

# **TEACHER TRAINING FOR CLASSROOM MANAGEMENT: A NARRATIVE INQUIRY**

**A Thesis Submitted to the Department of English Education  
In the partial Fulfillment of the Master of Education in English**

**Submitted by  
Lokendra Bahadur Bist**

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

**2019**

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## **DECLARATION**

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

Date: 20-11-2019

.....

Lokendra Bahadur Bist

## **RECOMMENDATION FOR ACCEPTANCE**

This thesis is to certify that **Lokendra Bahadur Bist** has prepared the thesis entitled **Teacher Training for Classroom Management: A Narrative Inquiry** under my Supervision.

I recommend this thesis for acceptance.

Date: 21-11-2019

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# **DEDICATION**

This thesis is dedicated to my parent and teachers.

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**Lokendra Bahadur Bist**



## ABSTRACT

The title of this research is **Teacher Training for Classroom Management: A Narrative Inquiry**. The main objectives of this study were to explore the roles of teacher training for classroom management to promote the students learning, to investigate the challenges in the implementation of teacher training for classroom management and to suggest some pedagogical implications. The research is based on narrative inquiry research design and qualitative method in nature. The participants of this study were four secondary level English teachers who were selected purposefully. In-depth interview was used for the collection of data, and thematic approach was applied for the analysis and interpretation of the data. Furthermore, the study showed that teacher training program has brought positive change in the professional career of teachers. After attending the teacher training program, teachers are being able to design material, make use of the designed materials in the class, use various techniques while teaching, prepare and use lesson plan and manage the classroom properly. With the use of materials, new techniques, lesson plans and proper management of classroom, not only the students but also the teachers themselves are benefited.

This thesis has five chapters. The chapter one includes background of the study, statement of research problem, objectives, research questions, delimitation of the research, significance of the study, and defining key terms. The chapter two contains the review of theoretical literature, review of empirical literature, implication of literature review and conceptual framework. Similarly, chapter three consists design and methods of the study, population, sample and sampling strategy, sources of data, data collection tool and technique, data collection procedures, data analysis procedures, and ethical consideration. Likewise, chapter four deals with analysis of data and Interpretation of the result. Finally, chapter five contains findings, conclusion and recommendations.

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## **LIST OF ABBREVIATIONS**

B.Ed	:	Bachelor in Education
CDC	:	Curriculum Development Center
Dr.	:	Doctor
e.g.	:	For Example
EFL	:	English as foreign language
ELT	:	English Language Teaching
i.e.	:	id este (That is)
M. Ed.	:	Master in Education
MOE	:	Ministry of Education
Mr.	:	Mister
NELTA	:	Nepal English Language Teachers' Association
T.U.	:	Tribhuvan University
TPD	:	Teachers Professional Development

# CHAPTER ONE

## INTRODUCTION

The topic of this research is **Teacher training for classroom management**. Teacher training is an activity to acquire and practice knowledge and skill in relation to teaching and learning. It is an opportunity for teachers to learn new methods. This chapter includes background of the study, statement of research problem, objectives, research questions, delimitation of the research, significance of the study, and definitions of the key terms.

### 1.1 Background of the Study

The term training generally refers to the professional preparation of a person in any field of his/her work. Training is regarded as a pre-requisite phenomenon for handling any responsibility. On the other hand, training refers to any kind of program which is organized for the development of skills on professional and non-professional people.

According to (Richards & Farrell 2010, p.3). Teacher training and teacher development are the two branches of the same tree called teacher education. Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. It is seen as preparation for a novice teacher. Teacher training involves trying out new strategy in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice. Similarly, teachers are supposed to be a responsible agent for the transformation of the knowledge. They play a significant role in interpreting curriculum, fashioning pedagogy and devising assessment activities. Furthermore, teachers can change the world by their innovative knowledge and methods. Teachers need some specific skills, knowledge, training, and qualities that recognized teaching as a different profession. Teaching is an art that requires continuous training. Therefore,

teacher training is very important and compulsory for making teacher professionally competent and professional. Classroom management is consistently identified as a major concern for teachers. It is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without descriptive behavior from students compromising the delivery of instructions. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.

Teacher training is a learning process that involves the acquisition of knowledge, developing the skills, concepts, changing of attitude, and behaviors to enhance the performance of teachers. Similarly, Lithwoods (1992, as cited in Aryal and Pant, 2014) presents multi-dimensional description of teacher development incorporating three dimensions, the development of professional expertise, psychological development, and career-cycle development. Larsen Freeman (1990 as cited in Sharma, 2010, p.127) states,

Training is the process of learning that develops moral, cultural, social, and intellectual aspects of the whole person as an individual and member of society. Training is the acquisition of knowledge skills and comprehension as a result of the teaching of vocational or practical skill and knowledge that relate to specific useful competencies, training has specific goals of improving one's capability, capacity and performance.

Similarly, Subedi (2015) found that teacher training has contributed to improve teacher-students relations, students are more actively involved in learning and more project works are given by trained teachers (P.11). Thus, teacher training program is taken to be one of the most important aspect of teaching which really supports the teacher to make his/her classroom effective, efficient, systematic, and comprehensive.

## **1.2 Statement of the Problem**

Education itself is an incomplete phenomenon. It has always been associated with advancement economic prosperity and self-dependence. We are in the threshold of 21<sup>st</sup> century. One of the ways of getting education is training. Training prepares a person to do something as required. A trained person can handle some situations differently if she/he has good perception and comprehension of training. In the teaching areas too how language teacher handles different contents are crucial of central importance. It has made teacher training as the most important sub-system of the overall education system. Training helps in every part of the teaching learning process. Teacher training programs are being conducted every year. Most of the teachers have got teacher training and have been getting every year. But do they apply the training in the class room? Or do they face any difficulties while applying it in the class room? It was the main problem of my study that made me inspired to carry out this research.

## **1.3 Objective of the Study**

The objectives of this research were as below:

- To explore the roles of teacher training for classroom management to promote the students learning.
- To investigate the challenges in implementation of teacher training for classroom management.
- To suggest some pedagogical implications.

## **1.4 Research Questions**

The research questions were as bellow:

- What roles does teacher training bear in classroom management to promote the students learning?



- Do teachers face any challenges in implementation of teacher training for classroom management?
- What could be the pedagogical implications of the research?

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

Many researches have been conducted in the field of teacher education. Even, a lot of theories, approaches and methods are also explored in the field of teacher training and teacher education to make it effective in context of Nepal. But less attention is given toward the matter of how to implement of teacher training which is matter of discussion for the improvement and professional development of those who are engaged in the field of teacher education and English education. Thus, this research study is helpful and applicable for the ELT practitioners, who want to undertake research in the field of teacher training and teacher education. It is significant for teachers, students, curriculum planners, exam experts, supervisors, teacher trainer, researchers, government officials and for those who are directly or indirectly engaged in the field of teacher training for making further policies regarding the training of teacher as well as this study is beneficial for those who wants to do further study in the same field of coming days. Moreover, the findings and suggestions derived from this study is useful for all the teachers, students, school administrations, course designers, textbook writers and policy makers. This study is helpful for English teachers to adopt new approaches and methods for effective teaching in classroom. In this regards, teachers learn lesson that they should be updated according to time and situation to be competent teacher. Therefore, this research makes every teachers to be aware about the strategies for the use of training in classroom management.

## 1.6 Delimitations of the Study

The research was delimited to the following aspects.

- a) The study was confined to secondary level of community school in Kathmandu district.
- b) The data were collected through in-depth interview.
- c) The research was qualitative in nature.
- d) Purposive non- random sampling strategy was selected the participant.
- e) It was confined to four English teachers from secondary level who were trained.
- f) The study was delimited to the in-depth interview tool for collecting data.

## 1.7 Operational Definitions of the Key Terms

The key terms of my research study were as follows:

**Narrative inquiry:** Narrative inquiry is a research approach (methodology) or study of experience understood narratively.

**Teacher:** Here, the word teacher refers to only English teachers who teach in secondary level.

**Teacher training:** Teacher training means the training designed to equip the teachers with the knowledge and skills they require to perform their tasks effectively in the classroom.

**Classroom management:** In my research study classroom management refers to the teacher training is in terms of design and use of materials, techniques, planning of the lesson, and all teaching aspects.

**Professional development:** It refers to the English teacher's professional development

**In-depth interview:** In-depth interview is a detailed information about a person's thoughts and behaviors to explore new issues in depth.

## **CHAPTER TWO**

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

Recent studies have shown different provision, policies, and challenges and strategies regarding teachers training. (Barkhuizen, 2017). This chapter includes the review of theoretical literature, empirical literature, implication of reviewed literature and conceptual framework.

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

Theoretical literature review provides the basic insights with knowledge and skills needed for conducting own research studies. In this section, teacher education, teacher training, teacher development, teacher professional development have been included.

##### **2.1.1 Teacher Education**

Teacher education is the well-known requirement of entire teaching and learning system. Awasthi (2003) states that the history of teacher education in Nepal could be traced back to the establishment of basic education teacher training center in Kathmandu in 1948, to train the primary school teachers. However, he argues that the center had to discontinue its functions after the recommendation of the Nepal national education planning commission in 1954 for the establishment of college of education in 1956 aiming to provide two-year and four-year teacher education programs to the prospective lower secondary/secondary level teachers of Nepal.. However, it was not introduced in the higher education until 1918 when Tri-chandra college. The introduction of ELT in Nepalese education started only in 1971 with the implementation of national education system plan (NESP) until then English language teachers were not trained. It started only in 1971 when IOE of TU initiated B.Ed.

program in English education. Further, he stated that the sole responsibility of imparting teacher education in ELT was given to FOE of Tribhuvan University until other universities started one or the other kind of teacher education program. And regarding the present scenario, he stated that four universities, higher secondary education board (HSEB) and some professional associations, non-governmental organization (NGOs) like Nepal English language teachers' association (NELTA) are running ELT teacher education program.

According to Khatri (2013), English in developing countries like Nepal has played a crucial role in increasing career and economic opportunities. It has provided access to the information and networks that are vital in building and maintaining economic links. He further states that English has already entered into different domains of Nepalese lives. It has now expanded its reach to various fields such as democracy, media, international politics, commerce, human rights, diplomacy, and tourism and development sector. Moreover, many community schools in Kathmandu valley and outside have already shifted their medium of instruction (MOI) to English primarily to increase the number of students and to compete with private English medium schools and the trend is mounting. In his result part he has discussed two main findings. Firstly, English for career enhancement; in a way English has been viewed as a tool of empowerment and advancement globally. And secondly, English and local languages in Nepal; the spread of English is a controversial issue and cannot be fully understood without the realization of the hegemonic and imperialistic nature of English. It has also shown that English is unilateral in vision and poses a real threat to other languages and cultures. Similarly the implications that he has suggested are motivational implication, where he argues that teachers obviously need to convey the role of English as a global language in terms of career and economic advancement, and inter-cultural competence and globalizing implication where he mentions that competence in many languages brings intercultural competence, which is a vital part of modern life. Thus, to make the students inter-culturally aware, they need to be

supported accordingly to make choices to use language resources. Thus, he stated that the globe and it has enabled these speakers to explore cultural differences and to create a kind of understanding enriching negotiations and agreement for common prospects.

Similarly, Duwadi (2018) stated that Education became formally available to the general public after the establishment of democracy in Nepal in 1951, although well-to-do families had been educating their children (mainly boys) in India prior to that. Further, he argues that before 1950, English was limited only to the élite, while from 1950-1990 it was available to the general public. After 1990, Nepal opened up completely to the rest of the world with globalization, the internet, English language newspapers, social media, and other publications as we shall now discuss. With reference to Bista (2011), he mentions that in the last three decades, English language teaching has improved greatly in Nepal. The change can be noticed in terms of the structure of education, pedagogies and institutions of higher learning. He also argues that English is taught as a foreign language from Grade 1 to Grade 12, and is increasingly being used as a medium of education, a key selling point for private schools, though it is rarely used as a language of communication. Regarding Problems and possibilities of English education in Nepal, he mentions that one of the major problems seems to lie in teachers' mind-sets, specifically their political affiliation as they are often the cadre of a particular party. Further he said that teacher training is also generally scarce and is overly formal in style (perhaps with a poor balance between grammatical focus and conversational skills); pronunciation and intonation are further issues as too little attention is paid to developing intelligibility of students' speech; teachers also have insufficient skills to evaluate students' progress adequately. And regarding the above mentioned problems, he has suggested the ideas as there should be clear policy provisions on who can teach English: for instance, in many public schools, teachers with very low levels of English are found to be teaching English, the education and training provided to student teachers before

they have undertaken any teaching has to go through a massive overhaul if noticeable improvements are to be seen in English language teaching in Nepal, better learning and teaching environments should be created, besides reading and writing skills, the other language skills should be focused on, the use of inductive methods of teaching should be practiced in schools and colleges, rewards for the best teachers should be initiated. Finally he concludes that the most recent development affecting the spread of English is technological innovation with the widespread introduction of English television vision (TV) channels, movies, and access to the internet. The rate of English language use will further grow as many youths have migrated to different parts of the world and need English for employment.

### **2.1.2 Teacher Professional Development**

Teacher professional development is the professional competence. In this concern, Díaz-Maggioli (2003) assured that the search for a comprehensive approach to professional development became more urgent. He argues that over the past 20 years, the teaching profession has witnessed a multitude of approaches to teacher development, but few have yielded the expected results, and even fewer have managed to survive the initial enthusiasm for the innovation. In this paper, he aims to provide an overview of effective approaches to teachers' professional development. The approaches as he has suggested are voluntary participation, mutual respect, collaboration, action and reflection (praxis), organizational setting, choice and change, motivation and self-direction.

Similarly, he has mentioned five stages of teachers' lives as phase 1: exploration and stabilization, phase 2: commitment, phase 3: diversification and crisis, phase 4: serenity or distancing, and phase 5: conservatism or regret. Furthermore, he has recommended six models for professional development as conference plan, peer coaching, action research, collaborative study groups, individual development plan, and dialog journals. Therefore, the power of the

six approaches to professional development lies in the fact that teachers need to improve the quality of learning.

According to Sah (2016), over the last decade, some attention has been paid to educating in-service teachers for their professional development. He viewed that the quality of teachers' learning experience may link to the quality of learners' achievements. He said that it is very unwise to finalize their learning with the completion of their university degree and teach with their limited skills and knowledge that often change over time. So, he argues that university courses should focus more on practical aspects; for example, designing and delivering a vocabulary lesson based on the Lexical Approach, rather than just telling them about the theories of the Lexical Approach. However, he argued that such professional training courses are in progress in Nepal due to foreign assistance, such as British council, American embassy (REED), and so on. Such programs undoubtedly help teachers build up their skills and knowledge further provided they are designed according to updated theories of language learning and are delivered effectively. Thus, suggested that English language teachers are required to keep upgrading themselves in order to help EFL learners acquire English effectively. At the same time, the Ministry of Education (MOE) along with other agencies can have a significant part to play, but not by filling new bottles with old wine. They would need to bring about changes in all aspects of EFL teaching, from designing courses to preparing teachers.

Similarly, according to teacher competencies framework (2072) has recommended eight dimensions for teachers' professional development. They are content knowledge, pedagogical knowledge, knowledge about children/learners, learning environment and classroom management, communication and collaboration, continuous learning and professional development, legal bases and professional conduct, and information and communication technology.

Similarly, SSDP (2016-2023) has focused on equity, quality, efficiency, governance and management, and resilience are the major dimensions in SSDP's theory of change. The teacher service commission at the federal level will continue for the recruitment, appointment and promotion of teachers at the provincial level. Moreover, SSDP's strategies for TPD concern to redefine roles and responsibilities of institutions, conduct teachers' programs, teacher performance appraisal systems, free and compulsory inclusive education, child-centered pedagogical and participative learning techniques, strengthen continuous assessment system (CAS) provide demand-based as well as needs-based short and medium term training programs for teachers etc.

The School Sector Reform Plan (SSRP, 2009-2015) has given a higher priority in teacher preparation and its development. The goal was to ensure the teachers' knowledge and skills required to facilitate students learning processes effectively. The SSRP has made the provision of decentralization; teacher licensing system, priority has been given to recruiting females, dalits, and other disadvantaged/minority groups while filling teachers' positions. Likewise, the four stages have been mentioned in teacher professional career path: beginner, experienced, master and expert; for both basic and secondary level teachers.

The National Centre for Educational Development (NCED, 2068) is conducting certification and recurrent training courses for primary and secondary level teachers through Education Training Centers (ETCs) located at different places in the country and through other allied training-providers. It also conducts various types of professional development programs such as training, workshop, field trip, academic study, networking, self-study.

Richards and Farrell (2005) state that development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. They have suggested the strategies for teacher development that often involve documenting different kinds of teaching practices; reflective analysis



of teaching practices, examining beliefs, values, and principles; conversation with peers on core issues; and collaborating with peers on classroom projects. In 2010, they recommended the professional strategies such as; workshops ,self - monitoring, teacher support groups, keeping teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer teaching, team teaching, and action research. Furthermore, they have presented two major perspectives on teacher professional development as the individual perspective and institutional perspectives. From the point of view of individual perspectives, they have identified the dimensions for TPD as Subject-matter knowledge, Pedagogical expertise, Self-awareness, Understanding of learners, Understanding of curriculum and materials, and Career advancement. Similarly, with reference to Joyce (1991) they have presented five dimensions as collegiality, research, site-specific information, curriculum initiatives, and instructional initiatives. Similarly, they also suggested that collaborative and self-directed learning play a vital role in teacher professional development.

### **2.1.3 Teacher Training**

Teacher training is a process of making teacher more competent for their work. According to Lang (2003, p. 19) “Teacher training is a developing knowledge about the process of becoming a language teacher.” It states that from the teacher training, different types of management skills are obtained. It also provides insights for being professional to the teachers. Similarly, James (1995) says, “Training is a way of helping people to do things that they could not before they trained. It is regarded pre-required phenomenon for handling any responsibility for anybody.

Teacher training is one of the most important aspects of the teacher professional development, which helps the teachers to make more skilled and innovative. Pant, (2007, p. 10) argues training is a way of process to update of modern teaching techniques and learner centered teaching. Teacher training is intended activities that give education and teaching skills. Similarly, Bhatia,

(2005) states training is an act of increasing of skills and attitudes of an employed improving his/her performance on the job. Teaching is concerned with imparting specific skills for doing particular job, for example, a clerk on typing. It is for job related and short- term. It is careful to develop knowledge and skills and attitudes to accomplish an action. It changes the way of thinking and responding”. Likewise, Richards and Farrell, (2003, p.3) says, “Training involves understanding basic concept and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom.” Training could aware to the teacher about an innovative methods and approaches of language teaching. Ur (1997, p.1) states, “Teacher training is the preparation for professional practice usually through formal courses at college or universities. It usually results in some kinds of recognized accreditation, granting successful candidates as certificate and the right.”

From aforementioned definitions we can say that teacher training is very essential to acquire practical knowledge in every field like in education sector. Training makes teacher professionally confidence and competent in his/her fields. To sum up, Training is concerned with imparting specific skills for doing particular job. It changes the behavior and skills of teacher.

#### **2.1.4 Types of Teacher Training**

The main purpose of teacher training is to bring about the change in behaviors of the teachers. Training helps in minimizing the gaps between what we can do and what we have to do. Training is the learning experience that increases the working ability. Talking about the types of teacher training mostly, we can find the two types which are presented as below

##### **2.1.4.1 Pre-service Teacher Training**

The Pre-service teacher training is the training which the teachers participated in before they go into the real classroom. Pre-service trained teachers are those

who have studied education subject with 100 full marks in SLC, intermediate level or 10+2, one year and three year B.Ed. and M.Ed. According to Awasthi (2003, Tribhuvan University , School of Education-Kathmandu university, Mahendra Sanskrit University, Purwanchal University and Higher Secondary Education Board provide the pre-service teacher training in Nepal

#### **2.1.4.2 In-service Teacher Training**

In-service teacher training is the training provided to the teachers during the time of their job. In-service teacher training is very much essential for the teachers as it helps to improve the quality of the teachers' and also familiarize themselves with the related new subject areas and contemporary skills and knowledge. In-service teacher training also serve as the refreshment training for those who have been involved long in the profession as well as it helps the field of teaching. According to Awasthi (2003,p.20), in-service teacher training programs are conducted by National Centre for Education Development (NCED) and Secondary Education Development Centre (SEDC).

#### **2.1.5 Importance of Teachers Training**

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

##### **2.1.5.1 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 would not completely prepare new teachers for every issue they will face, it can help them 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.

### **2.1.5.2 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.

### **2.1.5.3 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 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.

### **2.1.5.4 Stops costly experimenting on Students**

While all teachers experiment with new lessons 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 most teachers know, it is very easy to lose your students at the beginning; you risk losing respect and interest. The ultimate cost of this failure is what the student will not achieve in the classroom.

### **2.1.6 Practices of Teacher Training in Nepal**

Nepal has made nearly seven decades of long history in training and professional development. Teachers are the implementers of the national educational policies and curricular values. That is why teacher's qualities and

personalities obviously influence the educational system as a whole. Trained and professionally developed teacher may contribute for the succession in educational programs conducted into nation. Therefore, Nepal also had implemented different teacher training and professional development programs.

#### **2.1.6.1 Basic Teacher Training Center (BTTC) 2004 B.S.**

Basic teacher training center (BTTC) was established in 2004 B.S. (1947 A.D.) and took the first initiation to prepare the trained teacher for the basic school. Many research shows that BTTC was the first and most important teacher training program in the Nepalese educational development. Phuyal (1999,p.1) says, Organized teacher training program was started in Nepal with the establishment of BTTC in the late 1940s. This institution provided training to the basic school teachers. The concept of training program designed by BTTC was based on Gandhian philosophy of self support. According to NCED (2010, P. 17), “BTTC was establish to train primary teacher in the work of implementation of Basic Education in the country.” So, we can say that BTTC was the first attempt for teacher training in Nepal. However, the center short lived and was discontinued because the program could not sustain loner as Rana regime.

#### **2.1.6.2 Nepal National Education Planning Commission 2011**

After the advent of the democracy in 2007 B.S. the expansion and establishment of the school took speed across the country. The need for teacher training was also realized immediately after the political change. It was clearly enunciated in the report of the Nepal National Education Planning Commission (NNEPC) of 1954 A.D. on the recommendation of the commission report National Teacher Training Center was established for providing Basic Teacher Training to the primary school teachers as in service course. According to NNEPC (2011, pp. 157-158). The major purposes of teacher training were to provide competent teacher to staff the schools of Nepal, both by training new

teachers and by upgrading existing teachers and the development of common curriculum and common method in our schools, with appropriate adoption to local condition.

### **2.1.6.3 All Round National Education Committee 2018 B.S.**

All Round National Education Committee (ARNEC) was set up in 2018 B.S. to recommend reform in education and make it suitable to the changed context of the *panchayat* policy. According to NCED (2010, p. 19), “The primary teacher training center were established in selected parts of country discontinuing the mobile normal school network after the adoption of ARNEC.” Shortage of trained teachers posed a serious problem in the expansion of education facilities at that time. This shortage was identified mainly in the areas of Science, Mathematics and English teacher, female teachers and teachers especially in the primary school of the remote area. Furthermore, NCED (2010) stated

“A variety of training programs like science teaching Environment program, program for the Revision and Improvement of Mathematics Education, Teacher Educators program, etc. were also initiated apart from regular program of College of Education and Normal School to address the shortage of teachers” (P. 19).

### **2.1.6.4 National Education System Plan 2028 B.S.**

National Education system Plan (NESP) 2028 B.S. was one of the apex body for educational development in Nepal. The plan was primarily aimed at counter acting the elitist bias of the inherited system of the Education by linking it more effectively to productive enterprises and egalitarian principles. In brief, the committed to tackle irrelevant and disorganized varieties of education that still exist in the country. The plan calls for unifying education into on productive system that serves the country’s needs and aspirations. The concept of education as an end to white colors job is being replaced by a new concept that

regards education as an investment in Human Resources for the development of the country.

NESP strongly put forward the logic that whoever involved in teaching should be trained. It says that training is main part of educational development.

According to Hada (2070, p.200). “The NESP made teacher training mandatory and differentiated for trained and untrained teacher.” It means to say that the teacher training is necessary for in-service and pre-service teachers. Without training, teaching cannot be effective and goal oriented so, the concept of teacher professional development was applied by the policy of NESP in 1971, which required professional qualifications of teachers in addition to academic qualification. NESP was first policy, which adopted the policy of academic qualification and professional qualification for the first time in Nepal. It made Ten months teacher training compulsory along with the academic qualification for school level (NCED, 2015 P. 2). Apart from these different types of training program Radio Education Teacher Training program, For Year Remote Area Teacher Training program, On the Sport Teacher Training program, Seti Education and Rural Development project, etc. are mainly implemented at that time.

#### **2.1.6.5 National Education Commission 2049 B.S.**

After the restoration of democracy in 2046 B.S. education system of Nepal was restructured according to report of the National Education Commission (NEC) 2049 B.S. According to NECD (2010, P. 25), NEC was set up to suggest appropriate education system in the changed political context or the country and reviewed the education system in which teacher training was included as an essential component. The NESP was replaced by the new education system recommended by NEC report and different projects and programs were lunched to train in-service teachers.

According to NCED (2010, p. 2) “A ten-month Teacher Training program was introduced in 1992 under the two project i.e. primary Education Development project (PEDP) and Secondary Education Development project (SEDP) for untrained primary and secondary teachers respectively.” Thus, the report was very helpful for teacher training for both levels. The NEC, report recommended of a need of national level apex institute, which is responsible for development of teacher, managers and all other types of human resources working in the public sector. NEC (2049, p. 51) has adopted the different national policy for governing teacher training that, to make teacher training obligatory for taking up teaching profession at school level, to increase the salaries of trained teacher in proportion to their level of training and give preference to women teachers in all training programs.

#### **2.1.6.6 National Center for Educational Development**

National Center for Educational Development (NCED) was established in 1993 A.D. under the Ministry of Education, Nepal with the purpose of providing teacher professional development opportunity to the teachers as an in-service teacher training program and contemporary training courses. According to SSRP (2009-2016, P. 37),

“NCED is conducting certification and recurrent training courses for primary and secondary level teachers through Education Training Courses (ECTs) located at different places in the country and through other allied training providers. Completion professional teacher training courses have been made mandatory prior to entering the teaching profession.” According to NCED (2067, P. 3), “Education for All (EFA), National Plan for Action was launched in 2001 A.D. and targeted to make 99% primary teachers fully trained and NCED training policy implemented in 2005 A.D. and aimed to provide Ten-months in-service training for all teachers till 2009 A.D.” To meet the goal of EFA and Training policy, NCED has established on Extensive Training Network for all over the country and launched the training program under the



Teacher Education Projection 2002 A.D. and secondary Education Support Program in 2003 A.D. NCED also able to provide Ten-months in-service training for 98.2% of total in-service teachers from the public school of Nepal at the end of 2009 A.D. (NCED, 2010, P.3). Thus, it is an apex body for all training program at all level.

#### **2.1.6.7 School Sector Reform Program (SSRP, 2009-2015)**

School Sector Reform Program (SSRP) was a long-term strategic plan to achieving the goals and objectives of Basic and Secondary Education that the Government of Nepal (GoN), Ministry of Education (MoE) has envisioned for the years 2009-2015. SSRP offered two separate professional career paths: one for basic level (Grade 1-8) and another for secondary teachers.

There were four stages in the teacher professional career paths: beginners, experienced, master, and expert for the both basic and secondary level teachers (SSRP, 2009-2015, P. 39). SSRP also determined the minimum qualification for teachers, they are: higher secondary education or equivalent with relevant teacher preparation course for basic education and M.Ed. or equivalent with relevant teacher preparation course for secondary level. Furthermore, SSRP purposed one-year teacher preparation course in addition to minimum academic qualifications.

The SSRP has given a highest priority to teacher preparation and its development and the plan purposed the policy the teacher must acquire one month's in-service teacher training at least once in every five years to link this training with teacher career development.

#### **2.1.6.8 School Sector Development Plan (SSDP, 2016-2023)**

Similarly, School Sector Development Plan (SSDP, 2016-2023) has made different provisions for teacher management and teacher professional

development. This plan has given priority to the teacher management and teacher professional development.

The SSDP'S objectives and strategies for teacher management and teacher professional development are as to enhance teachers' qualification and professional competencies to better facilitate student learning processes, the provision of qualified competent teachers, to ensure that teaching-learning days and teachers' time on task is in line with government directives and guidelines, and to maintain high morale and motivation for teaching and learning among teachers and students. Regarding strategies, it has recommended the policies like to develop teacher performance appraisal systems that recognize outstanding teachers with certification and link these systems to further career development opportunities and incentives, and to introduce a compulsory inclusive education (IE) module in pre-service programs to provide basic knowledge and skills on (i) the needs and abilities of children with special needs, (ii) child-centered pedagogical methods and (iii) active and participative learning techniques, instructional accommodation and activity differentiation, and to provide training for teachers on teaching children with a first language other than Nepali, Nepali as a second language, and teaching multiple languages, including the transition between languages.

The above discussed policies of both plans have made the different provisions for teachers' professional development. The ultimate goals of both plans are to ensure and enhance the teachers' professional efficiencies and competencies. The SSDP has focused on the dimensions such as equity, quality, efficiency, governance and management, and resilience for the teachers' professionalism. SSRP, on the other hand has stated the four stages in teacher professional career path: beginner, experienced, master and expert; for both basic and secondary level teachers.

### **2.1.7 Classroom Management**

Classroom management is defined as the actions teachers take those results in an environment that is supportive and provides for both academic and social emotional learning (Evert son and Weinstein, 2006; Oliver and Reschly, 2010). The inclusion of classroom management within the roles required of teachers has been and will continue to be vitally important although instruction in classroom management has been identified as a core part of teacher preparation in a curriculum policy. CluniesRoss et al. (2008) and Kennedy and Thomas (2012) have written that teachers should be seen as communities whose opinions, arguments, suggestions, and conclusions must be considered. Teachers therefore play important roles in determining the success of students and classrooms. For teachers to create effective and efficient teaching-learning appropriate to the needs of their students, the classroom situation must include a skillful system of students' task behavior (McIntosh et al., 2006). The positive outputs from a well-managed classroom facilitate the teaching learning process and foster participation in class activities while an unprepared and unmanaged classroom can have negative effects on students' learning and participation in activities which will increase classroom management.

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

Classroom management is one of the most important aspects of a teacher's daily responsibilities. It is also one of the areas in which teachers are given the

most freedom. Teachers can choose from a variety of classroom management strategies based on their personalities and values as well as the personality of the class. Classroom rules are often a teacher's first step in classroom management. Teachers must decide who will make the rules and how they will be taught to the students while also considering how the rules will be perceived by students (Anderson & Spaulding, 2007). Once rules have been established, teachers need to monitor student behavior to ensure rules are being followed. Many teachers struggle to find a way to monitor student behavior while still having time to devote to instruction of content. Strategies such as self-monitoring (Rafferty, 2010; Vanderbilt, 2005) and daily behavior report cards (Chafouleas, Riley-Tillman, & McDougal, 2002) are often utilized to reach this balance. Many teachers also use a token economy reward system to help manage the class. With this strategy, students earn tokens for good behavior and accumulated tokens can be exchanged for a reward (Anderson & Spaulding, 2007). Good classroom management is essential to a productive classroom and it is up to each teacher to discover which strategies work best for the current students in the class.

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

In the field of implementation of teacher training, some scholars have carried out their research study systematically. With concern to the objectives of my research study, I have reviewed the following literatures that support while conducting my study.

Khadka (2009) conducted a research on "Classroom Performance of Trained Teachers' at Secondary level." The main objective of this study was to find out the classroom performance of the trained teachers of English at Secondary level, on the basis of student motivation, presentation in the class, practices, methods and techniques used in the evaluation of the students. The researcher has used questionnaire, observation and checklist for collecting the data by using non-random purposive sampling. Descriptive and statistical way of data

analysis was followed in research. It was found that most of the teachers did not make students participate in communicative activities. 50% of the teachers hardly made their students fronted method while teaching.

Similarly, Rai (2014) conducted a research entitled “Teachers Perspectives on Primary Teacher Training,” The main objective of this research study was to find out the teachers’ perspective on applicability and usefulness of English language teaching skills obtained from the teacher training. The researcher used survey research design for this purpose; the study was carried out by using both primary and secondary sources of data by using set of questionnaire while collecting the data. The researcher purposively selected thirty-five primary teachers trained under National Centre for Educational Development (NCED) training program. The researcher were selected from different 35 primary schools of Solukhumbu district and 35 respondents were the sample of this study. It was found that majority of the respondents were not satisfied with the training system. They argued that Ten months’ teacher training program was too long which created monotonous feeling on the trainee and remained the relationship with the students and their parents. Through they were satisfied with the skills provided in teacher training. They opined that duration of the training should be reduced and refresher training should be conducted time to time.

Likewise, Samadarshi (2009) carried out a research entitled “A study on the Expected Classroom behaviors of Trained English Teacher.” The main objective of this study was to examine the classroom behaviors of trained teachers in English classrooms. The researcher under looked this study with the premise that an understanding of the behaviors can act as a guide to improve English teaching. The instrument of the study was five category checklist consisting 30 items. It was therefore, a cross-sectional survey research. The finding shows that teachers were good for L2 behaviors such as teaching grammatical items, classroom control and use of immediate feedback. But a majority of the teachers were found to be poor for the 18 behaviors such as use

of English appropriate outside the classroom, teaching function of language, use of homework etc.

In the same way, Khanal (2006) explained about teacher training in his article entitled “Trained teachers and Teacher training.” His article is based on his research of Master’ thesis in English language Teaching (ELT). The main purpose of this study was to find out the perception of trained teachers about teacher training. He found out that the their were positive perceptions towards training. He also found out that the teachers of both private and government schools had similar perception towards teacher training as a part of teacher development.

Gyawali (2007) carried out a study on ‘A comparative study of trained and untrained teacher of secondary level.’ The main objective of the study was to find out the role of training in teaching English language and compare the teaching situations of trained and untrained teachers. He found out that the role of training is important of teaching English language and professional development. The trained teacher’s status in the teaching field is better than untrained teachers in every aspect of language teaching from student’s motivation to evaluation system.

Similarly, NCED (2010) carried out the research on “Comprehensive research on contribution of teacher training to primary education development in Nepal.” The objective of the study was to assess the contribution on the teacher program to primary education development in Nepal. All the primary schools of twenty five districts were taken as population of the study. Among them, teachers of forty five primary schools were purposively selected as a sample population. Questionnaire was used as a tool for the data collection. Findings of the study showed that the teacher training contributed to improve teacher-student relation, students were more actively involved in learning and more projects were given by teacher; trained teachers were supportive to school management. In most cases, teacher became instrumental in improving school

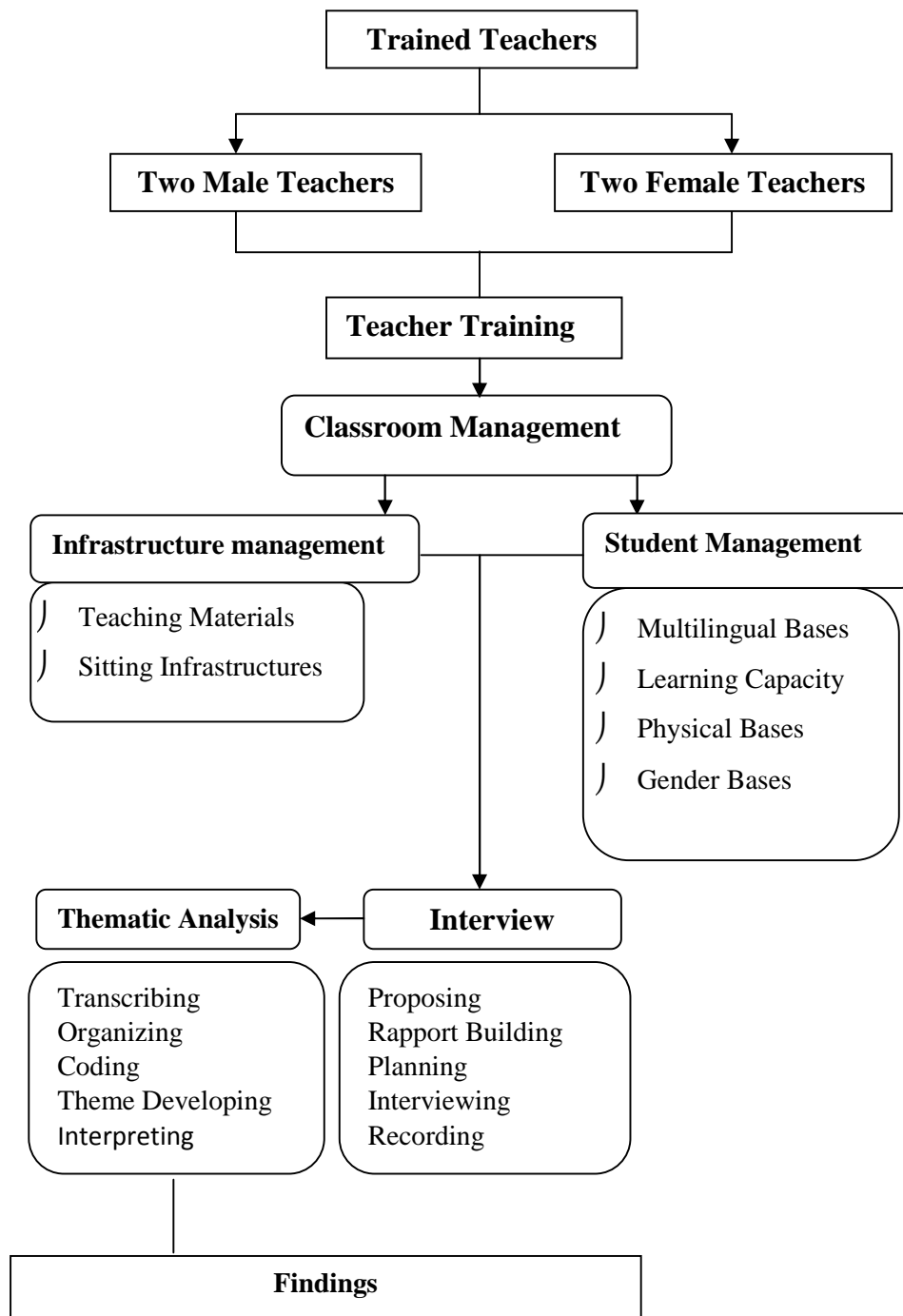
community relation, teacher training helped building teacher confidence through additional skills. However, the application of training program was yet to demonstrate specific impact on teaching and learning.

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

The above reviewed literatures were similar to my research study. They had exposed different aspects to be studied in relation to implementation of teacher training for classroom management. They were supportive and helpful to my research study. After reviewing above mentioned literatures i.e. journals, articles, thesis, and books etc. I got several ideas needed for my research study. They provided lot of ideas about teacher training and also about the ways of organizing the different components of a research. Similarly, they also provided the theoretical base to conduct my research. Moreover, from the above reviewed literatures, I took the ideas to formulate the objectives and to construct the questions for guiding it to fulfill the objectives. I also got the knowledge about research methodology; to select the sample/participants, to select suitable research design with the nature of objectives, to develop data collection tools, and to analyze and interpret the data. Finally, the aforementioned research works had been of great value to carry out my research.

### **2.4 Conceptual Framework**

The conceptual framework is the visual representation/mental framework to carry out any work. It deals with the research map, including key factors and relationship among each other which have to be considered in the research graphically. After the intensive study of a number of theories and researches, the researcher have come up with a conceptual framework which can be presented diagrammatically as follows:





## **CHAPTER THREE**

### **METHOD AND PROCEDURES OF THE STUDY**

Methodologies are the systematic activities that are carried out being concerned with the nature of the study and its objectives. In this chapter, the following methodological aspects are included for the purpose of fulfilling the objectives of this study.

#### **3.1 Design and Methods of the Study**

The research design of my study was narrative inquiry. The narrative inquiry is a qualitative research method. It is a means by which the researchers systematically gather, analyze, and present peoples' stories as told by them that challenges the traditional and modernist views of truth, reality, knowledge and personhood. In this regard, Schwandt (2007) defines narrative inquiry as "the interdisciplinary study of the activities involved in gathering and analyzing stories of life experience (e.g. life histories, narrative inter-views, journals, diaries, memoires, autobiographies, biographies) and reporting that kind of research" (cited in Ojha& Bhandari, 2017, p. 255). Narrative inquiry is relatively new qualitative methodology. It is a way of thinking about and studying experience. It follows a recursive, reflexive process of moving from field to field texts data and final research creates a conceptual framework. It is umbrella term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experiences and cultural context. It is based on interpretive approach. The setting of narrative inquiry may include participant's work place, home, social organization, and school etc. It is the most powerful tool to transfer the knowledge and deals with how people make meaning of what happened i.e. the series of events. It also highlights the ethical matter and shapes new theoretical understanding of people's experience that highly has stirred me to use this research design. Narrative inquiry includes a set of systematic stages to conduct research study.

According to Maharjan (2017), there are seven stages of narrative inquiry.

They included:

### **1. Identify a problem or phenomena to explore**

Identifying an issue provides the purpose for a study and enables the researcher to understand personal or social experience of an individual.

### **2. Select one or more participants to study**

Many narrative studies examine only one individual but several individuals may be studied as well. Select an individual who can provide an understanding of the issue. Carefully select this person based on their experiences.

### **3. Collect the story from the participant**

Besides the participant verbally sharing their story through conversation or interview, field texts also provides information about the participant. Examples include: journal or diary entries, letter sent by the individual, photographs, memory boxes, and story acquired through friends or family members.

### **4. Re-story or re-tell the individual's story**

This step involves examining the raw data, identifying key elements, organizing and sequencing these elements, and then retelling a story that describes the individual's experience. Re-storying helps the readers to understand the story by sequencing it in a local order. Stories commonly include the factors like setting, character, problems, actions, and resolution.

### **5. Collaborate with the participant/story teller**

Throughout the narrative story collection process, the researcher works with the storyteller to ensure the participant's experience are accurately portrayed.

### **6. Write a story about the participant's experience**

In this step, the participant's experience is written in to a story by the researcher. Highlighting specific themes that emerged throughout the story and

involving a section about the importance of narrative research can be helpful to readers.

## **7. Validate the report accuracy**

An accurate report is essential to preserving the story. Conferring with individuals and searching for disconfirming evidence will protect the story's credibility.

Therefore, I applied the above mentioned steps in my study to meet the objectives of the study. Likewise, I adopted narrative inquiry research design to collect the life experience of the selected participants for analyzing to bring knowledge and reality about teacher training of an English language teacher.

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

The population of this research study referred to all English teachers who teach at secondary level. The sample for my study were four English teachers. They were trained teachers from Kathmandu district. Among them four teachers were selected from four schools. Similarly, in the process of selecting the samples/participants for this study, I applied purposive non- random sampling strategy in order to select them on the basis of their more than two times teacher training experience. According to Crossman (2018), a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Therefore, being concerned to the objectives and characteristics of the participants for data collection, I applied it.

### **3.3 Sources of Data**

The study was based on both primary and secondary sources of data. As primary sources of data collection, I collected the data from four secondary level English language teachers of Kathmandu district through interview. As a secondary sources from articles, journals, books, thesis, and other sources were

used that provided valuable ideas and techniques to conduct the research study for the fulfillment of the objectives.

### **3.4 Data Collection Tool and Technique**

The research tool of my study was In-depth interview. Narrative inquiry is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce, 2006). In-depth interviews are useful when interviewers want detailed information about a person's thoughts and behaviors or want to explore new issues in depth. It gives the interviewer a great deal of flexibility, as well as the interviewee some degree of power and control to make judgment about particular psychological constructs. Its processes are to plan, develop Instruments, train data collectors, collect data, analyze data, and to disseminate findings. Therefore, I took in-depth interview with four English language teachers from secondary level and to get teachers' training experiences and applications for the fulfillment of the objectives of this study.

### **3.5 Data Collection Procedures**

For the purpose of collecting required data for my study, I concerned the predetermined procedures. First of all, I planned for the collection of data being concerned with the nature of objectives and nature of the information to be collected. Then, I purposefully selected four secondary level English teachers purposefully as participants, and introduce my research study and its objectives. Similarly, I developed rapport with the participants by meeting and classroom observation. In similarly, I prepared the data collection tool i.e. in-depth interview for collecting required data. Finally, I took interview with them individually and recorded with their permission.

### **3.6 Data Analysis and Interpretation Procedures**

To analyze the data, I used thematic approach. Thematic analysis is one of the most common forms of analysis in qualitative research. It is a widely-used qualitative data analysis method. According to Braun & Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. Similarly, Dumaguit(2017) define thematic Approach as the process of integrating and linking multiple elements of a curriculum in an ongoing exploration of many different aspects of a topic or subject. Themes refer to the main ideas of the research which are formed on the basis of the categorization and grouping of similar types of information. For this, first of all, I transcribed the recorded data in to written form to extract the information obtained from each of the participants. Then, I organized and built training experience of each. Similarly, I coded the main ideas of each participant. Then, on the basis of the similarities and interconnectedness of the ideas, I integrated them into different thematic notations. Finally, after building relevant themes; I interpreted them.

### **3.7 Ethical Considerations**

As it is the most essential and important part to consider the ethical aspects, the participants were informed every-information and plan about the study and the data collection time and place were determined on the basis of their approval. Similarly, ethical consideration was the most important aspect to be considered while doing a research work. No activity was done that harmed the participants, population, physical, mental and psychological aspect. The collected data, findings and conclusion were presented honestly and systematically with no reduplication. I kept the response of the respondents confidential. The plagiarism was avoided by showing citation and reference. Similarly, I tried my best to keep it safe from plagiarism.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULT**

This chapter includes the analysis and interpretation of teachers' stories in relation to their teaching career. Their stories reflected the struggles pertaining to their implementation of teacher training for classroom management.

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

The data obtained from in-depth interview were transcribed and interpreted by using thematic approach. The narratives were first viewed holistically and then analyzed thematically to build themes and interpret based on the objectives. In this research, the pseudo names; Teacher 'A', Teacher 'B', Teacher 'C', and Teacher 'D' are given to the participants to maintain the confidentiality. Thus, I conceded the following major themes:

##### **4.1.1 Facilitation Classroom Management**

For the purpose of enhancing competence level of the teachers, the concerned authorities (i.e. ministry of education) is conducting teachers training where different knowledge and skills are shared to each-other. This is the most effective means of establishing capable teachers and creating sense of ownership. Through the educational program, the teachers become aware about different problems and came to conclusion with effective solution that really makes them success in classroom management. From the analysis of data, the following roles have been found that teacher training bears in classroom management.

###### **4.1.1.1 Updating Teachers for Classroom Management**

For the effective classroom management, first the teacher should be updated. The new strategies for the managing the class is possible through being valid

and reliable. In this case, teacher training plays a vital role to enhance professional level of the teachers.

In this concern, Teacher 'A' says:

*No one is perfect. Learning is life long process. Therefore, teacher training is such phenomena that enable teachers to conduct every teaching and learning activities learner centered and fruitful. They share their experience and conclude more effective strategies, techniques and method for teaching and learning to overcome different sort of obstacles... They should have relation as nail and muscles. That's why they should have strong faith after taking training in order to understand the psychological term and level of curiosity to learn that enhance the level of quality education.*

The above mentioned saying suggests that competence level does not occur itself, rather it comes true by attending different educational programs (i.e. teacher training) and sharing it throughout the teacher networking. Through the means of training, teachers can get multiple ideas regarding content delivering, dealing with heterogeneous students, and classroom management.

Similarly, teacher 'B' also views:

*The training provides different sort of insights about classroom management, dealing with different ability students and delivering content knowledge that enhance the performance level of the teacher...In my case, whatever I have learned in training, I try to implement. I don't take guarantee that I have done everything what I have learned from the training. But as situation demands, I try my best to apply my learning in the class.*

This expression mentions that through the teacher training, the English teacher can uplift their knowledge about effective teaching their implementation;

dealing with psychological situation of the students, management of the classroom; proper use of teaching materials and physical infrastructures, and suitable method of delivering contents. However, some teachers are just taking training for allowance without implementing it that is extreme cheating to entire education system that hampers future of students and name of other honest teachers.

Thus, teacher training is the most powerful weapon to enhance the level of knowledge and competence, and to create the sense of belongingness to each-other. They play a vital role in dealing with classroom management. In this concerned, Awasthi (2003) and SSDP (2016-2022) suggest conducting refreshment training time to time for teachers' development. Similarly, Shah (2016) also states to continue teacher training and collaboration in both urban as well as rural oriented schools for the teachers professional development aiming to uplift the level of quality education.

#### **4.1.1.2 Enhancing Pedagogical Strategies**

To be professionally success, it is not enough to store the content knowledge in the brain. Rather, it requires the most powerful and effective ways to deliver the content knowledge to the students according to their nature of learning level and classroom situation. Teacher training provides different sort of knowledge, skills, techniques and strategies about classroom management. It makes teacher capable in managing classroom for effective teaching and learning. Here, management skills refer to the strategies of managing classes that is possible through training.

In this regard, D said,

*Before taking training I used to manage class in traditional ways and even by threatening students. But, when I took training I learnt different strategies i.e. circle technique, 'U' shape and the techniques like giving work, dividing group, mentor choosing etc. for classroom*



*management. We should have content knowledge. We should have pedagogical knowledge like teaching methods and technique.*

*Similarly, we should have psychological knowledge; how to deal with the students of different socio-cultural background and nature of different ability.*

From above mentioned statement, it can be said that the teacher training provides different sort of techniques and strategies for classroom management. It helps in running the classes effectively.

Similarly, teacher C stated that

*I have been trying to enhance my professional development by teacher training in relation to the methods and technique. The main role that I think I bear is that I attempted to make my class effective. For this, I concentrated on the ways of how students should implement their learning in behavior; How I can make them learn and build their positive behavior. So, according to the situation, teacher should be active, changeable and flexible aiming to enhance students' progression.*

The articulation depicts that firstly, the teacher must be well prepared. The teachers should be updated by reading journal, newly published book, and being keep in touch with teacher network. The teachers always should be ready to learn from training and implement it in to the classroom to be oriented in students' progression.

Therefore, the teacher training provides effective ways of managing the classes by applying different sort of teaching and learning strategies learnt from training. As Kumaravedivelu (1994) recommends, they should take context sensitive decision to motivate students in learning through effective classroom management. So every individual must have training and should apply it to the classroom.

## **4.1.2 Struggles in the Implementation of Teacher Training**

Effective Implementation of teacher training requires proper availability of basic resources. If any requirements lack while implementing training, it becomes to be effective. In this section, I have presented some challenges in the implementation of teacher training.

### **4.1.2.1 Lack of Infrastructure and Teaching Materials**

Infrastructures are the basic requirement of any classroom i.e. benches, desk, board, and the materials refers to the teaching aids like textbook, journals, and different posters etc. To be effective classroom management, these are essential aspects that enhance teaching and learning. Though the teachers are the well trained and educated, it is not possible to manage the class without basic infrastructures. In this concern, the teacher A said,

*I have taken teacher training for 3 times but lack of basic infrastructure, my classes were still imbalance. There was not proper availability of the benches, desk, board and even door and windows were broken. The situation creates problem in teaching that causes us to be impractical.*

From this, conversation, it can be said that though the teachers take the teacher training for classroom management it is not meaningful if there is no availability of the basic infrastructures. In this regard, none of the reviewed documents have recommended such suggestions. Therefore, with the teacher training, basic infrastructure also should be cared and provided that enhance teaching and learning activities by effective management of the classroom.

Similarly, Teacher B also viewed that

*...in case of reading and writing, I have been using textbook, newspaper and other related books etc according to the guidance of Curriculum Development Center (CDC). However, in case of listening and practice, the marks are given to the students based on halo effect (i.e. giving*

*marks by looking students' face, their cast and relation etc.). But in my case, for listening I have been getting students to practice while reading the text; teaching reading. Despite, I record some listening text in my mobile and implement it in the class room to get students' access toward listening skill and evaluate it. And in case of speaking, I have been conducting the programs like speech competition, and debating.*

The above mentioned story states that the lack of teaching materials, it is very difficult to conduct the whole class. The teacher can't get students attracted and engaged in learning activities that causes the noise in the classroom.

Thus, for the proper implementation and management of the class room, the administration must manage the required basic infrastructures and teaching materials that help the teachers to manage the classroom effectively and run the teaching and learning activity smoothly as suggested by Sah (2016). It also keeps the teacher updated, belonged and satisfied to their profession and run it interestingly.

#### **4.1.2.2 Lack of Administrative Support**

The relationship between administration and its employee is most essential aspect. There must be the healthy relation, collaboration and support between administration and its employee so as to in educational field. But, in most of the cases, the administration seems to be unsupportive. In this regard, the teacher D said,

*The school often sends me for teacher training but when I return, I attempt to apply the knowledge and skill learnt form there but I couldn't. It is because, when I ask the administration for providing me the required resources, it becomes passive and as irresponsible and reply me not to do that reasoning that it is not necessary.*

From this verbatim, what can be said is that most of the administrations are still irresponsible, careless and de-motivational that de-motivates the teachers for effective teaching. Therefore, as SSDP (2016-2022) has suggested that healthy relation between them. So, administration must be responsible for entire educational activities. I should provide required infrastructures. Therefore, the administration and required authorities should be responsible.

Similarly, Teacher C said:

*The district education office provides some training. Similarly, Curriculum development center uploads new journals, articles and researches in its websites that help me to learn and be updated time to time...However, the salary given by the government is not sufficient even to run household activities that make teachers de-motivated. So, the government must pay attention about it and increase at least at the level of the responsibilities that teachers bear.*

From this narrative, it is clear that for managing classroom, the concerned authorities play vital role. They can organize several educational programs and gets teachers' access to new journal, books articles and so on for uplifting the proficiency level of teachers which is beneficial to entire nation. However, it is also noticed that in case of salary/allowance, teachers are not satisfied

Thus, it can be concluded that the school administration and government are playing vital roles for enhancing teachers' quality for exposing them to the public by organizing different educational programs and providing required teaching aids. The concerned authorities should be responsible for this. In this concerned, SSDP (2016-2022) has focused on the dimensions such as equity, quality, efficiency, governance and management, and resilience for the teachers' professionalism. Therefore, the government and concerned authorities should support teachers by making relevant policies and practice. They should inspire teachers by providing suitable facilities and allowance

### **4.1.3 Developing Professionalism**

Professionalism is the powerful characteristic of individuals to learn. It refers to the manner of learning through different means. Every teachers should be professional that make them known to newly investigated knowledge for both classroom management and effective teaching and learning. In this theme, I have presented following subthemes.

#### **4.1.3.1 Eager to Learn**

The learning is the fundamental requirement of every individual so as teachers should be. The teachers should be curious to learning and hunger of knowledge. There are different sites and means to learn that enhance the proficiency level. In this sense, teacher 'C' said:

*I wish to learn by reading journal and newly published books etc. Similarly, Curriculum development center uploads new journals, articles and researches in its websites that help me to learn and be updated time to time. I use mobile as teaching materials but not as mobile. I use it to record voices. I use different apps like dictionary, and Microsoft office word document user etc. Similarly, I also use it as video players, audio players in relation to the topic of teaching. It makes classroom interesting and enjoyable... The teacher must be responsible, dedicated, and confident in content knowledge, honest, hard worker, tolerant, dynamic, context sensitive, explorer, and co-operative.*

The articulation depicts that firstly, the teacher must be well prepared. The teachers should be updated by reading journal, newly published book, and being keep in touch with teacher network. It aware the teachers about different educational issues and provides new solutions to them for overcoming them.

In similar vein, the teacher 'D' also argued:

*We should have content knowledge. We should have pedagogical knowledge like teaching methods and technique. Similarly, we should*

*have psychological knowledge; how to deal with the students of different socio-cultural background and nature of different ability. Moreover, the teachers must have sense of professionalism, collaboration, professional curiosity and oriented to students' achievement... I have been using Grammar translation, Communicative method and sometime direct method. Similarly, I use drill as well for the practice of English language.*

Being concerned to above mentioned reference, it is clear that the teacher must have the qualities, personalities, capabilities of teaching. These are the fundamental requirement of every teacher that help them to enhance their profession development. Whatever the teachers have, they should practice them. Similarly, they should continue reading newly published book. The teacher can learn from internet where information about anything can be accessed easily. It keep teacher updated and autonomous and makes them hard working, tolerant, explorer, dynamic and context sensitive.

Thus, it can be said that not only from others but can learn from analyzing our works (i.e. mistakes) also. As Lang (2013) says, it opens our eyes and makes aware about upcoming activities. Furthermore, most of the teachers have wrong understanding that their duties come under 10 to 4 o'clock rather, their duties and responsibilities are not limited within office time; it is unlimited. Therefore, they should be aware about duties and responsibilities.

#### **4.1.3.2 Collaboration and Support**

Collaboration and support are the most important for succession. Any institution and personnel must have the sense of collaboration and support in policy making and taking decision for progression and so as in education.

Linking to this, Teacher B said

*The school administration and teachers are the two side of a coin. None of them have value if they stand alone. In my experience, in every policy*

*making and taking decision in relation to examination, maintaining discipline and running educational programs, the administration always use to involves us by asking our intentions and suggestion.*

Similarly, Teacher D also said

*To take every decision, the administration should be collaborated to teachers. Similarly, it also should support its teacher while practicing the policies. If we have collaboration with our seniors and juniors, we can share our experience and knowledge, which is 'give and take approach'. From this we share what we have learned and take what we have got from collaborators, and solve the problem that we face or be aware of those problems.*

Thus, teacher training and collaboration are the most powerful weapons to enhance the level of knowledge and competence, and to create the sense of belongingness to each-other. They play vital role in exposing to the public and dealing with teaching strategy in entire professional career. In this concerned, Awasthi (2003) and SSDP (2016-2022) suggest conducting refreshment training time to time for teachers' development. The teacher training and collaboration are in both urban as well as rural oriented schools for the teachers' professional development aiming to uplift the level of quality education.

Thus, it can be said that both administration and teachers should have the sense of belonging to each other. They should value each other for further improvement and progression. With this view, Khanal (2006) has suggested to be collaborated. The teachers and the administration should be more flexible, responsible and collaborated. Therefore, the administration and the teachers must have the sense of professionalism for effective actions and progress.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

In this chapter, this study has been concluded. Especially, the main findings derived from the chapter four are presented briefly. This chapter deals with the findings, discussion and recommendation as follow.

#### **5.1 Findings**

From the analysis and interpretation of the participants, I found the influential matters of teacher training for the classroom management. The easiness and struggles that they faced in the implementation of teacher training for classroom management are the powerful discussion. The major findings of this study are mentioned thematically based on the data analysis and interpretation, research questions and objectives of this study.

##### **5.1.1 Role of Teacher Training in the Classroom Management**

- ) Teacher training is the process of developing the professionalism through enhancing the knowledge and skills needed in the classroom management.
- ) Teacher training helped to increase the performance level of the teacher and enhanced the learning of students.
- ) It creates the sense of belongingness to the institution and profession. The training equips teachers with different sort of ideas and techniques for managing the classroom like sitting planning and working techniques.
- ) It was also found that teachers get the knowledge of utilizing the infrastructures available in the school.
- ) It also provides the sense of creating own materials that is locally prepared for effectiveness.



- ) Furthermore, it was also investigated that teacher training provides different teaching strategies that really attract learners and make the class managerial.
- ) It is the teaching strategies that make students, attentive, interested, and active in teaching and learning activity.
- ) The teachers training plays a vital role and helps teachers to be able in classroom management by providing different sort of knowledge and skills.

### **5.1.2 Challenges in the Implementation of Training**

- ) It is very complex to apply the training in the classroom. It is quite difficult to say that once the teacher takes training they are success for applying it.
- ) It depends on the availability of physical infrastructures and administrative supports.
- ) Even, it depends on teachers will to do action. From the analysis, it was found that though teachers are competent in classroom management with different techniques, it is not possible if there is no availability of the basic resources like desk and benches.
- ) Even, the situation is found that the teachers are not supported by the administration in managing the basic resources.
- ) The essential teaching aids like textbooks, dictionaries and listening text (i.e. audio) were not fulfilled in the school and the administration didn't care about teachers requests. It makes the teachers demotivated and their sense of ignoring the situation which is the dark aspect for the entire school.

### **5.1.3 Insights for Teachers**

- ) The teachers must be truthful to own profession and responsible for duties and responsibilities.

- ) Every teacher should be eager to be updated with new knowledge investigated with the pace of the time.
- ) Teacher should be practically competent and attempt to maintain it with self-motivation. They should try to understand every aspects related to the learners like socio-cultural and psychological aspect and teach by using effective teaching materials.
- ) It helps the teachers to take right decision in right time for right person.
- ) Accordingly, the context sensitive teaching method i.e. post method pedagogy proposed by Kumaravedivelu (1994) should be applied.
- ) It makes the learners belongingness to the study and school with the high range of motivation.
- ) Furthermore, the teachers should have the sense of collaboration and be collaborative. It makes them socialized, contextual, updated and responsible.

## **5.2 Conclusions**

There are many trained teachers in school level. They have got different levels of trainings although they are unable to implement effectively in the classroom except a few of the participants because of some reasons. The main objectives of this study were to explore the roles of teacher training for classroom management to promote the students learning, to investigate the challenges in implementation of teacher training for classroom management, and to suggest some pedagogical implications. The narratives were collected through in-depth interview with four participants from secondary level. Teacher training program has brought positive change in the professional career of teachers. After attending the teacher training program, teachers are being able to design materials, make use of the designed materials in the class, use various techniques while teaching, prepare and use lesson plan and manage the classroom properly. But from above findings, it can be concluded that there are different problems for implementing teacher training in the classroom they are

poor physical facilities of the schools, lack of instructional materials, lack of collaborative culture among teachers, lack of financial support from authority. Likewise, there are other factors affecting in implementation of training they are weak monitoring and follow up support from school head teachers. It is also found that the teachers are not getting support from school supervisor and resource person to transfer the skills and techniques they have got from training.

The implementation of the training is very important to promote the quality of students learning. So, the authorities need to be informed about the current condition of implementation of the training. Similarly, this study helps the stakeholders to conduct the training in terms of the available materials and resources. It makes them aware and active about the supervision as well. It is expected to be helpful for the teacher trainer to be well prepared. It will provide basic guidelines for those who want to conduct further researches on teacher training and its implementation in the classroom.

### **5.3 Recommendations**

In this section, suitable recommendations for further research have been mentioned. According to the findings and conclusion, the following guidelines have been recommended in relation to policy, practice and further research.

#### **5.3.1 Policy Related**

- ) Teacher training program should be conducted time and again as per the need of the teachers and refresh training program should also be given to those teachers.
- ) Training program should be conducted in each change of academic course curriculum so that the teachers could get chance to know about the changing courses.
- ) It was found that all the teachers are not making the designed materials in the classroom. Hence, the teacher training should be more focused on

designing and making use of the materials which are easily accessible for the teachers.

- ) Time duration of the training should be decreased as lengthy absence of teachers in the school due to training may create negative impact in the mind of students and parents.
- ) To provide proper feedback and reinforcement to the teachers, regular monitoring and supervision of the teachers should be done for teachers.

### **5.3.2 Practice Related**

- ) The trainer should conduct teacher training by knowing about the problems that arise inside the classroom like different capacities of students in learning, linguistic variety of learners and teaching materials available.
- ) It is recommended to implement the reward-punishment system for good and not good practices respectively strictly in the practice by the implementing agency.
- ) Teachers should apply the student-centered teaching in the classroom.
- ) Teachers should be made free from any burden because teaching cannot be effective if teachers are tired.
- ) The research showed that proper classroom management made the teachers easier to teach the students. So, the teachers should know the way to manage the classroom properly in any situation.

### **5.3.3 Further Research Related**

- ) The researchers can conduct the research applying the action research for classroom management.
- ) The researchers can investigate about the gender issues in classroom management.
- ) The researchers can do research applying the tool of observation that strengthens the data to be valid and reliable.

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## Appendix 1

### 1. Table of work plan

For the purpose of completing my research, I followed the following plan.

<b>S.N.</b>	<b>Activities</b>	<b>Time (in week)</b>
1	Preliminary study	1
2	Developing Tools for data collection	1
3	Data Collection	5
4	Data Analysis and Interpretation	3
5	Completion of the first Draft of Thesis	2
6	Completion of Final Form of Thesis	2
	Total	14

## Appendix 2

### 1. Interview Guidelines

In my study, I asked questions related to the following mentioned aspects while conducting in-depth interview.

- ) Personal information
- ) Teacher Training
- ) Teaching Difficulties
- ) Classroom Management
- ) Infrastructure Management
- ) Teacher's teaching strategies
- ) Teaching Material
- ) Experience, practices and beliefs
- ) Student management
- ) Multilingual Base and Learning capacity
- ) Opportunities given to the teachers

## **Appendix 3**

### **General Questions for Interview**

For the collection of required data for this study, general questions are prepared as below:

1. Would you please introduce yourself?
2. What is the educational background of your family?
3. How do your society and culture perceive you as English teacher and your roles?
4. How did you involve in teaching career?
5. What teaching strategies do you implement in your class?
6. What is teacher training?
7. How do you think teacher training helps in classroom management?
8. Have you ever face any difficulty in classroom management?
9. How do you manage multilingual classes?
10. Have you got any supports from any persons or institution?
11. What opportunities have you got from the side of authorities (i.e. school administration and government) in the process of classroom management?

## Interview 1

**Interviewer:** Ma'am Namaskaar, I am Lokendra Bahadur Bist from Tribhuvan University. I am here to request you for interview bases on the topic Teacher Training For Classroom Management. On the basis of my objectives, I have prepared some question to be asked. So, before starting would you please give your short introduction?

**Interviewee:** Namaskaar sir! My name is Utsav Pradhan.. I have been teaching in Jan Sewa secondary School since 2065 B.S.. I also teach in +2 level and bachelor level.

**Interviewer:** Have you taken teacher training?

**Interviewee:** Yes, I have taken from NELTA, and from Kathmadu municipality.

**Interviewer:** What do you understand by teacher training?

**Interviewee:** I think it is the means to get teachers be presented in classroom practically. And the trainings that I have taken are more theoretical than practical; so they seem less effective.

**Interviewer:** I have heard that some teachers go to attend the training just for to take rest instead of taking class and to get allowance. What do you think about it?

**Interviewee:** In some extend it true. Some teachers come in the first day and leave or directly come in the last day.

**Interviewer:** How would you feel teaching before taking training and how do you feel after it?

**Interviewee:** Actually, I have been teaching for long time so I didn't feel any differences but it

**Interviewer:** Some teachers who take training don't implement in the classroom. What may be the reason behind it?

**Interviewee:** Talking about my experience, In this Baisakh, I was given customize training that I have been practically applied and also I have distributed prize to the students who secured first, second and third position in the classroom. And about other teachers, I don't know. Sometimes, teachers say that they don't have time and they have to deal with coursebook.

**Interviewer:** Have you felt any difficulties in teaching as lack of teaching materials or administrative support?

**Interviewee:** In some extend, there is lack of teaching materials. And for teaching pre-plan is necessary. We should inform early for management.

**Interviewer:** What do you understand by classroom management?

**Interviewee:** It is the management of internal and external environment for students to get their attention in study.

**Interviewer:** Have you faced any difficulties in multilingual classes?

**Interviewee:** Actually, some students don't understand English tone. They

**Interviewer:** Have you faced any challenges in your entire teaching career?

**Interviewee:** Actually, managing the classroom is itself a challenge for us. Similarly, managing and maintaining the activities of reading and writing are also challenge for us. Another challenge is to bring good result in final exam. For English teacher, it is needed to build English from basic level.

**Interviewer:** Do you use any other languages except English?

**Interviewee:** No. I just use English language in the classroom. And my students also communicate me in English.

**Interviewer:** What kind of strategies do you use in teaching?

**Interviewee:** I use textbook. And I teach students getting them in language lab where they use laptop and computer.

**Interviewer:** Just after entering the class what do you do?

**Interviewee:** I warm-up the class and introduce the subject matter to be taught.

**Interviewer:** Do students bring their homework?

**Interviewee:** Yes. Till now I have got them completed. But 1/2 students have some difficulties in this case.

**Interviewer:** Do students ask any question while teaching?

**Interviewee:** Two/three students ask. And because of this weak students get benefits. They understand more.

**Interviewer:** Ok. Thank you, ma'am for your valuable time and help.

**Interviewee:** You are most well-come.

## Interview 2

**Interviewer:** Namaste, I am Lokendra Bahadur Bst. I would like to welcome you in this interview program.

**Interviewee:** Thank you very much.

**Interviewer:** Before going in the depth of the interview, would you please give your introduction?

**Interviewee:** Ok. My name is Sandesh Rana Bhat and I am from Khajura, Banke district.

**Interviewer:** Sir, could you please tell me, when did you start teaching?

**Interviewee:** I have been teaching since 2067 B.S. from Prefer Academy, Banke.

**Interviewer:** What is the education background of your family?

**Interviewee:** Yeah, My father is a teacher of primary level and my mom is not highly educated but can read different books and news paper and simply can write.

**Interviewer:** In the present context, the teaching profession, especially English teaching is regarded as lower status profession. In this situation, how did you become motivated to adopt this profession?

**Interviewee:** Its very serious matter. In fact, I didn't adopt this profession with my own desire because I was interested in different profession. But my father suggested me to choose this profession; it may be because he might see my better future in teaching. However, I am satisfied and interested as well in this profession.

**Interviewer:** In the beginning of your profession, what was your status in the school and society? How do people behave with you?

**Interviewee:** Yes, off course majority of people consider teaching profession as low status profession. In my case, when I engaged in this profession, most of the relatives and other people used to tell that it's not suitable profession so choose another profession because its not delay. Even, they used to pursuit me that I can do better and be success to have post like Kharidar, Nayabsubba, and Adhikrit. It clearly means that people perception to me after engaging in this profession is really negative and critical. However, after engaging, I was also running in my study which was helped by my profession and later, I felt the profession suit for me. So, I am still in this profession.

**Interviewer:** In case of teaching, how do you teach? What types of method and techniques do you use in the classroom?

**Interviewee:** Regarding English language teaching, different methods can be found to be used by different teachers as well as the recent studies have explored different types of methods. In my case, I have been using Grammar translation, Communicative method and some time direct method. And all this methods are used as the classroom situation demands. I am never static to use same method but use differently according to the context. Similarly, I use drill as well for the practice of English language.

**Interviewer:** In most of the cases, it is found that the students are not treated equally and discriminated in term of their talent where some of the students are good and straight forward in study whereas others are weak. What do you say in this case?



**Interviewee:** Yes, you are right. The provision is still prevalent in some school and many students are victim of this and de-motivated. But in my case, I have never done such un civilized act as I know because I myself have faced such behavior in my school life. So I think of students that none of them will be misbehaved and de-motivated as I had been.

**Interviewer:** In case of student evaluation, what strategies do you adopt?

**Interviewee:** For students' evaluation, I use class work, homework, classroom presentation, annual exams.

**Interviewer:** In your school and society, you are highly well-known as the professional teacher. Students are highly found inspired, and the school administration and the colleagues are also found respected to you. So, could you please tell me how do you develop your management skill?

**Interviewee:** Exactly, I can't say that how I became as today I am. But as I remember, I always focus on my duties and responsibilities. I learn from my mistakes. Most of the time, I spend in my profession. I stay with my pupils happily; sharing some valuable information. If necessary, I provide some suggestion to my pupils. Beside them, I have taken TPD training. Similarly, I collaborate with my teachers friends who help me in professional difficulties.

**Interviewer:** Have you ever done any educational research?

**Interviewee:** Actually, I have not done any research before but for my thesis, I am still in the process of writing which is about multilingualism. Beside it, I have attended two educational programs; 1<sup>st</sup> ELT conference conducted by T.U. in 2018 and NELTA conference in

same year. Similarly, I have also read up to 15 articles related to English language teaching.

**Interviewer:** As English language teacher, what qualities do you think the teachers should do to get management skill?

**Interviewee:** They should have content knowledge. They should have pedagogical knowledge like teaching methods and technique. Similarly, they should have psychological knowledge; how to deal with the students of different socio-cultural background and nature of different ability. Moreover, the teachers must be sense of professionalism, collaboration, professional curiosity and oriented to students' achievement.

**Interviewer:** Does school administration support you for your professionalism?

**Interviewee:** Yes of course, actually the TPD training that I have taken is because of the administration because it had chosen me. Apart from this, the administration has and even is helping me by providing me different teaching materials for effective teaching. It provides me to attend different workshop and seminar that really helps me to enhance my professional growth.

**Interviewer:** You are successful teacher. You have developed your professionalism. In this process, have you ever faced any challenges? If so what are they?

**Interviewee:** Without any problems, nobody has succeeded so as me. At the beginning of my professional career, I faced problem in relation to identity crisis in my society i.e. teaching is considered as low status profession. When I would teach, the students had rough behavior to me and they wouldn't pay attention to my class. Similarly, the

senior teachers used to have perception on me as I didn't know anything. Moreover, the school administration used to give me work load like to take class till seven periods continuously, to look after administrative work beside teaching and it would not pay me in time but after 3/4 months which was very difficult to bear daily activities.

**Interviewer:** For the development of any profession, the government plays vital role. In this regard, what roles does the government of Nepal should play in order to promote the teachers' professional development?

**Interviewee:** What I think is that, for the English language teachers' development, the government should provide teacher training i.e. refreshment training every year. It should make policy for teachers of doing educational research compulsorily. Similarly, it should increase salary and allowance for the responsibilities that teachers bear; it motivates the teachers to be interested dynamic, and professional.

**Interviewer:** Well, you provided your important views with your valuable time. So, thank you very much. Have Good time.

**Interviewee:** It's ok. And, I also would like to thank you for giving me a great opportunity to share my views and experience.