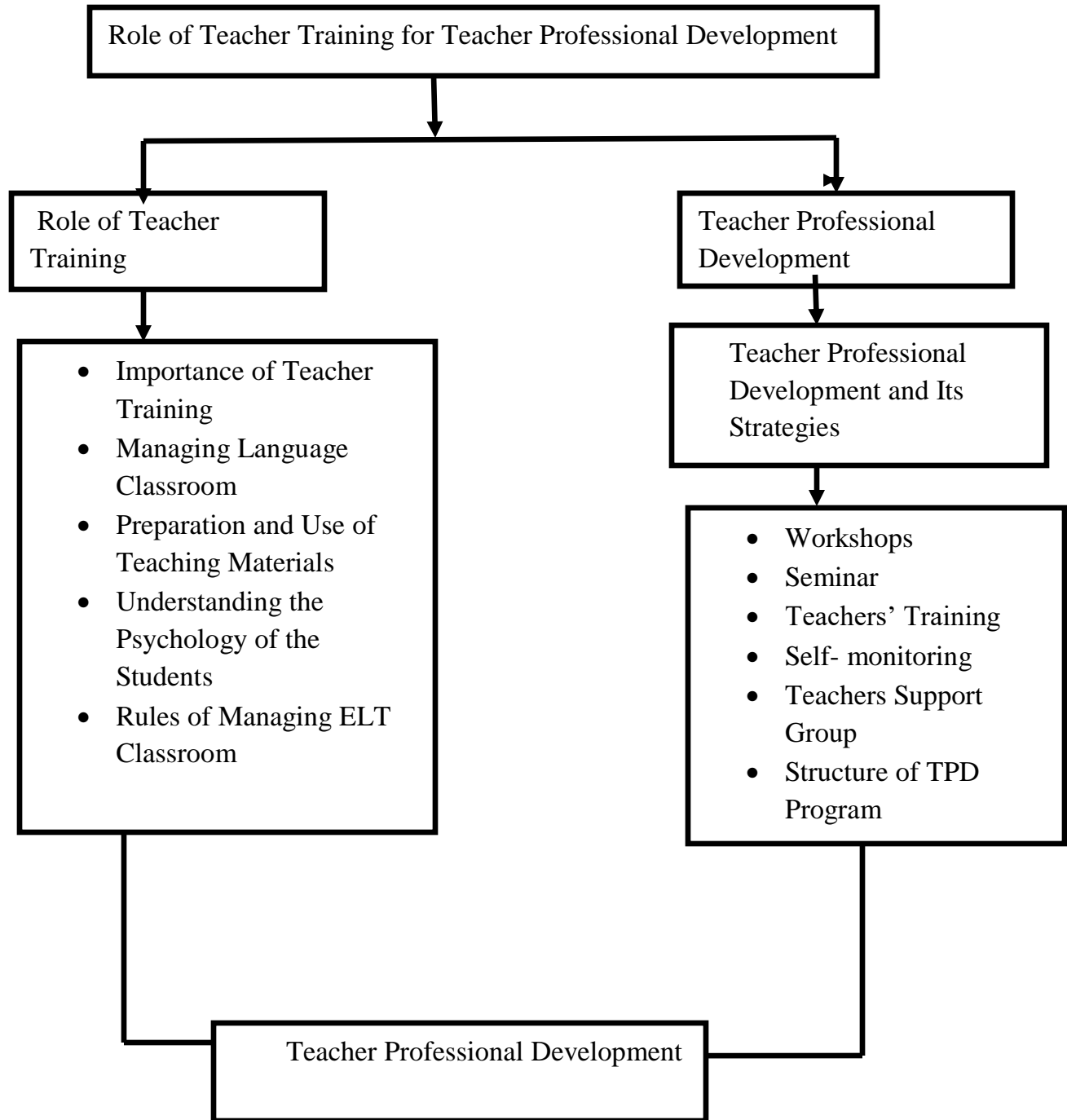
Similarly, the two works i.e. conducted by Joshi (2010) and Subba (2014), was found fruitful and supportive to me to identifying the baseline of teacher training in Nepal and activities of NCED. Furthermore, the research conducted by subba (2014) was found fruitful for selecting the field or area for the research and determining data collecting procedure.

The research carried out by Sharma (2012) supported me to understand the relationship between novice and expert teacher in terms of its exiting situation and importance for professional development.

Richards and Farrell (2010) helped me to explore my ideas about teachers' training and teachers' professional development.



## 2.4 Conceptual Framework



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

To achieve the set of the objectives of the study, the following methodologies were adopted:

#### **3.1 Design of the Study**

To find out perception and practice of TPD training this study followed mixed research design (i.e. both qualitative and quantitative) in general and the survey research design in particular. In this type of research, researcher visits determined fields/area to find out existing data. Specially, it is carried out in large numbers of population in order to find out to address the large population by selecting sample population which is representative of the study population as a whole. In this context, Cohen and Manion (1985 as cited in Nunan 1992, p.140) write:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small scale studies carried out by single research. The proposed of survey research is generally to obtain the snapshot of condition, attitudes and or events at single point of time. Similarly, Nunan (1992, p.140) states “Surveys are widely used for challenging data in most area of social inquiry from politics to sociology, from educational to linguistics”. Likewise Cohen, Manion & Morrison , (2010) write that survey research in which researchers gather data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation. From the aforementioned definitions, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitude

and events at a single point of time. Nunan (1992, p.14) suggests the following eight steps procedure of survey research:

Step 1: Define objectives:                   What do you 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 issues?

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/ observation checklist?

Step 6: Design survey procedure:      How will the data collection actually be carried out?

Step7: Identify analytical procedure:   How will the data be assembled and analyzed?

Step 8: Determine reporting procedure: How will results be written up and presented?

### **3.2 Population, Sample and Sampling Strategy**

Populations of the study were the all teachers of Parsa district who are teaching English language at secondary level and participated in the TPD program. Sample of the study consisted of 30 secondary level English teachers from 15 different schools of Parsa district. Purposive Random Sampling Strategy was used to select the sample.

### **3.3 Research Tools**

I had used questionnaire and observation checklist as tools for data collection for the fulfillment of specified objectives.

### **3.4 Sources of Data**

In order to carry this research both primary and secondary sources of data were used to meet the objectives of the study.

#### **3.4.1 Primary sources of Data**

This study was mainly based on the primary sources of data. Primary sources were the secondary level English teachers from Parsa district.

#### **3.4.2 Secondary sources of Data**

I had used some related book, journals, articles, unpublished research works, websites for my paper for widening my insight knowledge in related area. Some of them are Joshi (2012), Richards and Farrell (2010), Bhattarai (2001), Khadka (2014), Subba (2014), Sharma (2012), Dhungana (2016), Joshi (2010), Bhatia (2005), Harmer(2003), Nunan (1992) and SSRP.

### **3.5 Data Collection Procedures**

In order to collect data at first, the researcher had gone to District Education Office (DEO) Parsa .The researcher established rapport with the authority and made them clear regarding the purpose of visit. The researcher requested the authority for the permission to conduct research, 30 secondary level English teachers were selected from 15 different schools of Parsa district by using purposive random sampling procedure. The researcher visited the schools and established good rapport with teachers and made them clear about the purpose and process of visiting. Two classes of each teacher were observed with the help of

checklist. Questionnaires were filled up by teachers. Finally, they were thanked by researcher. Similarly, secondary sources of data had been used.

### **3.6 Data Analysis Procedures**

The collected data was transcribed, coded, analyzed, interpreted and then presented descriptively using appropriate tools and tables.

### **3.7 Ethical Considerations**

Ethical considerations are the most important aspects of research. It is a professional conduct in research which requires a researcher to be serious in dealing with people involved in the study. It is a professional standard of research which saves the respondents from any harm caused by the study. If there is no safety or privacy in research, the respondents may not provide their information. It is such aspect of research that encourages the respondents to provide researcher with real and authentic data. I did not give pressure to participants into signing consent forms. I kept the responses of the respondents confidential and I did not mention them in analysis and interpretation. By considering the importance of ethical consideration, I prepared consent letter that ensures respondents about their privacy. Similarly, I did not use taboo or any offensive words in the questionnaire. I avoided falsifying authorship, evidence, data, findings, and conclusions. I did not plagiarize.

## **CHAPTER FOUR**

### **ANAYLSIS AND INTERPRETATION OF DATA**

It was the core part of the research and deals with analysis and interpretation of the information\data obtained from the informants. All the information collected from the respondents had been analyzed and interpreted descriptively under the following heading and sub-headings

This chapter consists of the result and interpretation of the data obtained from the primary sources. The data were collected from 30 secondary level English teachers and trainers from 15 secondary schools. The main objectives of this study were to analyze the attitude of teachers towards TPD Training and their classroom behaviors. On the basis of obtained information the results have been derived and they have been presented in the tables and described.

#### **4.1 Analysis of Data and Interpretation of Results**

In this research both types of questions, close-ended and open ended as well as checklist was used as the tools for data collection. The questionnaire was administrated to 30 secondary level English teachers of the selected schools of parsa district and also observed 10 classes of selected teachers. The percentage was the main statistical tool for data analysis. The total number of responses for each question was changed into percentage while analyzing the data.

##### **4.1.1 Analysis of Close-ended Questions**

Multiple choice questions and closed ended questions were included in the questionnaire. All the responses made by the teachers about these questions were divided onto different sub-headings, presented in the table with frequency and percentage first. Then the responses made after each issues were interpreted and interpreted descriptively:

**i) Teacher Professional Development**

**Table 1**

**Responses to teacher Professional Development**

S.N	Issues	Responses									
		AS		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Teacher training for professional development	21	70	9	30	-	-	-	-	-	-
2	TPD training helps us to apply new methods and techniques	18	60	12	40	-	-	-	-	-	-
3	TPD training make our job easy	14	46.67	14	46.67	2	6.66	-	-	-	-
4	It helps to manage time and life	11	36.67	13	43.33	4	13.33	2	6.67	-	-
5	Training helps in TPD	10	33.33	15	50	3	10	2	6.67	-	-

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree and F= Frequency

The above table presented that the respondents accepted the training is supporting them in their professional development. Talking about the individual issue i.e. teacher training for teachers' professional development, 70% teachers 'strongly agreed' and 30% respondents 'agreed' on the first issue. It means training helped them in their professional development.

Talking about second issue, TPD training helps us to apply new methods and techniques, 60% teachers 'strongly agreed' and 40% teachers 'agreed' on the second issue. It means, TPD training is fruitful for them.

Thinking about third issue, TPD training make teachers' job easy, 46.67% teachers 'strongly agreed', 46.67% teachers 'agree' and 6.67% teachers were 'undecided'. So, out of 30 teachers 93.34% teachers accepted that TPD training is good for them.

Presenting about fourth issue, it helps to manage time and personal life. 36.67% teachers 'strongly agreed', 43.33% teachers 'agreed', 13.33% teachers were 'undecided' and 6.67% teachers 'disagreed' in the fourth issue.

Talking about fifth issue, training helps in TPD, 33.33% teachers 'strongly agreed', 50% teachers 'agreed', 10% teachers were 'undecided' and 6.67% teachers 'disagreed'. It means, out of 30 teachers 60% teachers found that training played very important role in TPD.

From the aforementioned discussion, it can be concluded that TPD training played fruitful role in teachers' professional development. Most of teachers found satisfied with the training and showed their positive responses.



**ii) Teacher Training, Teaching, Materials and Classroom Management**

**Table 2**

**Responses to teacher training, Teaching Materials and Classroom Management**

S.N	Issues	Responses									
		AS		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Teaching materials to control the classes	11	36.67	19	63.33	-	-	-	-	-	-
2	It helps to reduce the cost of teaching materials	7	23.33	15	50	3	10	4	13.33	1	3.33
3	Training helps teachers to understand the learning process of students	12	40	14	46.67	2	6.66	2	6.67	-	-
4	Appropriateness of training package	7	23.33	12	40	3	10	8	26.67	-	-
5	Training package and curriculum	9	30	15	50	4	13.33	2	6.67	-	-

The aforementioned table asserted that most of the teachers found TPD training program had been supporting them to select and use appropriate teaching materials in their regular classroom. So, it was helpful for classroom management. Dealing with the individual issue, the first issues, teaching materials help to control the classes, 36.66% teachers 'strongly agreed' and 63.33% teachers 'agreed'.

Based on Second issues, it helps to reduce the cost of teaching materials, 23.33% teachers 'strongly agreed', 50% teachers 'agreed', 10% teachers were 'undecided', 13.33% teachers 'disagreed' and 3.33% teachers 'strongly disagreed'.

In this way talking about the third issue, training helps teachers to understand the learning process of students, 40% teachers 'strongly agreed', 46.67% teachers 'agreed', 6.67% teachers were 'undecided' and 6.57% teachers 'disagreed'. It means, out of 30 teachers 70% teachers accepted that training helped to manage class effectively.

Thinking about fourth issue, appropriateness of training package, 23.33% teachers 'strongly agreed', 40% teachers 'agreed', 10% teachers were 'undecided' and 26.67% teachers 'disagreed'.

Talking about the fifth issue, training package is related to curriculum, 30% teachers 'strongly agreed', 50% teachers 'agreed', 13.33% teachers were 'undecided' and 6.67% teachers 'disagreed'. Almost teachers agreed that training package was related to school level curriculum.

In conclusion, majority of the teachers showed their positive attitudes towards the training program in terms of preparation and use of appropriate teaching materials. It meant skills to use and develop appropriate teaching materials for their regular language teaching classroom during the training session.

iii) **Teacher Training and Teacher Professional Development**

**Table 3**

**Responses to Teacher Training and Teacher Professional Development**

S.N	Issues	Responses									
		AS		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Training is a learning process	19	63.33	11	36.67	-	-	-	-	-	-
2	It helps to teach and control large classes	5	16.67	18	60	1	3.33	6	20	-	-
3	It helps to solve daily teaching problems	6	20	20	66.67	4	13.33	-	-	-	-
4	It helps to up-date our knowledge	14	46.67	14	46.67	1	3.33	1	3.33	-	-
5	It helps to establish good rapport with learners	10	33.33	19	63.33	-	-	1	3.33	-	-

According to the table, most of the teachers realized that training program helped them in their professional development. They all accepted that teachers training and teacher professional development were two side of same coin.

Talking about the individual issue, the first issue, training is learning process, 63.33% teachers 'strongly agreed', 36.67% teachers 'agreed'. It means majority of the teachers found that training was a learning process.

Presenting about second issue, it helps to teach and control large classes, 16.67% teachers 'strongly agreed', 60% teachers 'agreed', 3.33% teachers were 'undecided' and 20% teachers 'disagreed'. It means, out of 30 teachers, 80% teachers accepted that it helped them in large classes.

Talking about third issue, it helps to solve daily teaching problem, 20% teachers 'strongly agreed', 66.67% teachers 'agreed' and 13.33% teachers were 'undecided'. Out of 30 teachers, 90% teachers agreed that training helped them to make teacher support mechanism and solve daily classroom teaching problem.

Talking about forth issue, it helps to update our knowledge, 46.67% teachers 'strongly agreed', 46.67% teachers 'agreed', 3.35% teachers were 'undecided' and 3.33% teachers 'disagreed'. 90% teachers satisfied that training updated their knowledge.

iv) **Teacher Training and changes after getting training**

**Table 4**

**Responses to Teacher Training and changes after getting training**

S.N	Issues	Responses									
		AS		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Trained teachers can increased students participation in class	11	36.67	13	43.33	5	16.67	1	33.33	-	-
2	It is important for novice teacher	14	46.67	13	43.33	1	3.33	2	6.66	-	-
3	It is two side of same coin	12	30	17	56.67	3	10	-	-	-	-
4	It can change learning environment of class	15	50	14	46.67	1	3.33	-	-	-	-
5	Training, workshop, seminars, conferences, portfolios, etc	20	66.67	10	33.33	-	-	-	-	-	-

The aforementioned table asserted that, most of the teachers found the teachers training brought drastic change in teachers' professionalism. Dealing with individual issue, the first issue, train teachers can increase students' participation in class, 36.67% teachers 'strongly agreed', 43.33% teachers 'agreed', 16.67% teachers were 'undecided' and 3.33% teachers 'disagreed'. It means the majority of the participations accepted that trained teachers can increase students' participation in classroom.

Regarding the next issue, it is important for novice teacher, 46.67% teachers 'strongly agreed', 43.33% teachers 'agreed', 3.33% teachers were 'undecided' and 6.66% teachers 'disagreed'. By going through presented data 90% teachers accepted that training was fruitful for new comers.

Regarding the third issue i.e. it is two side of same coin. 30% teachers 'strongly agreed', 56.67% teachers 'agreed' and 10% teachers were 'undecided'. It means majority of teachers accepted that teacher training and professional development were two side of same coin.

Regarding the second last issue, it can change learning environment of class. 50% teachers 'strongly agreed', 46.67% teachers 'agreed' and 3.33% teachers were 'undecided'.

Regarding the final issue, i.e. teachers' professional strategies, 66.67% teachers 'strongly agreed' and 33.33% teachers 'agreed'. At last, all teachers accepted that professional development strategies played vital role in teachers' professional development.

According to the data discuss above, it can be concluded that the training had significant role in improving students' results. Similarly, the majority of the respondents were appropriate in their local context.

#### **4.1.2 Analysis of Open-Ended Questions**

Open-ended questions in the questionnaire were included to get subjective response or free opinions from the informants. The responses made after those open-ended questions have been analyzed and described individually under the following sub-headings:

##### **i) Teachers Ideas on Teacher's Training**

To get free opinion or judgment regarding the contributions of TPD training in language teaching and TPD, open-ended question was included in the questionnaire. Majority of the teachers said that it refers to the training program attempted to address their pedagogical needs of daily classroom teaching. Some says that training enhanced them to choose appropriate teaching methods, techniques and materials in terms of teaching items, students' level and interest and classroom environment.

Some of the responses given by the teachers are presented below:

*T1 says, "Teachers' training gives the ideas about the roles of a teacher according to the time, learners and the nature of the subject matters. It helps the teacher to be active and use modern techniques in his/her classroom to make effective learning."*

*T2 views, "Teachers training is a kind of extra skill except his academic qualification. In teacher's training a teacher can get different kinds of knowledge, skills, techniques and methods to run his class effectively."*

*T3 opinions, "Teacher's training is the ways of making teachers up to date for effective and purposeful teaching and learning. We know that knowledge is dynamic and it is the teacher's training which help teachers to up to date."*

Even the teachers were responding in various ways, majority of them accepted that the training program facilitated them for teaching English language in school and they were involving in different professional activities. So, it can be concluded that TPD training had a positive role in language teaching and professional development.

**ii) Attitudes of Secondary Level English Teachers towards Teachers' Professional Development training**

In the questionnaire, there was an open-ended question to obtain information about attitudes of secondary level English teachers towards TPD training. Majority of the teachers said that it is important for all teachers. Secondary level English teachers had positive attitude towards TPD training because they wanted to learn new skills and techniques to perform their duties and responsibilities properly.

Some of the responses given by teachers are presented here:

T1 says:

- *It is necessary for teachers.*
- *It helps to do our job in better way.*
- *It helps to be up to date.*

T2 views, *“They have positive attitudes towards teacher professional development training. TPD teaches about the skill and methods and it update the teachers in the changing world.*

T3 views, *“Every English teacher has positive attitudes towards teachers' professional development training academic.”*

Even the teachers were responding in various ways, but majority of them accepted that TPD raining played very fruitful role in their professional career.



### iii) **Problems associated with TPD Training and Its Classroom Implication**

To get free opinion about problem of the program, one open-ended question was included in the questionnaire. All the responses made by the language teachers were discussed here. Majority of teachers raised different kinds of problems such as poor availability of teaching materials, over crowded classroom, lack of well trainer, lack of ICT material and lack of regular supervision. Some said that they have taken teaching as time pass activity.

Some of the responses given by teachers are presented here:

T1 opinion:

- *Lack of well training management.*
- *Lack of training hall.*

T2 opinions:

- *Lack of proper and regular supervision*
- *Lack of confidence*
- *Teacher start feeling weak and inadequate.*

T3 views:

- *Large number of students, lack of materials. Lack of appropriate environment and lack of plan and policy from administration.*

T4 views, *“Teachers are not interested to be up to date in the subject matter and they feel lazy to use new techniques inside the classroom weather they learnt in TPD training.”*

Even teachers are responding in various ways but majority of teachers accepted these all problems, they are given here:

- Poor availability of teaching materials in their local context
- Over- crowded language classroom and teaching overload
- The teachers were not convinced with the new skills and techniques learned during the training
- Lack of training supervision and monitoring
- Low motivation
- Lack of regular class observation and evaluation of training delivery

#### **iv) Strength of Training in Professional Development**

To obtain teachers' judgment regarding the strength of the TPD training, two open-ended questions were included in the questionnaire. Majority of teachers accepted that it has vital role in teachers' professional development. Training encouraged the teachers to identify their problems, through self- realization. Explore their needs for the training and got support. Some says that the training provided some technical skills and knowledge for concluding project works, case study, action research, book review, etc and writing reports of different academic studies.

Some of the responses made by teachers are presented here:

T1 says, *“The role of teachers’ training in TPD is acquisition of new concept in teaching, group discussion and implementation of new idea.”*

T2 views, *“Teachers’ training develops kills and techniques which prepares a teacher to take new teaching responsibilities. It also helps the teachers to update themselves for accomplishing their professional responsibility effectively.”*

T3 says, *“It helps to simplify our teaching through peer coaching colleagues experience sharing. It helps to solve the problems as soon as possible through care study and action research.”*

Similarly, the next question, dose the training help in improving teaching skills, how? Majority of teachers said that it is helpful. Some responses are presented here:

T1 says, *“Yes, the training helps in improving teaching skills by providing various ideas or experiences about different modern teaching skills, methods, approaches.”*

T2 says, *“Yes, It helps in improving teaching skills. It involves the activities like classroom teaching with supervision, monitoring and feedback. It focuses on preparing the teacher in specific areas such as use of classroom aids, use of textbook, classroom management and construction of test items.”*

The demand-driven TPD training package was basically designed in local level and tries to address the participants’ individual needs and demand. So, the participants’ may be benefited in different ways in terms of where and when they were participated in the training.

#### **v) Role of teachers’ Training in Preparing Teaching Materials**

To get free opinion or judgment regarding preparing teaching materials with the help of teachers’ training, one open-ended question was included in the questionnaire. Majority of teachers said that training helps us to make low-cost and no-cost teaching materials

Some of the responses made by teachers are presented here:

T1 says, *“Training teaches the teachers to prepare materials on the basis of context, situation in low-cost and no-cost.”*

T2 views, *“Training is very helpful in preparing teaching materials. It help to construct and collect low-cost and no-cost teaching materials. It helps to prepare materials according to the need, level, age and interest of the learners.”*

T3 says, *“The training has dimension regarding preparing teaching materials for any level according to the need and demand of the situation.*

**vi) Major Contributions of Teachers’ Training in Teachers’ Professional Development**

To get free opinion or judgment regarding major contributions of teachers’ training in teachers’ professional development, majority of teachers said that teachers’ training develop positive attitudes towards their profession. Teachers training also used to provide new knowledge in teachers.

Some of the responses made by the teachers are presented here:

T1 says:

- *To make class interesting*
- *Proper use of teaching materials and techniques.*
- *Arouse the interest of students towards study.*

T2 views, *“The major contributions of teachers training in teachers professional development is to give them the positive attitudes and it help to up-date our knowledge.”*

T3 opinion, *“It helps to solve the problems as soon as possible through case study and action research and it helps the teachers to be enthusiastic, curious and competent in teaching profession.”*

T4 says, *“It inspires the teachers to use their skills in the classroom. It brings confidence towards the subject matters and its presentation. It changes the behavior of language teachers.”*

## **vii) Suggestions for Training Reform**

There was an open-ended question included in the questionnaire to obtain participants recommendation to make the training program more appropriate and effective for them. The majority of the respondents have viewed that the training tried to fulfill their need and expectations to some extent but those were not sufficient. The theoretical concept of the training was appreciated by the respondents but they questioned and expressed their dissatisfaction about implementation of the training and its practical aspects. The respondents have made following suggestions to fulfill their expectation and further improvement of the training program:

- The training package should attempt to fill up the gaps between training center and classroom environment.
- Salary and other facilities for trainer who has been working in rural area should be increased.
- Sufficient budget should be allocated for continuing the training in rural area. Most of the respondents had realized that training was not completed in time and failed to meet the national standard of the training because of poor budgeting in rural area.
- A training monitoring mechanism should be established at local level.
- The training package should be varied according to the teachers' hierarchy.
- Focus on regular classroom observation and private technical support.
- Trainers should care teachers' level and capacity.

### **4.1.3 Analysis and Interpretation of the Data Collected through**

#### **Observation Checklist**

This section deals with the analysis and interpretation of data obtained from classroom observation of 10 English teachers of secondary level. I prepared an observation checklist and observed 10 classes of 10 teachers to find out their awareness about different issues of classroom management. I tried to analyze minutely the activities used in classroom and problems faced by the teachers focusing on the area such as:

- Teacher's preparation
- Lesson introducing
- Subject matter presentation
- Use of teaching materials
- Selection and use of individual materials
- Instructional process in the classroom
- Student evaluation and concluding the lesson

#### **4.1.3.1 Teaching's Preparation**

While collecting data through observation checklist under state related to teachers preparation involves preparation for lesson, review of previous lesson, preparation of instructional materials, arrangement of physical resources and appropriate arrangement of resources which are presented in sub- heading on the next page:

**i) Preparation for Lesson**

**Table 1**

**Preparation for lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	5	50
Good	5	50
<b>iv)</b> Average	-	-
Below Average	-	-
Poor	-	-

As table one showed that that out of 10 teachers 5 teachers (i.e. 50%) were excellent whereas 50% teachers were good. Thus, it showed that preparation for lesson was good in ELT classes.

**ii) Review of Previous Lesson**

**Table 2**

**Review of Previous Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	7	70
Average	1	10
Below Average	-	-
Poor	-	-

The table two showed that out of 10 teachers, 2 teachers (i.e. 20%) were excellent, whereas 70% teachers were good and 10% teachers were average. None of teachers are below average and poor. So, it showed that the moment of the teachers in review of previous lesson was good in ELT classes.

### iii) Preparation of Instructional Materials

**Table 3**

#### **Preparation of Instructional Materials**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	5	50
Average	4	40
Below Average	-	-
Poor	-	-

The data saw that out of 10 teachers, 10% teachers are excellent where as 50% teachers were good and 40% teachers were average. None of teachers were poor and below average. Thus, the preparations of instructional materials were good in ELT classes.



#### iv) Arrangements of Physical Resources

**Table 4**

##### **Arrangements of Physical Resources**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	6	60
Average	3	30
Below Average	-	-
Poor	-	-

Here we saw that out of 10 classes, 10% classes were excellent; whereas 60% classes were good and 30% classes were average. Thus, the arrangements of physical resources were good in ELT classes.

#### v) Appropriate Arrangement of Resources

**Table 5**

##### **Appropriate Arrangements of Resources**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	5	50
Average	1	10
Below Average	-	-
Poor	-	-

The above tables showed that out of 10 classes' 40% classes were excellent, whereas 50% classes were good and 10% classes were average. None of classes were below average and poor. Thus, it found that almost all classes had appropriate arrangements of resources.

#### **4.1.3.2 Lesson Introducing**

Lesson introducing includes, starting the classes as per the scheduled, motivating towards lesson and overview of the previous lesson, which are presented in following ways:

##### **i) Starting the Class as per the Scheduled**

**Table 6**

**Starting the Class as per the Schedule**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	5	50
Average	1	10
Below Average	-	-
Poor	-	-

According to the above table, here we saw that out of 10 teachers 40% teachers were excellent, whereas 50% teachers were good and 10% teachers were average. None of teachers were below average and poor. Thus, I said that majority of teachers started their classes as per the schedule.

## ii) Motivation towards lesson

**Table 7**

### **Motivation towards Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	7	70
Average	2	20
Below Average	-	-
Poor	-	-

This data showed that out of 10 teachers 10% teachers were excellent, whereas 70% teachers were good and 20% teachers were average. Thus, I found that many teachers were motivated towards lesson.

## iii) Overview of the Previous Lesson

**Table 8**

### **Overview of the Previous Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	2	20
Average	7	70
Below Average	-	-
Poor	-	-

According to table, here we saw that out of 10 teachers 10% teachers were excellent, whereas 20% teachers were good and 70% teachers were average. None of teachers were below average and poor. Thus, the above data showed that majority of teachers did overview of the previous lesson.

#### **4.1.3.3 Subject Matter Presentation**

Subject matter presentation includes selecting accurate subject matter, sequential use of instructional materials, giving examples to clarify the concepts, summarizing the contents and management, which are presented as follows:

##### **i) Selecting Accurate Subject Matter**

**Table 9**

**Selecting Accurate Subject Matter**

Rating Scale	No. of Classes	Percentage (%)
Excellent	6	60
Good	4	40
Average	-	-
Below Average	-	-
Poor	-	-

Here, the presented table showed that out of 10 teachers, 60% teachers were excellent and 40% teachers were good. None of teachers were below average and poor. Thus, this data showed that all teachers were good in selecting accurate subject matter in ELT classes.

## ii) Sequential Use of Instructional Materials

**Table 10**

### **Sequential Use of Instructional Materials**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	7	70
Average	2	20
Below Average	-	-

According to table showed that out of 10 teachers, 10% teachers were excellent, whereas 70% teachers were good and 20% teachers were average. Thus, this data showed that all teachers were good in using instructional materials.

## iii) Giving Examples to Clarify the Concepts

**Table 11**

### **Giving Examples to Clarify the Concepts**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	3	30
Average	6	60
Below Average	-	-
Poor	-	-

Here, this table showed that out of 10 teachers, 10% teachers were excellent, whereas 30% teachers were good and 60% teachers were average. None of teachers were below average and poor. Thus, we said that majority of teachers were perfect in giving examples to clarify the concepts in ELT classes.

**iv) Summarizing the contents and Time Management**

**Table 12**

**Summarizing the Contents and Time Management**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	7	70
Average	2	20
Below Average	-	-
Poor	-	-

Here, we can see that out of 10 teachers 10% teachers were excellent, whereas 70% teachers were good and 20% teachers were average. Thus, majority of the teachers were good in summarizing and time management.

**4.1.3.4 Use of Teaching Methods**

Use of teaching methods includes skills in selecting teaching methods, appropriateness of methods used and changing teaching methods time to time, which are presented on next page.

**i) Skills in Selecting Teaching Methods**

**Table 13**

**Skills in Selecting Teaching Methods**

Rating Scale	No. of Classes	Percentage (%)
Excellent	7	70
Good	3	30
Average	-	-
Below Average	-	-
Poor	-	-

The table showed that out of 10 teachers, 70% teachers were excellent and 30% teachers were good. None of teachers were below average and poor. Thus, this table showed that almost teachers were skillful in selecting teaching methods in ELT classes.

**ii) Appropriateness of Methods Used**

**Table 14**

**Appropriateness of Methods Used**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	10	100
Average	-	-
Below Average	-	-
Poor	-	-

Above table showed that out of 10 teachers 100% teachers were good. Thus, majority of teachers used appropriate teaching methods in ELT classes.

### iii) Changing in Teaching Methods Time to Time

**Table 15**

**Changing in Teaching Methods Time to Time**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	1	10
Average	7	70
Below Average	-	-
Poor	-	-

Regarding the changing in teaching methods time to time, the above table showed that out of 10 teachers, 20% teachers were excellent, where as 10% teachers were good and 70% teachers were average. None of teachers were below average and poor.

#### **4.1.3.5 Selection and Use of Individual Materials**

Selection and use of individual materials includes appropriateness of the materials, students were aware in the used materials, materials used in a nature of subject matter and materials used in sequential order, which are presented on next page.



**i) Preparation of Instructional Materials**

**Table 16**

**Appropriateness of the Materials**

Rating Scale	No. of Classes	Percentage (%)
Excellent	6	60
Good	4	40
Average	-	-
Below Average	-	-
Poor	-	-

The data showed that out of 10 teachers, 60% teachers were good and 40% teachers were good. None of teachers were average, below average and poor. Thus, this shows that almost teachers were using appropriate teaching materials.

**ii) Students Awareness in the Used Materials**

**Table 17**

**Students Awareness in the Used Materials**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	7	70
Average	3	30
Below Average	-	-
Poor	-	-

Here we saw that out of 10 teachers, 70% teachers were good and 30% teachers were average. None of teachers were excellent, below average and poor. So, it was found that all students were known in the used of materials.

**iii) Materials Used in a Nature of Subject Matter**

**Table 18**

**Materials used in a Nature of Subject Matter**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	4	40
Average	4	40
Below Average	-	-
Poor	-	-

According to the data presented table showed 20% teachers were excellent, whereas 40% teachers were good and 40% teachers were average. None of teachers were below average and poor.

iv) **Materials Used in Sequential Order**

**Table 19**

**Materials Used in Sequential Order**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	7	70
Average	3	30
Below Average	-	-
Poor	-	-

Here, the presented data shows that out of 10 teachers, 70% teachers were good and 30% teachers were excellent. None of teachers were excellent, below average and poor. Thus, in majority of classes, teachers used teaching materials in sequential order.

**4.1.3.6 Instructional Process in the Classroom**

Instructional process in the classroom includes effective communication, motivated students towards lesson, provided opportunity to ask questions, students group formation and group dynamic, provided equal opportunity to learn, provided special support to the students who are unable to learn easily, provide positive reinforcement and motivation and student's active participation, which are presented in the following way:

**i) Effective Communication**

**Table 20**

**Effective Communication**

Rating Scale	No. of Classes	Percentage (%)
Excellent	5	50
Good	5	50
Average	-	-
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 50% teachers were excellent and 50% teachers were good. None of teachers were average, below average and poor. So in the majority of the classes, teachers' communications were good with students.

**ii) Motivating Students towards Lesson**

**Table 21**

**Motivating Students towards Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10%
Good	8	80%
Average	1	10%
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 10% teachers were excellent, whereas 80% teachers were good and 10% teachers were average. None of teachers were below average and poor.

**iii) Providing Opportunity to Ask Questions**

**Table 22**

**Providing Opportunity to Ask Questions**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	2	20
Average	4	40
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 40% teachers were excellent, whereas 20% teachers were good and 40% teachers were average. None of teachers were below average and poor. So, in the majority of the classes, teachers used to provide better opportunity to students to asked questions.

iv) **Students' Group Formation and Group Dynamic**

**Table 23**

**Students' Group Formation and Group Dynamic**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	5	50
Average	5	50
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 50% teachers were good and 50% teachers were average. None of teachers were excellent, below average and poor. So, in majority of the classes, teachers used to make group and most groups were dynamic.

v) **Providing Equal Opportunity to Learn**

**Table 24**

**Providing Equal Opportunity to Learn**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	8	80
Average	2	20
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 10% teachers were excellent, whereas 80% teachers were good and 20 teachers were average. None of teachers were below average and poor. So, in majority of classes, teachers used to provide equal opportunity to all students.

**vi) Providing Special Support to the Student Who are Unable to Learn Easily**

**Table 25**

**Providing Special Support to the Student who are Unable to Learn Easily**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	4	40
Average	4	40
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data. I said that out of 10 teachers, 20% teachers were excellent, whereas 40% teachers were good and 40% teachers were average. None of the teachers were below average and poor. So, in majority of the classes, teachers used to provide special support to the students.

**vii) Providing Positive Reinforcement and Motivation**

**Table 26**

**Providing Positive Reinforcement and Motivation**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	8	80
Average	1	10
Below Average	-	-
Poor	-	-

Here, I said that out of 10 teachers, 10% teachers were excellent, whereas 80% teachers were good and 10% teachers were average. So, in majority of classes, teachers used to provide positive reinforcement and motivation.

**viii) Students Active Participation**

**Table 27**

**Students Active Participation**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	4	40
Average	2	20
Below Average	-	-
Poor	-	-



According to the table, showed that out of 10 teachers, 40% teachers were excellent, whereas 40% teachers were good and 10% teachers were average. None of teachers were below average and poor. So, in majority of classes, students' participation was active in teaching learning activities.

#### **4.1.3.7 Student's Evaluation**

Student evaluation includes student's evaluation based on lesson plan and provided developmental feedback, which is presented below.

##### **i) Student's Evaluation Based on Lesson Plan**

**Table 28**

**Student's Evaluation Based on Lesson Plan**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	8	80
Average	-	-
Below Average	-	-
Poor	-	-

In the training package, the teachers are trained about how to evaluate the students being based on the information obtained from the data; I said that out of 10 teachers, 20% teachers were excellent and 80% teachers were good. None of teachers were average, below average and poor. Thus, majority of teachers used to do student's evaluation based on lesson plan.

ii) **Providing Developmental Feedback**

**Table 29**

**Providing Developmental Feedback**

Rating Scale	No. of Classes	Percentage (%)
Excellent	6	60
Good	3	30
Average	1	10
Below Average	-	-
Poor	-	-

According to table, here we saw that out of 10 teachers, 60% teachers were excellent, whereas 30% teachers were good and 10% teachers were average. None of teachers were below average and poor. Thus, majority of teachers were used to provide developmental feedback in ELT classes.

**4.1.3.8 Concluding the Lesson**

Concluding the lesson includes summarizing of subject matter, assign the homework and appropriately time management for ending lesson, which are presented on next page.

**i) Summarizing of Subject Matter**

**Table 30**

**Summarizing the Subject Matter**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	6	60
Average	-	-
Below Average	-	-
Poor	-	-

Being based on the table, 40% teachers were excellent and 60% teachers were good. None of teachers were average, below average and poor. Thus, majority of teachers used to summarize subject matter in ELT classes.

**ii) Assigning the Homework**

**Table 31**

**Assigning the Homework**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	7	70
Average	2	30
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 10% teachers were excellent, whereas 70% teachers were good and 20% teachers were average. None of teachers were below average and poor. Thus, I can say that majority of teachers used to assign the homework in ELT classes.

**iii) Appropriate Time Management for Ending Lesson**

**Table 32**

**Appropriate Time Management for Ending the Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	3	30
Average	7	70
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I can say that out of 10 teachers. 30% teachers were good 70% teachers were average. None of teachers were excellent, below average and poor.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

It was the final chapter of the thesis and deals with the major findings, conclusions and some recommendations which were made on the basis of analysis and interpretation of collected data. They were presented as follows.

#### 5.1 Findings

From the above discussion about the data obtained from the respondent, it can be summarized that training program helped teachers' in their professional development. Training program had attempted to address different needs and expectation of language teachers and those were sufficient for them. The major findings of the study were presented in the following points:

- a) Although it is claimed that all teachers (100%) of government school were trained but (10%) teachers were found poor in preparing lesson.
- b) All teachers used to prepare instructional materials.
- c) While introducing the lesson most of the teachers (90%) did over view of the previous lesson.
- d) In case of subject matter selection only the self selected or the prescribed subject matter was used.
- e) 50% of teachers did not summarize the content and they did not pay any attention in managing the time.
- f) Skill and the practice of selecting, collecting and using the teaching materials were very good. All teachers were found of doing such tasks.
- g) The skill of provide the developmental feedback to the students seemed to be satisfactory.
- h) While concluding the lesson 60% teachers were found good.
- i) Most of the teachers (90%) assigned the homework.

- j) 90% respondents accepted that training had fruitful role in their professional development such as in classroom management and teaching materials selection.
- k) 90% teachers agreed that the training program supporting them in classroom management and built a learning friendly relation with their students.
- l) 90% viewed that the training program was helping them to prepare different teaching aids and used them appropriately in the classroom.
- m) Most of the teachers agreed that the training program was supporting them to solve the language and culture related problems in language classroom.
- n) Most of the teachers viewed that the training program helped them to apply new methods and techniques in language teaching.
- o) Most of the teachers (80%) had accepted that training is fruitful for novice teachers' professional development.
- p) 90% respondents viewed that training was not delivered in the regular classroom properly due to the lack of teaching materials, lack of ICT materials and lack of regular supervision.
- q) 70% respondents realized that monitoring and supervision mechanism of the training was not effective.
- r) 60% respondents were not satisfied with the solution provided during the training session to their pedagogical and professional needs.

## **5.2 Conclusion**

From the research it was concluded that the training program was fruitful for English language teachers in terms of their professional development. Teachers training helped teachers to different types of tasks such as: managing language classroom, preparation and use of teaching materials, up-date themselves, understand the psychology of the students\learners and teachers' professional development. Focus on local pedagogical issues and motivate to collaborative

learning were the remarkable positive aspects of the training. Similarly, lack of training supervision and monitoring mechanism and lack of post training support were some notable weakness in the training program. From the present study, the following conclusions had been made:

- a) Almost teachers of government school were trained but only 90% teachers were found good in preparation for the lesson.
- b) Most of the teachers accepted that training had fruitful role in their professional development.
- c) Training brought some remarkable changes in preparation and use of teaching materials in the language classroom, e.g. using locally available and low-cost materials, authentic tests, etc.
- d) Training program contributed to improve teacher-student relations and students were actively participated in different learning activities.
- e) Training developed collaborative learning culture among school staffs and also provided a platform to share their professional needs experiences.
- f) Training program helped to make the teachers more confident in their profession providing the knowledge and skills.

Therefore, the TPD training program was very useful and effective for teaching English language and teachers' professional development though there were several short comings.

## **5.3 Recommendations**

### **5.3.1 Policy Related**

- Teacher training concluded by the NCED is basically semi-practical. So, it is suggested to focus on the practical aspects of training.
- TPD is a need based program for teachers where trainee teachers should have to explore their training content according to their needs. However, it

was found that all of them were not able to explore and share their needs and problems among colleagues and experts. So, training should be prescribed in accordance with the classroom observation report from school supervision at policy level.

- Monitoring program (at least 1 to 2) months should be added along with the regular TPD program for the novice teacher.
- Training monitoring and supervision mechanism should be developed at local level.

### **5.3.2 Practice Related**

- Provide enough training as well as teaching materials to the training center and school of rural area.
- Training should be conducted during the summer or winter vacation, time of examination or end of the academic year in order to increase teachers' participation.
- There should be proper monitoring, supervision and control for the effective implementation of the training during and after the completion of the session.
- Trainers should be committed on their profession that they should manage the training according to its spirit.



### **5.3.3 Further Research Related**

In further research related, this research study will be implemented for the following purposes:

- To carry out a similar research to examine the relevance of training needs indentified by the teachers and the problems seen in school visit and classroom observation.
- It is suggested that the following research titles could be useful to analyze the other aspects of TPD training.
  - a) Impact of TPD training in Language classroom
  - b) Implication of TPD training in public schools
  - c) A comparative study on Learner Achievement before and after TPD training.

# CHAPTER ONE

## INTRODUCTION

The Present is study entitled as **Role of Teacher Training for Teacher Professional Development at Secondary Level**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.2 Background of the Study

English is the most widely used language in the world and is the language of the international communication, politics, commerce, education and technology. According to Manivannan (2006), “English is becoming the most prestigious language in the world without which no communication can take place among the different language speakers of the world”. At present time, English language is widely accepted as an ‘instrumental language’ in the field of education. In this regard Graddol (2006, p.122, as cited in Harmer, 2005, p.23) views “Good English is an entry requirement for much tertiary education in the global market where English gives the user a competitive advantage”. We must make the best use of English language to develop ourselves culturally and materially so that we can complete with the best human resources in the world.

In the context of Nepal, history of English language teaching was begun with the establishment of Darbhar High School. The first credit goes to Jung Bhadur Rana, the founder of Rana regime in Nepal, who established modern school for the first time in 1910 B.S. where English was taught as a subject. It was an appreciable initiation from the side of first Rana prime minister the door of English education was started only for the member of Rana family. Since, English language has been taught and learned as a foreign language in schools and colleges of Nepal.

Teachers without adequate training and motivation are unlikely to help in improving the quality of education in Nepal. To make teachers competent and qualified, training should be provided to them frequently to adopt the changing knowledge. In the field of language teaching, how the teachers involve students to practice different skills and aspects of that language are most crucial task. So, the needs of teacher training appear unquestionable.

Teacher training should not be for the sake of just training and certification rather it is a learning process that involves acquisition of knowledge, development of skills and concepts. At the same time, it is a process of changing attitudes and behaviors to enhance the performance of teachers.

According to Richards and Farrell, (2010, p.3) write,

Training involves understanding basic concepts and principles as a prerequisite 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 classroom usually with supervision and monitoring and getting feedback from others one's 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 School Sector Reform program (SSRP) has recommended a new model of in- service training for teachers, named Teacher Professional Development (TPD). According to SSRP core document, the teacher professional TPD is demand based training for teachers in which the training packages are developed according to their needs.

TPD is a long term process through which a teacher tries to be an effective and successful figure in his/her teaching profession. TPD is a very much vast and

complex phenomenon of teacher development that incorporates all the variables that have direct and indirect effect on an effective teaching such as motivation, techniques, classroom management, content knowledge with appropriate skills and techniques to deliver, and students' evaluation strategies.

In this regard Bolam (1993 as cited in Joshi, 2012, p. 9) define TPD as

“Any professional activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to education of children, with a view to improve the quality of teaching and learning process”.

It means teachers are the objects to be changed through professional activities such as training, workshop, seminar and conferences; in turn those teachers become the subjects to the education reform. Similarly, Fullan (1995 as cited in Joshi, 2012, p. 10) mentions TPD is “sum of the total formal and informal learning pursued and experienced by the teacher in a compelling learning environment under the condition of complexities and dynamic change”. By paraphrasing it, it can be said that TPD is a lifelong process of acquiring new knowledge and skills through formal program (such as training, workshop, conferences, etc) and informal activities (such as experience sharing, journal writing, reflective and critical thinking and peer talk) and during the process of acquiring knowledge, the teachers take challenges as the opportunities for their professional growth.

Teachers' professional development is dynamic and rigorous process of positive changes that improve the standards of teaching profession. Development refers to the gradual, continuous and never ending progressive task which brings the acceptable positive outcomes for welfare purpose.

According to Head and Taylor (1997, P. 1) “Development refers to the growth personally and professionally for the acquisition of specific skills in their life career”.

## **1.2 Statement of the Problems**

The main concern of this study is to find out the role of teacher training for teacher professional development. The scope of the knowledge is very wide and it is widening day by day. Due to the rapid growth and development of science and scientific technologies, new knowledge is growing up and the teachers need to know the scope of the current and widening knowledge. It is in fact possible only through the means of adequate training. Thus, the significance of training for a teacher in teaching is very essential.

According to National Center for Educational Development (NCED) (2010), most of the teachers in schools are trained. Further, there are different packages of training for them who are not still trained. A huge amount of national budget, time and effort have been invested in the training of the teachers in schools. The teachers are qualified and experienced as well. However, some national level studies (National Aeronautics and Space Administration-NASA-1997, 2003, 2008, 2011) show the poor level of learning achievement in the schools. Further, Students overall performances are also not so satisfactory.

Teachers` training is very important for teacher`s professional development. But teachers are facing different problems in using training knowledge in their classroom due to:

- Lack of infrastructure/Teaching materials
- Mixed ability of the students
- Time consideration
- Appropriate arrangement of resources

- Lack of effective communication
- Lack of instructional materials

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

This study had the following objectives:

- d) To find out the attitudes of secondary level English teachers towards TPD training,
- e) To analyze the role of teachers' training in their professional development, and
- f) To suggest some pedagogical implications from this study.

### **1.4 Research Questions**

The study oriented to find out the answers of the following research questions:

- c) What are the attitudes of secondary level English teachers' towards TPD training?
- d) What is the role of teachers' training in their professional development?

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

As this study explored the ways of effective delivery of training in the classroom, the teachers of English language in secondary level will be benefited to adopt the suggested pedagogical implication. In the same way, students will get benefited by getting appropriate instructions in classroom. Similarly, this study will be highly significant for the English Language Teaching (ELT) practioners mainly who want to undertake resources in the field of teachers education. Moreover, this study will be significant for school supervisors, resource persons, district education officers, teacher trainer, policy makers and curriculum designers.

## 1.6 Delimitations of the study

The limitations of the study were as follows.

- f) The study included secondary schools of Parsa district.
- g) This study analyzed the situation of Parsa district only.
- h) The study was confined to 30 secondary level English teachers from Parsa district through purposive random sampling procedure.
- i) Questionnaire and observation checklist were the tools for data collection.
- j) The study was limited to analyze the role of Teachers' training for teachers' professional development.

## 1.8 Operational Definitions of the Key terms

**Teachers' professional Development:** - In this research, the term TPD means a career path for the professional development of the teachers like training, workshops, qualification upgrading etc.

**Package:** - In this research, the term package means a set of training modules.

**Training programs:** - In this research, the term training programs means programs for professional development of the employee.

**Resource center:** In this research, the term resource centers means cluster- level wings of MoE/NCED and are responsible for teacher training and school reform.

**TPD- hub:** Training center where all activities of the TPD training are held e. g. RCs for basic and LRCs and ETCs for secondary level training

**Performance:** The reflection and implementation of the training competence inside the classroom.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATUR**

### **AND CONCEPTUAL FRAMEWORK**

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

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

In this sub section, I describe about teacher training, importance of teacher training, managing language classroom, understanding the psychology of students, rules of managing ELT classroom and practice of teacher training in Nepal.

##### **2.1.1 Teachers' Training**

Teachers' training is a learning process that involves the acquisition of knowledge, developing skills, concepts and changing of attitude and behaviors to enhance the performance of teachers. Richards and Farrell (2010) said that training involves understanding basic concepts and principles as a pre- requisite for applying them to teaching and the ability to demonstrate principles and practices in the classrooms. From here we know that training involves trying out new strategies in the classroom.

In the word of Larsen Freeman, (2001, p.72),

“Second language (L2) teacher educations describe the field of professional activity through which individuals learn to teach English languages. In terms commonly used in the field these formal activities are generally referred to as training. Generally we state that training is very important for teachers' professional development”.



Bhatia (2005, p.5) also writes,

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 skills for doing particular job. For example, a Clerk is typing. It is task oriented activity. It is for job related purpose and short term.

From the above definitions, it can be said that any sort of training is very useful for acquiring practical knowledge in the educational process.

Regarding the teacher training, Lazar (2009, p. 210) 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 setting aside time to read reflect on a new idea”.

The term ‘training’ basically addresses to the practical aspects of knowledge or developing specific skills through it is found using in a quite broader sense which is interchangeable with the term professional development.

### **2.1.2 Importance of Teachers Training**

Teachers training plays very important role in teachers life. According to Kelly (2017, pp. 1-5):

#### **b) Helps to Prevent Failure**

New teachers have many challenges that they face each day effective teacher training helps to prepare new teachers for these challenges. While teacher training and student teaching won’t completely prepare new teachers for every issue they

will face, it can help them feel more confident about many common problems that arise for teachers each day without this background, teachers might feel like failures and have eventually give up.

**d) Help Avoid Teacher Burnout**

Effective teacher training programs will address teacher burnout. First, it helps new teachers to understand what can lead to teacher burnout. In some cases, this is just the stress of daily teaching. However, it can also be caused by not varying the information and methods of teaching enough. Teacher training programs that focus on particular subject areas like social studies or mathematics can help students learn about different ways in which a subject can be presented.

**e) Provides Supported Practical in a controlled Environment**

When it comes to teaching, reading a book is not enough. Even hearing teachers talk about teaching methods is not enough. New teachers need practice teaching combined with effective mentoring in order to help them understand what is required from them in their new position. This happens through student teaching in the classroom setting. However, it is imperative that student teachers are placed in appropriate classes that meet their interests. Further, the supervising teacher must be involved and provide feedback each day to help student teachers learn.

**f) Stops Costly Experimenting on Students**

While all teachers experiment with new lesson and techniques from time to time teachers without proper training will often try things that education might have taught them would not work. This experimenting comes at a cost in terms of student learning. As must teachers know, it is very easy to lose your students at the beginning of a term. If you do exhibit competence, fairness and consistency from the beginning, you risk losing respect and interest. The ultimate cost of this failure in what the student will not achieve in the classroom.

### **2.1.3 Training and Teacher Professional Development**

Professional development is an umbrella term which includes training, workshop, fieldtrip, academic study, networking, self- study and so on. According to ETF (2013, p.7), “The professional development of teachers is a lifelong, career-wide process that starts at university and ends at retirement”. It is an ongoing process of learning and the result of combined effort of those learning process. According to Dharmi (2069, p.142), “Training is a passive exercise” while professional development is an active and personal awareness activities that helps to develop the best kind of manpower.

Talking about the field of language teaching teacher training refers those activities which directly focused on teachers’ present responsibilities and it’s typically aimed a short term or immediate goals. Similarly, professional development is a lifelong ongoing process and focus on personal or professional refinement of a teacher, in this regard, Craig, Kraft and Plessis (1998, p.3) say, “Professional development is a process not an event. It involves change over time and is achieved in stages”. So, it is a process of preparing a qualified teaching expert. In this instance Shrestha (2068, pp.77-78) has listed the following for qualifications for the best teaching expert:

- Academic degree.
- Work place internship
- Professional qualification.
- Professional development.

According to Glatthorn (1995, p.41, as cited in UNESCO, 2003, p.11), “Teacher professional development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically”. So, training is one of the strategy and pre-requisite to professional development. To be clear about the concept of teacher training and professional development,

according to Head and Taylor (1997, p.9) has made the following distinction between them are on next page:

<b>Teacher Training</b>	<b>Teachers' Professional Development</b>
Compulsory	Voluntary
Competency base	Holistic
Short-term	Long-term
One off	Ongoing
Temporary	Continual
Eternal agenda	Internal agenda
Skill/technique and knowledge based	Awareness based, angled towards personal growth and the development of attitudes/insights
Compulsory for entry to the professional	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

In a nutshell, both of them are the complementary components of teacher education and always go ahead together. So, it is better to see both of them as the inseparable aspects of teachers' professional life through schools are often distinguish between these two terms.

### **2.1.4 Managing Language Classroom**

In the early 1970s, classroom management was seen different from classroom instruction. Teacher`s management decisions were viewed as pre-cursors to instruction and were treated in the literature as if they were content free. The image of a teacher was first attending to classroom management, and then beginning instruction without further reference to management decisions. Research in 1980s, however, demonstrated that management and instruction are not separate, but are inexorably interwoven and complex. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior; indeed experiencing problems in this area causes some to leave teaching altogether.

Krishnamacharyulu (2008, p.3) defines classroom management as “An organizational function in which learning experiences are performed in the classroom leading to the inculcation of good learning habits”. Regarding the differences between classroom management and classroom dynamics, Krishnamacharyulu (ibid) says. “There is a thin layer of differences between the two. Classroom dynamics is a more comprehensive term whereas classroom management is restricted to class management, discipline, and control.” Similarly, Mehara (2004, p.43) notes “A system of actions and activities managed in the classroom to include effective learning through effective teacher taught relationship or interaction in a controlled atmosphere”. Smith and Laslett (1993, p.91) note that “Classroom management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning”.

In the same ways, Harmer (2008, p.34) mentions:

If we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students and how we talk to students and who talks most in the lesson is another key factor in classroom management. We also need to think about what role, if any, there may be the use of the students' mother tongue in lessons. Successful classroom management also involves being able to deal with difficult situations.

Focusing on the importance of classroom management Pokhrel (2007) writes:

Tools for teaching is a classroom management method with the focus on positive aspects of it, which is the results of four factors, how teachers regards their students (spiritual dimension), how skillfully they teach content (instructional dimension), and how well they address student behavior (managerial dimension) as a language, one has to consider many factors while delivering the content in the classroom. There are various 'how' and what issues for any teacher to make his/her teaching effective in the classroom.

By analyzing these definitions, we can say that classroom management is a planned organized activity and procedure which allows for effective teaching and

learning taking place. Through the use of effective classroom management practices, the average classroom teacher is expected to manage student behavior that falls within the range from consistently attentive to mildly disruptive. Actually, classroom management is the key for learning to take place. Managing a school classroom effectively is a high individualized job. What works for one instructor does not necessary work for others.

### **2.1.5 Rules of Managing ELT Classroom**

According to McManus (1989), there are four rules of effective classroom, which are mentioned as follows:

#### **e. Rule One: Get Them In**

This rule emphasizes the point that a lesson, which makes a brisk start, will avoid the difficulties, which arisen the problem if pupils are not promptly engaged in useful activity. The process of 'getting them in' can be seeing to involve three phases: greeting, seating and starting.

#### **f. Rules Two: Get Them Out**

The second rule states that, though most disciplinary problems arise from a poor start to a lesson, another vulnerable time providing many opportunities for trouble making is the end of teaching session. For this reason' gets them out 'cited as the second rule of classroom management. Carefully planning the end of lesson is a crucial part of the way in which experienced teachers successfully handle transition from one activity another. So, the teacher needs to consider the two phases of 'concluding a lesson' and dismissing a class'.

### **g. Rule Three: Get On With It**

In this context, 'it' refers to the main part of the lesson, the nature of its content and the manner of its presentation. Pupils' feelings or self-esteem and sense of competence on a particular subject area will depend to a considerable extent on the teacher's ability to 'get on with it'.

### **h. Rule Four: Get On With Them**

Teachers develop good personal relationships with their pupils by fostering mutual trust and respect. To do this effectively they need to be aware of child as an individual and be sensitive to the mood of the class as a whole. This means knowing 'who's who?' and keeping track of what's going on?'

## **2.1.7 Tools of Managing ELT Classroom**

Dunbar (2004, pp.7-12) gives four important tools that the teacher needs to know about managing his/her class which are briefly discussed here.

### **f) Using the board**

Using the board is most useful in the classroom especially how to use it effectively. For example, asking student to write answer on the board is a great way to get students practicing their spelling, but the teacher must remember that they will, be embarrassed if they are wrong, so get the class to spell it together.

### **g) Giving instructions**

Making sure the students know what they are meant to be doing is essential and good. Clear instructions are the way to do it.



### **h) Arranging seats**

This is an important tool in the classroom and will allow the teacher to better address the need of the class in different situations, for Example, sitting of the students in a semi circle for presentation but in to separate areas of the class for group.

### **i) Encouraging interaction between students**

It is about finding out how to get the class talking. For example, splitting the class in to teams when playing games will increase conversation practice. Most of the discussion of classroom management assumes that its main purpose is to classroom management are regulations on seating and attendance, the handling of instructional materials, equipment and the control of activities during the class period.

### **j) Time Management**

A teacher can divide class time in to four overlapping categories, namely: instructional time, engaged time, allocated time and academic learning time. English classroom management refers to the operational and control of classroom activities related with and learning English. It is relatively confined to the more mechanical aspects of teaching learning activities. A well managed classroom will give the students more opportunities for mental growth and development of well managed classroom, which produces favorable working conditions conducting to learning and makes school work enjoyable and interesting. Proper teaching management is most important in maintaining a refreshing teaching learning atmosphere. It involves trained students to responds positively to the teacher`s effort along with teachers `performance and behavior with professional manner. A well managed classroom is pleasure to behold and natural.

## **2.1.6 Teacher Professional Development and its Strategies**

In recent days, changing is a natural process that passing time. Since time is changing, teacher education and schooling process are also changing with respect to changing demands and needs of society. In new educational trends there are new challenges faced by institutions and teachers. To support this kind of new educational wave, the concept of teacher professional development has introduced in the field of teacher education.

TPD is not the result of single activity or strategy carried out by the teachers. It is the result of many strategies which teachers apply in course of their professional life. There is a range of professional development activities given below:

### **f. Workshop**

As the name implies, workshop is a place where work is accomplished. Workshop is professional activity provided to the teacher with the opportunity to acquire specific knowledge and skill through practical work. It is a hand on learning lead by a person who is considered on expert in the workshop topic. The first workshop for teachers dates back to 1936. A workshop is “An intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills”. (Richards and Farrell, 2010, p. 23)

### **g. Seminar**

A form of academic instruction either at an academic institution or offered by a commercial or professional organization. It is a form of one way information or experience sharing. It is a professional meeting where specific professionals learn a lot from each other's experiences.

#### **h. Teacher Training**

It is a strategy to help teachers with certain skills and knowledge that they require. It can be a form of workshop but it is usually longer than workshop. It is conducted by government on the basis of demand of teachers and schools with the help of an expert and skilled person. Teacher can learn many skill and knowledge related to their daily works. It is an opportunity provided by external factor such as government.

#### **i. Self-monitoring**

It is as a teacher learning strategy refers to a systematic approach to the observation, evaluation and management of one's own behaviors in order to achieve a better understanding and control over the behavior. It is the process of picturing out the internal reality of the teacher. It helps to raise awareness on the part of teacher about what exactly he is teaching and where her or his teaching should be directed in light of her or his own current knowledge, practice, skills, beliefs and attitudes.

#### **j. Teacher support group**

In is also another teacher professional development tool or strategy. It can be defined as two or more teachers collaborating to achieve either their individual or shared goals or both on the belief that working with groups in usually more effective than working on one's own and learn from each other. Particularly, a teacher support group will involve a group of teachers meeting to discuss goals, concerns, recent discourse, problems and experiences about current practices in the field of language teaching.

## 2.1.7 Understanding the Psychology of Students

As a teacher we have to understand the psychology of students while teaching.

Pinantoan (2012): 20 things educators to know about how students learn. They are presented here:

- u) Students learn differently
- v) Reinforce
- w) Consider kinesthetic learners
- x) There are seven learning style of learners. They are:
  - Visuals
  - Auditory
  - Verbal
  - Kinesthetic
  - Logical
  - Interpersonal
  - Intrapersonal
- y) Make it relevant
- z) Failure is a fabulous teacher
- aa) Integrate the curriculum
- bb) Define “learning”
- cc) Care for introverts
- dd) Create space
- ee) Brief and organized bites
- ff) Use several different angles
- gg) Proper methods for the materials
- hh) Use technology
- ii) Let them teach
- jj) Create hunger and curiosity

- kk) Brainstorming: not always effective
- ll) Educational psychology forming habits
- mm) Feedback: not just what but when
- nn) Teach how to learn.

### **2.1.8 Practice of Teacher Training in Nepal**

Regarding the training institutions, there are mainly two existing institutions in Nepal. They are:

- National Center for Educational Development (NCED)
- Different Universities

NCED came into existence in 1953 as a part of the primary education development project (PEDP, 1992, p. 98). Since then it has been involved in designing and implementing training programs for school teachers and educational managers. NCED is considered as an umbrella institution with the mandate of delivering teacher training, formulating teacher training, policies developing and training policies developing and disseminating in-service training curriculum and training materials by active involvement of different institutions. It launches training to both in-service and pre-service teacher training.

In addition to NCED, HSEB and different universities run teacher training programs from the both sectors non-government organizations (NGOs) and International Non- governmental Organizations (INGOs) like: Nepal English Language Teachers' Association (NELTA) and British Council, the different NGOs, INGOs run mainly in-service teacher training programs which run to give training programs which run to give training to the working teachers.

From the existing training institutions as mentioned above there are mainly two types of trends in teacher training: In-service teacher training programs and pre-service teacher training programs. From the very beginning in –service teacher

training has been conducted by the different universities for both primary and secondary level teachers. In regard to in service teacher training, it has been considered through Faculty of Education under TU and the NCED under the ministry of Education for both, Primary and secondary school teachers.

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

Research should draw knowledge from the previous study since they provide foundation to the present studies. A number of research works have been carried out in the field of teacher training and teacher professional development in the department of English Education. The reviews of some of the related major research works are mention below.

Dhungana (2016) carried out a study on “Role of TPD Training in Language Teaching”. The main objectives of the study were to find out the role of TPD training program in teaching language skills, classroom management, use of teaching materials and teacher’s professional development. It was a survey research design. Population of this study was all the teachers from government aided schools of Nepal who were teaching English language at secondary and lower- secondary level and participated in the TPD program. Sample of the study consisted of 40 teachers from 20 different schools of palpa and sanjay districts. Non- random judgmental sampling procedure was followed for sampling in the study. A set of questionnaire with the both open and close ended questionnaires were used to elicit require information for thesis. Finally, he found that the training program supporting teachers in classroom management and built a learning friendly relation with their students.

Khadka (2014) conducted a study on “Teachers` Attitudes to TPD Training and their Classroom Practice”. The prime purpose of this study was to find out the attitudes of secondary level English teachers towards TPD Training as well as their performance inside the classroom. It was a survey research design. The

researcher collected the data by interviewing the secondary level trained teachers of public school of Ilam district. The sample of his study consisted of twenty teachers teaching at secondary level by using purposive non-random sampling and observing their classes. This research shows that TPD training is essential in English Language Teaching. It plays a significant role for professional development of teachers. The status of TPD trained teachers in all aspects of language teaching was found satisfactory.

Subba (2014) carried out a study on “The application of Teachers` Professional Development Training in English Classroom”. The main objective of this study was to find out the status of the application of TPD training by secondary level English teachers in classroom teaching. It was a survey research design. Ten secondary level English teachers from government aided schools of Ilam district were selected as a sample for this study following the random sampling procedure. A set of questionnaire with the both open and close ended questionnaire and observation checklist were used to elicit require information for the thesis. The study had conducted that the teachers good in subject matter, presentation was in sequence and teaching was based on the context along with the use of appropriate examples.

Sharma (2012) conducted a research entitled “Collegial relationship between the Novice and Experienced Teachers for Professional Development”. The main objectives of the research were to find out the collegial relationship between novice and expert teacher in terms of its existing situation and importance for professional development. It was a survey research design. Populations of the study were all the teachers from government aided schools of Kathmandu district who were teaching English language at secondary level. Sample of the study consisted of 20 teachers from 10 different schools of Kathmandu. Non- random judgmental sampling procedure was followed for sampling in the study. Semi – structured interview was used as the research tool. The findings of the research

showed that most of the teachers (50%) had not got any chances of teacher training. They had been teaching as teacher of English language but they had completed their degree from humanities, management and science faculty.

Joshi (2010) carried out a study on “Transfer of NCED English Language Teaching Training”. The main objectives of this study were to find out the degree of skills required by trainee and effectiveness of ten months ELT training provided by NCED. It was a survey research design. The sample population was ten English teachers from Kailali district by using purposive non- random sampling procedure. He used observation as a tool of data collection for every detail of activities, Procedures, comments and suggestions. Finally he found that there were varieties of activities in the classroom but the teachers could not make the activities meaningful, situational and real life like.

Richards and Farrell (2010) explored and list the following eleven different procedures that can be used to facilitate teacher professional development, workshops, self –monitoring ,teacher support groups, journal writing, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching and action research.

The present study is different from those of the reviews because it is about role of teachers’ training for teachers’ professional development at secondary level. However, the reviewed section facilitated the researcher to set her research frame and questionnaire of the research.

### **2.3 Implications of the Study**

The literatures reviewed above were similar or related to my study to some extent. All of these researches reviewed here were followed survey research design to achieve the objectives. After reviewing these works, I have got lots of ideas regarding the survey research. To be specific, it helped me to follow the process of



survey research accurately such as identifying population, determining sample, identifying tools, determining data collecting procedure, analyzing the data and presenting them systematically.

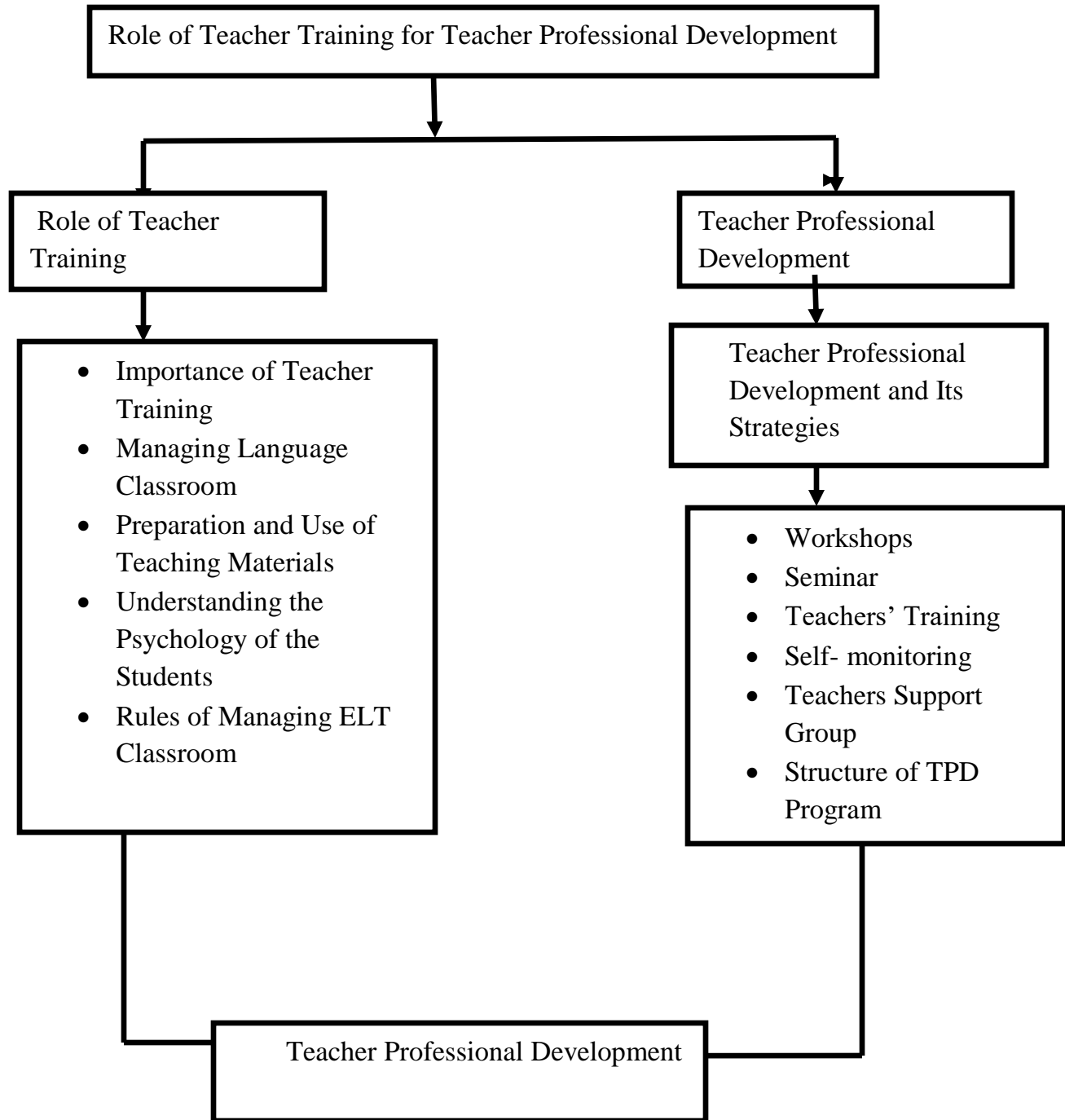
The research conducted by Dhungana (2016) was found fruitful to get the ideas regarding the teacher training. I understood that the training program was supporting them to solve the language and culture related problems in language classroom. The research carried out by Khadka (2014) supported me to understand the attitudes secondary level English teachers towards TPD Training as well as their performance inside the classroom.

Similarly, the two works i.e. conducted by Joshi (2010) and Subba (2014), was found fruitful and supportive to me to identifying the baseline of teacher training in Nepal and activities of NCED. Furthermore, the research conducted by subba (2014) was found fruitful for selecting the field or area for the research and determining data collecting procedure.

The research carried out by Sharma (2012) supported me to understand the relationship between novice and expert teacher in terms of its exiting situation and importance for professional development.

Richards and Farrell (2010) helped me to explore my ideas about teachers' training and teachers' professional development.

## 2.4 Conceptual Framework



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

To achieve the set of the objectives of the study, the following methodologies were adopted:

#### **3.1 Design of the Study**

To find out perception and practice of TPD training this study followed mixed research design (i.e. both qualitative and quantitative) in general and the survey research design in particular. In this type of research, researcher visits determined fields/area to find out existing data. Specially, it is carried out in large numbers of population in order to find out to address the large population by selecting sample population which is representative of the study population as a whole. In this context, Cohen and Manion (1985 as cited in Nunan 1992, p.140) write:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small scale studies carried out by single research. The proposed of survey research is generally to obtain the snapshot of condition, attitudes and or events at single point of time. Similarly, Nunan (1992, p.140) states “Surveys are widely used for challenging data in most area of social inquiry from politics to sociology, from educational to linguistics”. Likewise Cohen, Manion & Morrison , (2010) write that survey research in which researchers gather data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation. From the aforementioned definitions, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitude

and events at a single point of time. Nunan (1992, p.14) suggests the following eight steps procedure of survey research:

Step 1: Define objectives:                   What do you 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 issues?

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/ observation checklist?

Step 6: Design survey procedure:      How will the data collection actually be carried out?

Step7: Identify analytical procedure:   How will the data be assembled and analyzed?

Step 8: Determine reporting procedure: How will results be written up and presented?

### **3.2 Population, Sample and Sampling Strategy**

Populations of the study were the all teachers of Parsa district who are teaching English language at secondary level and participated in the TPD program. Sample of the study consisted of 30 secondary level English teachers from 15 different schools of Parsa district. Purposive Random Sampling Strategy was used to select the sample.

### **3.3 Research Tools**

I had used questionnaire and observation checklist as tools for data collection for the fulfillment of specified objectives.

### **3.4 Sources of Data**

In order to carry this research both primary and secondary sources of data were used to meet the objectives of the study.

#### **3.4.1 Primary sources of Data**

This study was mainly based on the primary sources of data. Primary sources were the secondary level English teachers from Parsa district.

#### **3.4.2 Secondary sources of Data**

I had used some related book, journals, articles, unpublished research works, websites for my paper for widening my insight knowledge in related area. Some of them are Joshi (2012), Richards and Farrell (2010), Bhattarai (2001), Khadka (2014), Subba (2014), Sharma (2012), Dhungana (2016), Joshi (2010), Bhatia (2005), Harmer(2003), Nunan (1992) and SSRP.

### **3.5 Data Collection Procedures**

In order to collect data at first, the researcher had gone to District Education Office (DEO) Parsa .The researcher established rapport with the authority and made them clear regarding the purpose of visit. The researcher requested the authority for the permission to conduct research, 30 secondary level English teachers were selected from 15 different schools of Parsa district by using purposive random sampling procedure. The researcher visited the schools and established good rapport with teachers and made them clear about the purpose and process of visiting. Two classes of each teacher were observed with the help of

checklist. Questionnaires were filled up by teachers. Finally, they were thanked by researcher. Similarly, secondary sources of data had been used.

### **3.6 Data Analysis Procedures**

The collected data was transcribed, coded, analyzed, interpreted and then presented descriptively using appropriate tools and tables.

### **3.7 Ethical Considerations**

Ethical considerations are the most important aspects of research. It is a professional conduct in research which requires a researcher to be serious in dealing with people involved in the study. It is a professional standard of research which saves the respondents from any harm caused by the study. If there is no safety or privacy in research, the respondents may not provide their information. It is such aspect of research that encourages the respondents to provide researcher with real and authentic data. I did not give pressure to participants into signing consent forms. I kept the responses of the respondents confidential and I did not mention them in analysis and interpretation. By considering the importance of ethical consideration, I prepared consent letter that ensures respondents about their privacy. Similarly, I did not use taboo or any offensive words in the questionnaire. I avoided falsifying authorship, evidence, data, findings, and conclusions. I did not plagiarize.

## **CHAPTER FOUR**

### **ANAYLSIS AND INTERPRETATION OF DATA**

It was the core part of the research and deals with analysis and interpretation of the information\data obtained from the informants. All the information collected from the respondents had been analyzed and interpreted descriptively under the following heading and sub-headings

This chapter consists of the result and interpretation of the data obtained from the primary sources. The data were collected from 30 secondary level English teachers and trainers from 15 secondary schools. The main objectives of this study were to analyze the attitude of teachers towards TPD Training and their classroom behaviors. On the basis of obtained information the results have been derived and they have been presented in the tables and described.

#### **4.1 Analysis of Data and Interpretation of Results**

In this research both types of questions, close-ended and open ended as well as checklist was used as the tools for data collection. The questionnaire was administrated to 30 secondary level English teachers of the selected schools of parsa district and also observed 10 classes of selected teachers. The percentage was the main statistical tool for data analysis. The total number of responses for each question was changed into percentage while analyzing the data.

##### **4.1.2 Analysis of Close-ended Questions**

Multiple choice questions and closed ended questions were included in the questionnaire. All the responses made by the teachers about these questions were divided onto different sub-headings, presented in the table with frequency and percentage first. Then the responses made after each issues were interpreted and interpreted descriptively:

**j) Teacher Professional Development**

**Table 1**

**Responses to teacher Professional Development**

S.N	Issues	Responses									
		AS		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Teacher training for professional development	21	70	9	30	-	-	-	-	-	-
2	TPD training helps us to apply new methods and techniques	18	60	12	40	-	-	-	-	-	-
3	TPD training make our job easy	14	46.67	14	46.67	2	6.66	-	-	-	-
4	It helps to manage time and life	11	36.67	13	43.33	4	13.33	2	6.67	-	-
5	Training helps in TPD	10	33.33	15	50	3	10	2	6.67	-	-

Note: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree and F= Frequency



The above table presented that the respondents accepted the training is supporting them in their professional development. Talking about the individual issue i.e. teacher training for teachers' professional development, 70% teachers 'strongly agreed' and 30% respondents 'agreed' on the first issue. It means training helped them in their professional development.

Talking about second issue, TPD training helps us to apply new methods and techniques, 60% teachers 'strongly agreed' and 40% teachers 'agreed' on the second issue. It means, TPD training is fruitful for them.

Thinking about third issue, TPD training make teachers' job easy, 46.67% teachers 'strongly agreed', 46.67% teachers 'agree' and 6.67% teachers were 'undecided'. So, out of 30 teachers 93.34% teachers accepted that TPD training is good for them.

Presenting about fourth issue, it helps to manage time and personal life. 36.67% teachers 'strongly agreed', 43.33% teachers 'agreed', 13.33% teachers were 'undecided' and 6.67% teachers 'disagreed' in the fourth issue.

Talking about fifth issue, training helps in TPD, 33.33% teachers 'strongly agreed', 50% teachers 'agreed', 10% teachers were 'undecided' and 6.67% teachers 'disagreed'. It means, out of 30 teachers 60% teachers found that training played very important role in TPD.

From the aforementioned discussion, it can be concluded that TPD training played fruitful role in teachers' professional development. Most of teachers found satisfied with the training and showed their positive responses.

v) **Teacher Training, Teaching, Materials and Classroom Management**

**Table 2**

**Responses to teacher training, Teaching Materials and Classroom Management**

S.N	Issues	Responses									
		AS		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Teaching materials to control the classes	11	36.67	19	63.33	-	-	-	-	-	-
2	It helps to reduce the cost of teaching materials	7	23.33	15	50	3	10	4	13.33	1	3.33
3	Training helps teachers to understand the learning process of students	12	40	14	46.67	2	6.66	2	6.67	-	-
4	Appropriateness of training package	7	23.33	12	40	3	10	8	26.67	-	-
5	Training package and curriculum	9	30	15	50	4	13.33	2	6.67	-	-

The aforementioned table asserted that most of the teachers found TPD training program had been supporting them to select and use appropriate teaching materials in their regular classroom. So, it was helpful for classroom management. Dealing with the individual issue, the first issues, teaching materials help to control the classes, 36.66% teachers 'strongly agreed' and 63.33% teachers 'agreed'.

Based on Second issues, it helps to reduce the cost of teaching materials, 23.33% teachers 'strongly agreed', 50% teachers 'agreed', 10% teachers were 'undecided', 13.33% teachers 'disagreed' and 3.33% teachers 'strongly disagreed'.

In this way talking about the third issue, training helps teachers to understand the learning process of students, 40% teachers 'strongly agreed', 46.67% teachers 'agreed', 6.67% teachers were 'undecided' and 6.57% teachers 'disagreed'. It means, out of 30 teachers 70% teachers accepted that training helped to manage class effectively.

Thinking about fourth issue, appropriateness of training package, 23.33% teachers 'strongly agreed', 40% teachers 'agreed', 10% teachers were 'undecided' and 26.67% teachers 'disagreed'.

Talking about the fifth issue, training package is related to curriculum, 30% teachers 'strongly agreed', 50% teachers 'agreed', 13.33% teachers were 'undecided' and 6.67% teachers 'disagreed'. Almost teachers agreed that training package was related to school level curriculum.

In conclusion, majority of the teachers showed their positive attitudes towards the training program in terms of preparation and use of appropriate teaching materials. It meant skills to use and develop appropriate teaching materials for their regular language teaching classroom during the training session.

vi) **Teacher Training and Teacher Professional Development**

**Table 3**

**Responses to Teacher Training and Teacher Professional Development**

S.N	Issues	Responses									
		AS		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Training is a learning process	19	63.33	11	36.67	-	-	-	-	-	-
2	It helps to teach and control large classes	5	16.67	18	60	1	3.33	6	20	-	-
3	It helps to solve daily teaching problems	6	20	20	66.67	4	13.33	-	-	-	-
4	It helps to up-date our knowledge	14	46.67	14	46.67	1	3.33	1	3.33	-	-
5	It helps to establish good rapport with learners	10	33.33	19	63.33	-	-	1	3.33	-	-

According to the table, most of the teachers realized that training program helped them in their professional development. They all accepted that teachers training and teacher professional development were two side of same coin.

Talking about the individual issue, the first issue, training is learning process, 63.33% teachers 'strongly agreed', 36.67% teachers 'agreed'. It means majority of the teachers found that training was a learning process.

Presenting about second issue, it helps to teach and control large classes, 16.67% teachers 'strongly agreed', 60% teachers 'agreed', 3.33% teachers were 'undecided' and 20% teachers 'disagreed'. It means, out of 30 teachers, 80% teachers accepted that it helped them in large classes.

Talking about third issue, it helps to solve daily teaching problem, 20% teachers 'strongly agreed', 66.67% teachers 'agreed' and 13.33% teachers were 'undecided'. Out of 30 teachers, 90% teachers agreed that training helped them to make teacher support mechanism and solve daily classroom teaching problem.

Talking about forth issue, it helps to update our knowledge, 46.67% teachers 'strongly agreed', 46.67% teachers 'agreed', 3.35% teachers were 'undecided' and 3.33% teachers 'disagreed'. 90% teachers satisfied that training updated their knowledge.

vii) **Teacher Training and changes after getting training**

**Table 4**

**Responses to Teacher Training and changes after getting training**

S.N	Issues	Responses									
		AS		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Trained teachers can increased students participation in class	11	36.67	13	43.33	5	16.67	1	33.33	-	-
2	It is important for novice teacher	14	46.67	13	43.33	1	3.33	2	6.66	-	-
3	It is two side of same coin	12	30	17	56.67	3	10	-	-	-	-
4	It can change learning environment of class	15	50	14	46.67	1	3.33	-	-	-	-
5	Training, workshop, seminars, conferences, portfolios, etc	20	66.67	10	33.33	-	-	-	-	-	-

The aforementioned table asserted that, most of the teachers found the teachers training brought drastic change in teachers' professionalism. Dealing with individual issue, the first issue, train teachers can increase students' participation in class, 36.67% teachers 'strongly agreed', 43.33% teachers 'agreed', 16.67% teachers were 'undecided' and 3.33% teachers 'disagreed'. It means the majority of the participations accepted that trained teachers can increase students' participation in classroom.

Regarding the next issue, it is important for novice teacher, 46.67% teachers 'strongly agreed', 43.33% teachers 'agreed', 3.33% teachers were 'undecided' and 6.66% teachers 'disagreed'. By going through presented data 90% teachers accepted that training was fruitful for new comers.

Regarding the third issue i.e. it is two side of same coin. 30% teachers 'strongly agreed', 56.67% teachers 'agreed' and 10% teachers were 'undecided'. It means majority of teachers accepted that teacher training and professional development were two side of same coin.

Regarding the second last issue, it can change learning environment of class. 50% teachers 'strongly agreed', 46.67% teachers 'agreed' and 3.33% teachers were 'undecided'.

Regarding the final issue, i.e. teachers' professional strategies, 66.67% teachers 'strongly agreed' and 33.33% teachers 'agreed'. At last, all teachers accepted that professional development strategies played vital role in teachers' professional development.

According to the data discuss above, it can be concluded that the training had significant role in improving students' results. Similarly, the majority of the respondents were appropriate in their local context.

#### **4.1.2 Analysis of Open-Ended Questions**

Open-ended questions in the questionnaire were included to get subjective response or free opinions from the informants. The responses made after those open-ended questions have been analyzed and described individually under the following sub-headings:

##### **viii) Teachers Ideas on Teacher's Training**

To get free opinion or judgment regarding the contributions of TPD training in language teaching and TPD, open-ended question was included in the questionnaire. Majority of the teachers said that it refers to the training program attempted to address their pedagogical needs of daily classroom teaching. Some says that training enhanced them to choose appropriate teaching methods, techniques and materials in terms of teaching items, students' level and interest and classroom environment.

Some of the responses given by the teachers are presented below:

T1 says, *“Teachers’ training gives the ideas about the roles of a teacher according to the time, learners and the nature of the subject matters. It helps the teacher to be active and use modern techniques in his\her classroom to make effective learning.”*

T2 views, *“Teachers training is a kind of extra skill except his academic qualification. In teacher’s training a teacher can get different kinds of knowledge, skills, techniques and methods to run his class effectively.”*

T3 opinions, *“Teacher’s training is the ways of making teachers up to date for effective and purposeful teaching and learning. We know that knowledge is dynamic and it is the teacher’s training which help teachers to up to date.”*



Even the teachers were responding in various ways, majority of them accepted that the training program facilitated them for teaching English language in school and they were involving in different professional activities. So, it can be concluded that TPD training had a positive role in language teaching and professional development.

**ix) Attitudes of Secondary Level English Teachers towards Teachers' Professional Development training**

In the questionnaire, there was an open-ended question to obtain information about attitudes of secondary level English teachers towards TPD training. Majority of the teachers said that it is important for all teachers. Secondary level English teachers had positive attitude towards TPD training because they wanted to learn new skills and techniques to perform their duties and responsibilities properly.

Some of the responses given by teachers are presented here:

T1 says:

- *It is necessary for teachers.*
- *It helps to do our job in better way.*
- *It helps to be up to date.*

T2 views, *“They have positive attitudes towards teacher professional development training. TPD teaches about the skill and methods and it update the teachers in the changing world.*

T3 views, *“Every English teacher has positive attitudes towards teachers' professional development training academic.”*

Even the teachers were responding in various ways, but majority of them accepted that TPD training played very fruitful role in their professional career.

**x) Problems associated with TPD Training and Its Classroom Implication**

To get free opinion about problem of the program, one open-ended question was included in the questionnaire. All the responses made by the language teachers were discussed here. Majority of teachers raised different kinds of problems such as poor availability of teaching materials, over crowded classroom, lack of well trainer, lack of ICT material and lack of regular supervision. Some said that they have taken teaching as time pass activity.

Some of the responses given by teachers are presented here:

T1 opinion:

- *Lack of well training management.*
- *Lack of training hall.*

T2 opinions:

- *Lack of proper and regular supervision*
- *Lack of confidence*
- *Teacher start feeling weak and inadequate.*

T3 views:

- *Large number of students, lack of materials. Lack of appropriate environment and lack of plan and policy from administration.*

T4 views, *“Teachers are not interested to be up to date in the subject matter and they feel lazy to use new techniques inside the classroom weather they learnt in TPD training.”*

Even teachers are responding in various ways but majority of teachers accepted these all problems, they are given here:

- Poor availability of teaching materials in their local context
- Over- crowded language classroom and teaching overload
- The teachers were not convinced with the new skills and techniques learned during the training
- Lack of training supervision and monitoring
- Low motivation
- Lack of regular class observation and evaluation of training delivery

#### **xi) Strength of Training in Professional Development**

To obtain teachers' judgment regarding the strength of the TPD training, two open-ended questions were included in the questionnaire. Majority of teachers accepted that it has vital role in teachers' professional development. Training encouraged the teachers to identify their problems, through self- realization. Explore their needs for the training and got support. Some says that the training provided some technical skills and knowledge for concluding project works, case study, action research, book review, etc and writing reports of different academic studies.

Some of the responses made by teachers are presented here:

T1 says, *“The role of teachers’ training in TPD is acquisition of new concept in teaching, group discussion and implementation of new idea.”*

T2 views, *“Teachers’ training develops kills and techniques which prepares a teacher to take new teaching responsibilities. It also helps the teachers to update themselves for accomplishing their professional responsibility effectively.”*

T3 says, *“It helps to simplify our teaching through peer coaching colleagues experience sharing. It helps to solve the problems as soon as possible through care study and action research.”*

Similarly, the next question, dose the training help in improving teaching skills, how? Majority of teachers said that it is helpful. Some responses are presented here:

T1 says, *“Yes, the training helps in improving teaching skills by providing various ideas or experiences about different modern teaching skills, methods, approaches.”*

T2 says, *“Yes, It helps in improving teaching skills. It involves the activities like classroom teaching with supervision, monitoring and feedback. It focuses on preparing the teacher in specific areas such as use of classroom aids, use of textbook, classroom management and construction of test items.”*

The demand-driven TPD training package was basically designed in local level and tries to address the participants’ individual needs and demand. So, the participants’ may be benefited in different ways in terms of where and when they were participated in the training.

## **xii) Role of teachers’ Training in Preparing Teaching Materials**

To get free opinion or judgment regarding preparing teaching materials with the help of teachers’ training, one open-ended question was included in the questionnaire. Majority of teachers said that training helps us to make low-cost and no-cost teaching materials

Some of the responses made by teachers are presented here:

T1 says, *“Training teaches the teachers to prepare materials on the basis of context, situation in low-cost and no-cost.”*

T2 views, *“Training is very helpful in preparing teaching materials. It help to construct and collect low-cost and no-cost teaching materials. It helps to prepare materials according to the need, level, age and interest of the learners.”*

T3 says, *“The training has dimension regarding preparing teaching materials for any level according to the need and demand of the situation.*

### **xiii) Major Contributions of Teachers’ Training in Teachers’ Professional Development**

To get free opinion or judgment regarding major contributions of teachers’ training in teachers’ professional development, majority of teachers said that teachers’ training develop positive attitudes towards their profession. Teachers training also used to provide new knowledge in teachers.

Some of the responses made by the teachers are presented here:

T1 says:

- *To make class interesting*
- *Proper use of teaching materials and techniques.*
- *Arouse the interest of students towards study.*

T2 views, *“The major contributions of teachers training in teachers professional development is to give them the positive attitudes and it help to up-date our knowledge.”*

T3 opinion, *“It helps to solve the problems as soon as possible through case study and action research and it helps the teachers to be enthusiastic, curious and competent in teaching profession.”*

T4 says, *“It inspires the teachers to use their skills in the classroom. It brings confidence towards the subject matters and its presentation. It changes the behavior of language teachers.”*

#### **xiv) Suggestions for Training Reform**

There was an open-ended question included in the questionnaire to obtain participants recommendation to make the training program more appropriate and effective for them. The majority of the respondents have viewed that the training tried to fulfill their need and expectations to some extent but those were not sufficient. The theoretical concept of the training was appreciated by the respondents but they questioned and expressed their dissatisfaction about implementation of the training and its practical aspects. The respondents have made following suggestions to fulfill their expectation and further improvement of the training program:

- The training package should attempt to fill up the gaps between training center and classroom environment.
- Salary and other facilities for trainer who has been working in rural area should be increased.
- Sufficient budget should be allocated for continuing the training in rural area. Most of the respondents had realized that training was not completed in time and failed to meet the national standard of the training because of poor budgeting in rural area.
- A training monitoring mechanism should be established at local level.
- The training package should be varied according to the teachers' hierarchy.
- Focus on regular classroom observation and private technical support.
- Trainers should care teachers' level and capacity.

### **4.1.3 Analysis and Interpretation of the Data Collected through**

#### **Observation Checklist**

This section deals with the analysis and interpretation of data obtained from classroom observation of 10 English teachers of secondary level. I prepared an observation checklist and observed 10 classes of 10 teachers to find out their awareness about different issues of classroom management. I tried to analyze minutely the activities used in classroom and problems faced by the teachers focusing on the area such as:

- Teacher's preparation
- Lesson introducing
- Subject matter presentation
- Use of teaching materials
- Selection and use of individual materials
- Instructional process in the classroom
- Student evaluation and concluding the lesson

#### **4.1.3.1 Teaching's Preparation**

While collecting data through observation checklist under state related to teachers preparation involves preparation for lesson, review of previous lesson, preparation of instructional materials, arrangement of physical resources and appropriate arrangement of resources which are presented in sub- heading on the next page:

**j) Preparation for Lesson**

**Table 1**

**Preparation for lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	5	50
Good	5	50
v) Average	-	-
Below Average	-	-
Poor	-	-

As table one showed that that out of 10 teachers 5 teachers (i.e. 50%) were excellent whereas 50% teachers were good. Thus, it showed that preparation for lesson was good in ELT classes.

**ii) Review of Previous Lesson**

**Table 2**

**Review of Previous Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	7	70
Average	1	10
Below Average	-	-
Poor	-	-



The table two showed that out of 10 teachers, 2 teachers (i.e. 20%) were excellent, whereas 70% teachers were good and 10% teachers were average. None of teachers are below average and poor. So, it showed that the moment of the teachers in review of previous lesson was good in ELT classes.

### iii) Preparation of Instructional Materials

**Table 3**

#### **Preparation of Instructional Materials**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	5	50
Average	4	40
Below Average	-	-
Poor	-	-

The data saw that out of 10 teachers, 10% teachers are excellent where as 50% teachers were good and 40% teachers were average. None of teachers were poor and below average. Thus, the preparations of instructional materials were good in ELT classes.

**v) Arrangements of Physical Resources**

**Table 4**

**Arrangements of Physical Resources**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	6	60
Average	3	30
Below Average	-	-
Poor	-	-

Here we saw that out of 10 classes, 10% classes were excellent; whereas 60% classes were good and 30% classes were average. Thus, the arrangements of physical resources were good in ELT classes.

**v) Appropriate Arrangement of Resources**

**Table 5**

**Appropriate Arrangements of Resources**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	5	50
Average	1	10
Below Average	-	-
Poor	-	-

The above tables showed that out of 10 classes' 40% classes were excellent, whereas 50% classes were good and 10% classes were average. None of classes were below average and poor. Thus, it found that almost all classes had appropriate arrangements of resources.

#### **4.1.3.2 Lesson Introducing**

Lesson introducing includes, starting the classes as per the scheduled, motivating towards lesson and overview of the previous lesson, which are presented in following ways:

##### **ii) Starting the Class as per the Scheduled**

**Table 6**

**Starting the Class as per the Schedule**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	5	50
Average	1	10
Below Average	-	-
Poor	-	-

According to the above table, here we saw that out of 10 teachers 40% teachers were excellent, whereas 50% teachers were good and 10% teachers were average. None of teachers were below average and poor. Thus, I said that majority of teachers started their classes as per the schedule.

## ii) Motivation towards lesson

**Table 7**

### **Motivation towards Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	7	70
Average	2	20
Below Average	-	-
Poor	-	-

This data showed that out of 10 teachers 10% teachers were excellent, whereas 70% teachers were good and 20% teachers were average. Thus, I found that many teachers were motivated towards lesson.

## iii) Overview of the Previous Lesson

**Table 8**

### **Overview of the Previous Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	2	20
Average	7	70
Below Average	-	-
Poor	-	-

According to table, here we saw that out of 10 teachers 10% teachers were excellent, whereas 20% teachers were good and 70% teachers were average. None of teachers were below average and poor. Thus, the above data showed that majority of teachers did overview of the previous lesson.

#### **4.1.3.3 Subject Matter Presentation**

Subject matter presentation includes selecting accurate subject matter, sequential use of instructional materials, giving examples to clarify the concepts, summarizing the contents and management, which are presented as follows:

##### **iii) Selecting Accurate Subject Matter**

**Table 9**

#### **Selecting Accurate Subject Matter**

Rating Scale	No. of Classes	Percentage (%)
Excellent	6	60
Good	4	40
Average	-	-
Below Average	-	-
Poor	-	-

Here, the presented table showed that out of 10 teachers, 60% teachers were excellent and 40% teachers were good. None of teachers were below average and poor. Thus, this data showed that all teachers were good in selecting accurate subject matter in ELT classes.

## ii) Sequential Use of Instructional Materials

**Table 10**

### Sequential Use of Instructional Materials

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	7	70
Average	2	20
Below Average	-	-

According to table showed that out of 10 teachers, 10% teachers were excellent, whereas 70% teachers were good and 20% teachers were average. Thus, this data showed that all teachers were good in using instructional materials.

## v) Giving Examples to Clarify the Concepts

**Table 11**

### Giving Examples to Clarify the Concepts

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	3	30
Average	6	60
Below Average	-	-
Poor	-	-

Here, this table showed that out of 10 teachers, 10% teachers were excellent, whereas 30% teachers were good and 60% teachers were average. None of teachers were below average and poor. Thus, we said that majority of teachers were perfect in giving examples to clarify the concepts in ELT classes.

#### **iv) Summarizing the contents and Time Management**

**Table 12**

#### **Summarizing the Contents and Time Management**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	7	70
Average	2	20
Below Average	-	-
Poor	-	-

Here, we can see that out of 10 teachers 10% teachers were excellent, whereas 70% teachers were good and 20% teachers were average. Thus, majority of the teachers were good in summarizing and time management.

#### **4.1.3.4 Use of Teaching Methods**

Use of teaching methods includes skills in selecting teaching methods, appropriateness of methods used and changing teaching methods time to time, which are presented on next page.

## j) Skills in Selecting Teaching Methods

**Table 13**

### **Skills in Selecting Teaching Methods**

Rating Scale	No. of Classes	Percentage (%)
Excellent	7	70
Good	3	30
Average	-	-
Below Average	-	-
Poor	-	-

The table showed that out of 10 teachers, 70% teachers were excellent and 30% teachers were good. None of teachers were below average and poor. Thus, this table showed that almost teachers were skillful in selecting teaching methods in ELT classes.

## ii) Appropriateness of Methods Used

**Table 14**

### **Appropriateness of Methods Used**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	10	100
Average	-	-
Below Average	-	-
Poor	-	-



Above table showed that out of 10 teachers 100% teachers were good. Thus, majority of teachers used appropriate teaching methods in ELT classes.

### iii) Changing in Teaching Methods Time to Time

**Table 15**

**Changing in Teaching Methods Time to Time**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	1	10
Average	7	70
Below Average	-	-
Poor	-	-

Regarding the changing in teaching methods time to time, the above table showed that out of 10 teachers, 20% teachers were excellent, where as 10% teachers were good and 70% teachers were average. None of teachers were below average and poor.

#### 4.1.3.5 Selection and Use of Individual Materials

Selection and use of individual materials includes appropriateness of the materials, students were aware in the used materials, materials used in a nature of subject matter and materials used in sequential order, which are presented on next page.

**j) Preparation of Instructional Materials**

**Table 16**

**Appropriateness of the Materials**

Rating Scale	No. of Classes	Percentage (%)
Excellent	6	60
Good	4	40
Average	-	-
Below Average	-	-
Poor	-	-

The data showed that out of 10 teachers, 60% teachers were good and 40% teachers were good. None of teachers were average, below average and poor. Thus, this shows that almost teachers were using appropriate teaching materials.

**iv) Students Awareness in the Used Materials**

**Table 17**

**Students Awareness in the Used Materials**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	7	70
Average	3	30
Below Average	-	-
Poor	-	-

Here we saw that out of 10 teachers, 70% teachers were good and 30% teachers were average. None of teachers were excellent, below average and poor. So, it was found that all students were known in the used of materials.

**iii) Materials Used in a Nature of Subject Matter**

**Table 18**

**Materials used in a Nature of Subject Matter**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	4	40
Average	4	40
Below Average	-	-
Poor	-	-

According to the data presented table showed 20% teachers were excellent, whereas 40% teachers were good and 40% teachers were average. None of teachers were below average and poor.

vi) **Materials Used in Sequential Order**

**Table 19**

**Materials Used in Sequential Order**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	7	70
Average	3	30
Below Average	-	-
Poor	-	-

Here, the presented data shows that out of 10 teachers, 70% teachers were good and 30% teachers were excellent. None of teachers were excellent, below average and poor. Thus, in majority of classes, teachers used teaching materials in sequential order.

**4.1.3.6 Instructional Process in the Classroom**

Instructional process in the classroom includes effective communication, motivated students towards lesson, provided opportunity to ask questions, students group formation and group dynamic, provided equal opportunity to learn, provided special support to the students who are unable to learn easily, provide positive reinforcement and motivation and student's active participation, which are presented in the following way:

**ix) Effective Communication**

**Table 20**

**Effective Communication**

Rating Scale	No. of Classes	Percentage (%)
Excellent	5	50
Good	5	50
Average	-	-
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 50% teachers were excellent and 50% teachers were good. None of teachers were average, below average and poor. So in the majority of the classes, teachers' communications were good with students.

**x) Motivating Students towards Lesson**

**Table 21**

**Motivating Students towards Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10%
Good	8	80%
Average	1	10%
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 10% teachers were excellent, whereas 80% teachers were good and 10% teachers were average. None of teachers were below average and poor.

**xi) Providing Opportunity to Ask Questions**

**Table 22**

**Providing Opportunity to Ask Questions**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	2	20
Average	4	40
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 40% teachers were excellent, whereas 20% teachers were good and 40% teachers were average. None of teachers were below average and poor. So, in the majority of the classes, teachers used to provide better opportunity to students to asked questions.

xii) **Students' Group Formation and Group Dynamic**

**Table 23**

**Students' Group Formation and Group Dynamic**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	5	50
Average	5	50
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 50% teachers were good and 50% teachers were average. None of teachers were excellent, below average and poor. So, in majority of the classes, teachers used to make group and most groups were dynamic.

xiii) **Providing Equal Opportunity to Learn**

**Table 24**

**Providing Equal Opportunity to Learn**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	8	80
Average	2	20
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 10% teachers were excellent, whereas 80% teachers were good and 20 teachers were average. None of teachers were below average and poor. So, in majority of classes, teachers used to provide equal opportunity to all students.

**xiv) Providing Special Support to the Student Who are Unable to Learn Easily**

**Table 25**

**Providing Special Support to the Student who are Unable to Learn Easily**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	4	40
Average	4	40
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data. I said that out of 10 teachers, 20% teachers were excellent, whereas 40% teachers were good and 40% teachers were average. None of the teachers were below average and poor. So, in majority of the classes, teachers used to provide special support to the students.



**xv) Providing Positive Reinforcement and Motivation**

**Table 26**

**Providing Positive Reinforcement and Motivation**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	8	80
Average	1	10
Below Average	-	-
Poor	-	-

Here, I said that out of 10 teachers, 10% teachers were excellent, whereas 80% teachers were good and 10% teachers were average. So, in majority of classes, teachers used to provide positive reinforcement and motivation.

**xvi) Students Active Participation**

**Table 27**

**Students Active Participation**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	4	40
Average	2	20
Below Average	-	-
Poor	-	-

According to the table, showed that out of 10 teachers, 40% teachers were excellent, whereas 40% teachers were good and 10% teachers were average. None of teachers were below average and poor. So, in majority of classes, students' participation was active in teaching learning activities.

#### **4.1.3.7 Student's Evaluation**

Student evaluation includes student's evaluation based on lesson plan and provided developmental feedback, which is presented below.

#### **iv) Student's Evaluation Based on Lesson Plan**

**Table 28**

**Student's Evaluation Based on Lesson Plan**

Rating Scale	No. of Classes	Percentage (%)
Excellent	2	20
Good	8	80
Average	-	-
Below Average	-	-
Poor	-	-

In the training package, the teachers are trained about how to evaluate the students being based on the information obtained from the data; I said that out of 10 teachers, 20% teachers were excellent and 80% teachers were good. None of teachers were average, below average and poor. Thus, majority of teachers used to do student's evaluation based on lesson plan.

v) **Providing Developmental Feedback**

**Table 29**

**Providing Developmental Feedback**

Rating Scale	No. of Classes	Percentage (%)
Excellent	6	60
Good	3	30
Average	1	10
Below Average	-	-
Poor	-	-

According to table, here we saw that out of 10 teachers, 60% teachers were excellent, whereas 30% teachers were good and 10% teachers were average. None of teachers were below average and poor. Thus, majority of teachers were used to provide developmental feedback in ELT classes.

**4.1.3.8 Concluding the Lesson**

Concluding the lesson includes summarizing of subject matter, assign the homework and appropriately time management for ending lesson, which are presented on next page.

**ii) Summarizing of Subject Matter**

**Table 30**

**Summarizing the Subject Matter**

Rating Scale	No. of Classes	Percentage (%)
Excellent	4	40
Good	6	60
Average	-	-
Below Average	-	-
Poor	-	-

Being based on the table, 40% teachers were excellent and 60% teachers were good. None of teachers were average, below average and poor. Thus, majority of teachers used to summarize subject matter in ELT classes.

**ii) Assigning the Homework**

**Table 31**

**Assigning the Homework**

Rating Scale	No. of Classes	Percentage (%)
Excellent	1	10
Good	7	70
Average	2	30
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I said that out of 10 teachers, 10% teachers were excellent, whereas 70% teachers were good and 20% teachers were average. None of teachers were below average and poor. Thus, I can say that majority of teachers used to assign the homework in ELT classes.

**vi) Appropriate Time Management for Ending Lesson**

**Table 32**

**Appropriate Time Management for Ending the Lesson**

Rating Scale	No. of Classes	Percentage (%)
Excellent	-	-
Good	3	30
Average	7	70
Below Average	-	-
Poor	-	-

Being based on the information obtained from the data, I can say that out of 10 teachers. 30% teachers were good 70% teachers were average. None of teachers were excellent, below average and poor.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

It was the final chapter of the thesis and deals with the major findings, conclusions and some recommendations which were made on the basis of analysis and interpretation of collected data. They were presented as follows.

#### 5.1 Findings

From the above discussion about the data obtained from the respondent, it can be summarized that training program helped teachers' in their professional development. Training program had attempted to address different needs and expectation of language teachers and those were sufficient for them. The major findings of the study were presented in the following points:

- s) Although it is claimed that all teachers (100%) of government school were trained but (10%) teachers were found poor in preparing lesson.
- t) All teachers used to prepare instructional materials.
- u) While introducing the lesson most of the teachers (90%) did over view of the previous lesson.
- v) In case of subject matter selection only the self selected or the prescribed subject matter was used.
- w) 50% of teachers did not summarize the content and they did not pay any attention in managing the time.
- x) Skill and the practice of selecting, collecting and using the teaching materials were very good. All teachers were found of doing such tasks.
- y) The skill of provide the developmental feedback to the students seemed to be satisfactory.
- z) While concluding the lesson 60% teachers were found good.
- aa) Most of the teachers (90%) assigned the homework.

- bb)90% respondents accepted that training had fruitful role in their professional development such as in classroom management and teaching materials selection.
- cc) 90% teachers agreed that the training program supporting them in classroom management and built a learning friendly relation with their students.
- dd)90% viewed that the training program was helping them to prepare different teaching aids and used them appropriately in the classroom.
- ee) Most of the teachers agreed that the training program was supporting them to solve the language and culture related problems in language classroom.
- ff) Most of the teachers viewed that the training program helped them to apply new methods and techniques in language teaching.
- gg)Most of the teachers (80%) had accepted that training is fruitful for novice teachers' professional development.
- hh)90% respondents viewed that training was not delivered in the regular classroom properly due to the lack of teaching materials, lack of ICT materials and lack of regular supervision.
- ii) 70% respondents realized that monitoring and supervision mechanism of the training was not effective.
- jj) 60% respondents were not satisfied with the solution provided during the training session to their pedagogical and professional needs.

## **5.2 Conclusion**

From the research it was concluded that the training program was fruitful for English language teachers in terms of their professional development. Teachers training helped teachers to different types of tasks such as: managing language classroom, preparation and use of teaching materials, up-date themselves, understand the psychology of the students\learners and teachers' professional development. Focus on local pedagogical issues and motivate to collaborative

learning were the remarkable positive aspects of the training. Similarly, lack of training supervision and monitoring mechanism and lack of post training support were some notable weakness in the training program. From the present study, the following conclusions had been made:

- g) Almost teachers of government school were trained but only 90% teachers were found good in preparation for the lesson.
- h) Most of the teachers accepted that training had fruitful role in their professional development.
- i) Training brought some remarkable changes in preparation and use of teaching materials in the language classroom, e.g. using locally available and low-cost materials, authentic tests, etc.
- j) Training program contributed to improve teacher-student relations and students were actively participated in different learning activities.
- k) Training developed collaborative learning culture among school staffs and also provided a platform to share their professional needs experiences.
- l) Training program helped to make the teachers more confident in their profession providing the knowledge and skills.

Therefore, the TPD training program was very useful and effective for teaching English language and teachers' professional development though there were several short comings.

## **5.3 Recommendations**

### **5.3.1 Policy Related**

- Teacher training concluded by the NCED is basically semi-practical. So, it is suggested to focus on the practical aspects of training.
- TPD is a need based program for teachers where trainee teachers should have to explore their training content according to their needs. However, it



was found that all of them were not able to explore and share their needs and problems among colleagues and experts. So, training should be prescribed in accordance with the classroom observation report from school supervision at policy level.

- Monitoring program (at least 1 to 2) months should be added along with the regular TPD program for the novice teacher.
- Training monitoring and supervision mechanism should be developed at local level.

### **5.3.3 Practice Related**

- Provide enough training as well as teaching materials to the training center and school of rural area.
- Training should be conducted during the summer or winter vacation, time of examination or end of the academic year in order to increase teachers' participation.
- There should be proper monitoring, supervision and control for the effective implementation of the training during and after the completion of the session.
- Trainers should be committed on their profession that they should manage the training according to its spirit.

### **5.3.3 Further Research Related**

In further research related, this research study will be implemented for the following purposes:

- To carry out a similar research to examine the relevance of training needs indentified by the teachers and the problems seen in school visit and classroom observation.
- It is suggested that the following research titles could be useful to analyze the other aspects of TPD training.
  - d) Impact of TPD training in Language classroom
  - e) Implication of TPD training in public schools
  - f) A comparative study on Learner Achievement before and after TPD training.

Teacher's Name:

Gender:

Qualification:

Training:

Experience:

Read the questionnaire and (✓ ) the option that best indicates your response:

- 1) Teachers' training role is very important for teachers' professional development?  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
- 2) Teacher Professional Development (TPD) training help you to apply new techniques, method and materials in English language teaching.  
a) Strongly agree b) Agree c)Undecided d) Disagree e) Strongly disagree
- 3) Training makes your job easy, interesting and fantastic.  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
- 4) The training helps you to manage time and personal life.  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
- 5) Teachers training play very important role in teacher's professional development so, all teachers are interested to participate in teachers' training program.  
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
- 6) Define Teachers' training in brief.

Ans.....  
.....  
.....

7) Do you have the opportunity of teacher professional development with the help of training?

Ans.....  
.....  
.....

8) After the training, the teaching materials that you used in your classroom are supporting you to manage and control the class.

b) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

9) Teacher Professional Development (TPD) training is helping you to reduce the cost of teaching materials.

a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

10) Teachers' professional development training is helping you to understand the students' behavior and their learning process.

a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

11) What are the attitudes of secondary level English teachers' towards Teacher Professional Development (TPD) training?

Ans.....  
.....  
.....

12) Are you satisfied with TPD training to develop teachers' professional development skills?

Ans.....  
.....  
.....

13) What problems are associated with TPD Training and its classroom implication?

Ans.....  
.....  
.....

14) The training package is appropriate for your context or school environment.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

15) The training package is strictly based on the school level curriculum that you have to teach regularly.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

16) Teachers' training is a learning process that involves the acquisition of knowledge developing skills, concepts and changing of attitudes of the teachers.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

17) Teacher Professional Development (TPD) training is helping you to teach English language in large classes.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

18) What is the role of teachers' training in teachers' professional development?

Ans.....  
.....  
.....

19) Does the training help in improving teaching skills, how?

Ans.....  
.....  
.....

20) To what extent the training helpful in preparing teaching materials?

Ans.....  
.....  
.....

21) Teachers Support Mechanism (TSM) structured by the TPD program has been continuously supporting you to solve the problems that you have to encounter in your regular language class.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

22) Teachers' professional development training help us to up-date our Knowledge.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

23) Teacher training is helping you to establish a good learning friendly relation with your students.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

24) Students' participation on classroom activities is increased after the training.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

25) Teachers' training is important for Novice as well as experience teachers.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

26) Teacher training and teacher professional development are two side of same coin.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

27) Trained teachers can brought many remarkable changes in teaching learning environment of your class and school.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

28) Teacher training as well as Workshops, Seminars, Conferences, Portfolios, Action research, Team teaching etc are important for teachers professional development.

- a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

29) What are the major contributions of teachers, training in teachers' professional development?

Ans

.....

.....

.....

.....

30) In our opinion what are those strong aspects of the training which has brought remarkable changes in language teaching and teachers professional development?

Ans.....  
.....  
.....

**Thank you for your co-operation!**



## Appendix-II

### Classroom Observation on Checklist

The researcher is going to carry out a research on **Role of Teachers’ Training for Teachers’ Professional Development at Secondary Level** under the supervision of Dr. Ram Ekwel Singh, Reader, of English Language Education, T.U. Kirtipur. The researcher will observe the classes of selected teachers with the help of the Checklist.

Name of the Teacher:

Date:

Name of the School:

Gender:

Teaching Class:

No. of Students:

Teaching Item:

S.N	Items For Observation	Responses				
		Excellent	Good	Average	Below Average	Poor
<b>1</b>	<b>Teacher’s preparation</b>					
	Preparation for lesson					
	Review of previous lesson					
	Preparation of instructional materials					
	Arrangement of physical resources					
	Appropriate arrangement of resources					
<b>2</b>	<b>Lesson introducing</b>					

	Starting the class as per the schedule					
	Motivating towards lesson					
	Overview of the previous lesson					
<b>3</b>	<b>Subject matter presentation</b>					
	Selecting accurate subject matter					
	Sequential use of instructional materials					
	Giving examples to clarify the concepts					
	Summarizing the contents and time management					
<b>4</b>	<b>Use of teaching methods</b>					
	Skill in selecting teaching methods					
	Appropriateness of methods used					
	Changing in teaching methods time to time					
<b>5</b>	<b>Selection and use of individual materials</b>					
	Appropriateness of the materials					
	Students were aware in					

	the used materials					
	Materials used in a nature of subject matter					
	Materials used in sequential order					
<b>6</b>	<b>Instructional process in the classroom</b>					
	Effective communication					
	Motivated students towards lesson					
	Provided opportunity to ask questions					
	Student's group formation and group dynamic					
	Provided equal opportunity to learn					
	Provided special support to the students who are unable to learn easily					
	Provide positive reinforcement and motivation					
	Student's active participation					
<b>7</b>	<b>Student evaluation</b>					
	Student's evaluation based on lesson plan					

	Provided developmental feedback					
<b>8</b>	<b>Concluding the lesson</b>					
	Summarizing of subject matter					
	Assign the homework					
	Appropriately time management for ending lesson					

Researcher

Pratima Kumari

### Appendix- III

#### Name of Schools (Parsa District)

S.N	Name of School
1	Zila Uchagla RamdevKalwar Higher Secondary School, Pokhariya
2	Shree Radha Krishna Chaurasiya Sec. School, Bahuwarwa
3	Shree Nepal Rastriya Higher Secondary School, Dipaknagar
4	Shree Nagawa Secondary School, Chargaha
5	Mangal Secondary School, Bhishwa
6	Shree Mahanand Pd.Upadhaya Higher Secondary School, Baghai
7	Shree Maisthan Bidhyapith Secondary School, Birgunj
8	Shree N.N Secondary School, Nagwa
9	Shree Nepal Rastriya Secondary School, Mahuwan
10	Shree Nepal Rastriya Secondary School, Pipra
11	Shree Higher Secondary School, Bijaybasti
12	Nepal Railway Secondary School, Birgunj
13	Shree Shardha Secondary School, Bahuwari
14	Shree Kali Pd. Lakhe Secondary School, Langadi
15	Surji Devi Secondary School, Murli

## Appendix-iv

### Name of the Teachers Included in This Study

S.N	Name of Teachers	S.N	Name of Teachers
1	Mumtaj Alam	1	Byash Mahto
2	Binod Chaudhary	2	Satendra Pd. Kurmi
3	Mohan Chauhan	3	Rajni Thakur
4	Shiv Sankar Prasad Tharu	4	Jitendra Prasad
5	Gagan Dev Yadav	5	Ramanand Sah
6	Mrigendra Gupta	6	Shiv Sankar Singh
7	Sudhir Thakur	7	Shivaj Prasad Patel
8	Jyoti Gupta	8	Akbar Hawari
9	Ajay Kumar Shah	9	Preksha Shrestha
10	Laxmi Kumari Singh	10	Santosh Kumar Karna
11	Laxman Yadav	11	Mr. Akhilesh Pandey
12	Sadanand Lal Das	12	Krishna Murari prasad
13	Dhrub Ram	13	Surendra Mahato
14	Dal Bhadur Syangbo	14	Anil Kumar Barnwal
15	Ram Rekha Roy	15	Chandra Shekhar

## **Participant Information Statement**

**Dr. Ram Ekwval Singh (Supervisor)**

**Reader, Department of English Education.**

**T.U., Kirtipur**

Dear Participants,

You are invited to take part in a research entitle **Role of Teacher Training for Teacher Professional Development at Secondary Level** which aims to find out the role of teachers' training for teachers' professional development at secondary level. Your participation will be helpful in making an informed decision of the role of teachers' training for teachers' professional development participation area.

This study is being carried out by Pratima Kumari for the fulfillment of master degree at T.U. This study will take place under the supervision of Dr. Ram Ekwval Singh, Reader, Department of English Education T.U., Kirtipur

This study involves open-ended and closed-ended questionnaire and observation checklist. You will be asked about teacher training and its role in teachers' professional development. The questionnaire takes your 45 minutes to complete it. Participation in this study is completely voluntary. Your recorded data will be highly confidential and your name will not be exposed to the public. Your performance and weaknesses will not be evaluated rather aims to make aware about these problems to concerned authorities. If you have any quarries, you can talk me any time or supervisor or your principal.

You can keep this document with you.

Thank you for kind co-operation!

**Researcher**

**Pratima Kumari**

**Master of Education**

**E-mail: pratima20.sah@gmail.com**

**Participant Consent Form**

**Dr. Ram Ekwal Singh (Supervisor)**

**Reader, Department of English Education**

**T.U., Kirtipur, Kathmandu**

**Role of Teacher Training for Teacher Professional**

**Development at Secondary Level**

I....., agree to take part in this research study.

In my consent I state that:

I understand that purpose of this study, what I will be asked to do and any risks/benefits involved.

- 1) I read the participant information statement.
- 2) I agree to participate in this study that I understand it will be submitted in partial fulfillment of the requirement for the master degree of education at T.U.
- 3) I understand that my participation is voluntary.
- 4) I understand that all the collected data will be limited to this use or other research related usage as authorized by Tribhuvan University.
- 5) I understand that I will not be identified by name I the final product.
- 6) I am aware that all records will be kept confidential in the secure possession of the researcher.
- 7) I acknowledge that the conduct information of the researcher and her advisor have been made available to me along with duplicate of this consent form.
- 8) I understand that the data I'll provide are not be used to evaluate my performance as a teacher in my way.

I agree to fulfill this questionnaire.    Yes                          No   

Signature: .....

Name: .....

Researcher.....

Date: .....



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