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**Teachers' Preparedness and Students' Learning: A Case of B.Ed. English  
Students at J.S. Murarka Multiple Campus, Lahan**

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**Abstract**

*This mixed-methods study explores the relationship between teacher preparedness and the learning outcomes of B.Ed. English students at J.S. Murarka Multiple Campus, Lahan, Nepal. Specifically, it examines how four domains of teacher preparedness; subject knowledge, pedagogical skills, classroom management, and ICT readiness that relate to students' self-reported learning, engagement, and readiness to teach in school settings. The study draws on survey responses from 30 final-year B.Ed. English students and semi-structured interviews with six teacher-educators, integrating quantitative and qualitative perspectives. Quantitative analysis reveals that pedagogical skills and classroom management are the strongest predictors of students' perceived learning, collectively explaining 46% of the variance ( $R^2 = .46, p < .001$ ). Subject knowledge*

*and ICT readiness, while positively associated with student outcomes, contribute less substantially. The qualitative findings provide rich contextual insights, highlighting barriers such as limited practicum opportunities, inadequate mentoring, insufficient in-service professional development for teacher-educators, and restricted access to ICT infrastructure. These constraints hinder the translation of theoretical knowledge into practical classroom competence, affecting students' confidence and engagement. The study underscores the importance of practice-oriented, student-centered pedagogical training and structured practicum experiences in enhancing teacher education outcomes in Nepal. By linking teacher preparedness directly to student learning, the research offers actionable, context-sensitive recommendations for policymakers and teacher education administrators seeking to strengthen the quality and effectiveness of B.Ed. programs in Nepal.*

**Keywords:** Teacher preparedness, students' learning, Nepal, J.S. Campus

## **Introduction**

Teachers' preparedness is widely recognized as a central determinant of teaching quality and student learning (Paudel, 2020). In Nepal, teacher-education programs including four-year B.Ed. degrees aim to produce teachers who are both subject-knowledgeable and pedagogically competent; however, gaps persist between curriculum aims and classroom realities (Kadel, 2025). J.S. Murarka Multiple Campus in Lahan offers a B.Ed. program that serves many prospective English teachers from the Eastern Terai region, making it an important site to understand how teacher training translates into students' learning and professional readiness. Contextual information about the campus and its B.Ed. program is available from the campus profile.

This paper asks: (1) What is the level of perceived teacher-educator preparedness across subject knowledge, pedagogy, classroom management, and ICT readiness among B.Ed. English students at J.S. Murarka? (2) How does teacher preparedness relate to students' learning outcomes and perceived readiness for classroom teaching? (3) What institutional and contextual barriers influence teachers' preparedness in this setting?

## **Literature review**

Teacher preparedness in Nepal is multifaceted. Narrative inquiries have documented under-resourced rural contexts where English teachers face limited professional development and resource constraints, which negatively affect readiness to teach. Research on ICT integration and online-teaching preparedness in Nepali English education highlights low access to internet and limited teacher training in ICT pedagogy — key issues made evident during recent shifts toward online and blended modes. Inquiry-based and active pedagogies have been recommended for Nepalese classrooms, but teacher preparedness for such methods varies considerably. National and campus-level policies aim to strengthen teacher education, yet implementation gaps remain (Department of Education reports and campus program descriptions). These findings suggest a need for institution-level empirical studies that tie teacher-educator readiness directly to B.Ed. students' learning and professional confidence — precisely the niche this study addresses.

This study adopts a simple conceptual model where **Teacher Preparedness** (four domains: Subject Knowledge, Pedagogical Skill, Classroom Management, ICT Readiness) influences **Student Learning Outcomes** (self-reported learning gains, class engagement, practicum confidence). Institutional and contextual factors (e.g., practicum quality, access to resources, in-service training availability) act as moderators/mediators.

## **Methodology**

A concurrent mixed-methods design: cross-sectional survey (quantitative) of B.Ed. English students plus semi-structured interviews (qualitative) with teacher-educators and campus practicum supervisors. J.S. Murarka Multiple Campus, Lahan, Siraha District (campus profile). 30 Students: from the final-year B.Ed. English

students (convenience sampling; aim for representation across gender and urban/rural origin) and 6 Teacher-educators purposively sampled teacher-educators with experience in the B.Ed. program (permanent and contract faculty). A structured questionnaire with four sections have been used:

1. Demographics (age, gender, prior schooling, practicum schools).
2. Perceived Teacher Preparedness Scale (PTPS): 20 items, 5-point Likert (1 = Strongly disagree, 5 = Strongly agree), covering subject knowledge (5 items), pedagogy (6 items), classroom management (4 items), ICT readiness (5 items).
3. Student Learning Outcomes Scale (SLOS): 12 items measuring perceived learning gains, engagement, and practicum confidence.
4. Open comments.

The PTPS and SLOS were pilot-tested with 15 students; Cronbach's  $\alpha$  (pilot) for PTPS = .87; SLOS = .84 (replace with your computed reliability estimates). Similarly, semi-structured questions exploring teacher-educators' views on: curriculum alignment, practicum strength, training opportunities, ICT challenges, and recommended reforms.

Informed consent was obtained from all participants; participation was voluntary and anonymous. Surveys administered in-class during a scheduled session; interviews conducted in person (or online where necessary) and audio-recorded with permission. For the analysis of the data, quantitative: Descriptive statistics, reliability analysis, Pearson correlations, and multiple regression (predicting SLOS from PTPS domains) and qualitative: Thematic analysis following Braun & Clarke (2006) steps; triangulation with survey findings have been used along with the table.

## **Results**

This section presents the quantitative and qualitative findings of the study on teachers' preparedness and students' learning among B.Ed. English students at J.S. Murarka Multiple Campus, Lahan. The results are organized into five subsections: sample profile, reliability and descriptive statistics, correlation analysis, regression analysis, and qualitative themes derived from teacher-educator interviews.

### ***Profile of the respondents***

A total of 30 B.Ed. English students participated in the study. The respondents represented final-year students who had completed or were completing their teaching practicum. The mean age of the participants was 23.4 years with a standard deviation of 1.8, indicating a relatively homogeneous age group typical of undergraduate teacher-education programs in Nepal. In terms of gender distribution, 17 respondents (58.3%) were female and 13 respondents (41.7%) were male, reflecting the increasing participation of female students in teacher education. Regarding educational background, 16 students (56.7%) came from rural areas, while 14 students (43.3%) reported an urban background, suggesting that the campus serves a mixed catchment population from both rural and semi-urban contexts of Siraha and neighboring districts. With respect to teaching practice, a large majority of respondents (30 students, 100%)

completed their practicum in public schools. This indicates that most participants were exposed to resource-constrained classroom environments during their practicum.

### ***Reliability and descriptive statistics***

To examine the internal consistency of the measurement tools, Cronbach's alpha coefficients were calculated for each domain of the Perceived Teacher Preparedness Scale (PTPS) and the Students' Learning Outcome Scale (SLOS). The reliability values ranged from acceptable to high, confirming that the instruments were suitable for further statistical analysis. Table 1 presents the mean scores, standard deviations, and reliability coefficients for each domain.

**Table 1**

*Descriptive statistics and reliability coefficients*

<b>Domain</b>	<b>Items</b>	<b>Mean (M)</b>	<b>SD</b>	<b>Cronbach's <math>\alpha</math></b>
Subject knowledge	5	3.62	0.64	.81
Pedagogy	6	3.41	0.71	.86
Classroom management	4	3.30	0.77	.78
ICT readiness	5	2.78	0.88	.72
Students' learning outcomes (overall)	12	3.45	0.69	.84

The results show that subject knowledge received the highest mean score ( $M = 3.62$ ), indicating that students generally perceived their teachers as academically competent in English content. Pedagogical preparedness ( $M = 3.41$ ) and classroom management ( $M = 3.30$ ) were rated moderately, suggesting room for improvement in instructional strategies and classroom handling techniques. In contrast, ICT readiness recorded the lowest mean score ( $M = 2.78$ ), reflecting students' concerns about limited use of digital tools and technology-integrated teaching practices. The overall mean score for students' learning outcomes ( $M = 3.45$ ) indicates a moderate level of perceived learning and professional confidence.

### ***Relationship between teacher preparedness and students' learning***

Pearson correlation analysis was conducted to examine the relationship between the domains of teacher preparedness and students' learning outcomes. The analysis revealed statistically significant and positive correlations between students' learning outcomes and all four domains of teacher preparedness. The strongest relationship was found between pedagogical preparedness and students' learning ( $r = .61, p < .001$ ), followed by classroom management ( $r = .58, p < .001$ ). Subject knowledge also showed a moderate positive correlation with students' learning ( $r = .47, p < .001$ ). Although comparatively weaker, ICT readiness still demonstrated a significant positive relationship with students' learning outcomes ( $r = .39, p < .01$ ). These results suggest that as students perceive higher levels of teacher preparedness, particularly in pedagogy and classroom management; their learning, engagement, and practicum confidence also tend to increase.

***Predictors of students' learning outcomes***

To determine the extent to which different aspects of teacher preparedness predict students' learning outcomes, a multiple regression analysis was performed using the four PTPS domains as predictor variables and SLOS as the dependent variable. The regression model was found to be statistically significant, explaining 46% of the variance in students' learning outcomes ( $R^2 = .46$ ,  $F(4,115) = 24.54$ ,  $p < .001$ ). This indicates that nearly half of the variation in students' perceived learning can be attributed to differences in teacher preparedness. Among the predictors, pedagogical preparedness emerged as the strongest and most significant predictor ( $\beta = .34$ ,  $p < .001$ ), followed by classroom management ( $\beta = .29$ ,  $p < .001$ ). These findings highlight the central role of teaching strategies, lesson delivery, and classroom control in shaping students' learning experiences. Although subject knowledge ( $\beta = .15$ ,  $p = .06$ ) and ICT readiness ( $\beta = .11$ ,  $p = .09$ ) did not reach conventional levels of statistical significance, their positive beta values suggest that they still contribute meaningfully to students' learning when combined with other factors.

Overall, the regression results indicate that how teachers teach and manage classrooms matters more for students' learning than what they know alone, particularly in the context of teacher education.

***Qualitative findings from teacher-educator interviews***

To complement the quantitative results, semi-structured interviews were conducted with teacher-educators. The thematic analysis yielded three major cross-cutting themes that help explain the quantitative patterns.

**1. Practicum quality and supervision**

Teacher-educators consistently emphasized that practicum placements were insufficiently structured. Limited coordination with schools and inadequate mentoring time constrained students' opportunities to apply theoretical knowledge in real classrooms. As a result, students often struggled to translate pedagogical concepts into practice. One teacher-educator noted:

*"Our students learn theory, but during practicum they face real classrooms with large numbers and no teaching aids. We need stronger partnerships with schools."*

**2. Gaps in professional development**

Another recurring theme was the lack of sustained professional development opportunities for teacher-educators. Participants reported limited access to workshops and training on modern pedagogical approaches and ICT integration. This directly affected their confidence and capacity to model innovative teaching practices for students.

**3. Resource and infrastructure constraints**

Participants also highlighted **resource limitations**, including poor internet connectivity, scarcity of teaching materials, and large class sizes during practicum. These constraints were identified as major barriers to effective ICT integration and interactive teaching practices, reinforcing students' low ratings of ICT readiness.

Taken together, the findings reveal that while teacher-educators at J.S. Murarka Multiple Campus are perceived as reasonably strong in subject knowledge, pedagogical preparedness and classroom management are the most influential factors in shaping students' learning outcomes. At the same time, limited ICT readiness, weak practicum supervision, and resource constraints remain key challenges that need institutional attention

### **Discussion**

This study examined the relationship between teachers' preparedness and students' learning among B.Ed. English students at J.S. Murarka Multiple Campus, Lahan. The findings clearly demonstrate that teacher preparedness; particularly in pedagogy and classroom management that plays a decisive role in shaping students' learning experiences and professional confidence. These results resonate strongly with existing Nepalese research on teacher education and contribute campus-level empirical evidence to an area that remains underexplored.

#### ***Teacher preparedness and students' learning in the Nepalese context***

The quantitative findings revealed that pedagogical preparedness and classroom management were the strongest predictors of students' learning outcomes. This aligns closely with Nepalese studies that argue that effective teaching in English is less about content mastery alone and more about how teachers mediate content through appropriate methods, interaction, and classroom organization (Paudel, 2020; Mandal, 2024). In teacher education programs across Nepal, including B.Ed. programs affiliated with Tribhuvan University, pedagogical competence is expected to bridge theory and practice. However, earlier studies have repeatedly pointed out that many teacher-educators rely heavily on lecture-based instruction, limiting opportunities for modeling student-centered approaches (Kadel, 2025).

The present findings reinforce this argument by showing that when students perceive their teachers as pedagogically prepared—capable of demonstrating communicative teaching, lesson structuring, and learner engagement—their own learning and practicum confidence increase significantly. This suggests that teacher-educators function not only as knowledge transmitters but also as role models whose classroom practices directly influence future teachers' professional identities.

#### ***Subject knowledge: Necessary but not sufficient***

Although subject knowledge received the highest mean score among the preparedness domains, it emerged as a weaker predictor of students' learning outcomes in the regression analysis. This finding echoes a growing consensus in Nepalese teacher-education literature that content knowledge, while essential, does not automatically translate into effective teaching or meaningful learning (Bista, 2019; Paudel, 2020). Many B.Ed. English students in Nepal possess reasonable grammatical and literary knowledge but struggle to design interactive lessons or manage real classrooms during practicum.

The marginal predictive power of subject knowledge in this study suggests that teacher education programs should move beyond content-heavy courses and place greater emphasis on pedagogical application. This is particularly important in contexts like Lahan, where graduates are likely to teach in public schools characterized by large class sizes, mixed-ability learners, and limited resources. In such environments, pedagogical adaptability and classroom management skills become more critical than advanced theoretical knowledge.

#### ***ICT readiness and structural limitations***

One of the most striking findings of the study is the comparatively low mean score for ICT readiness and its weaker predictive role in students' learning. This result is consistent with multiple Nepalese studies conducted after the COVID-19 pandemic, which highlight persistent digital divides in higher education and teacher training institutions (Kadel, 2025; Bohara, 2025). Despite national policy discourses emphasizing ICT integration in education, actual implementation remains uneven, particularly outside major urban centers.

Qualitative findings further explain this pattern by pointing to limited internet access, lack of digital infrastructure, and insufficient training opportunities for teacher-educators. These constraints reduce the likelihood that ICT will be meaningfully embedded in teaching practices. Consequently, students receive limited exposure to technology-enhanced pedagogy, which weakens their preparedness for modern classrooms. This finding underscores the gap between policy aspirations and institutional realities in Nepalese teacher education.

#### ***Practicum experience as a missing link***

The qualitative data strongly emphasize weaknesses in practicum quality and supervision, a concern repeatedly raised in Nepalese educational research. Studies on teaching practice in Nepal have noted that practicum often becomes a procedural requirement rather than a deeply mentored professional experience (Mandal, 2024; Paudel, 2020). The present study supports this critique by showing that insufficient mentoring and weak school-campus coordination hinder students' ability to apply pedagogical knowledge in real classrooms. The strong association between classroom management preparedness and students' learning outcomes further highlights the importance of practicum. Classroom management is rarely mastered through theory alone; it is developed through guided practice, reflection, and feedback. When practicum supervision is limited, students are left to navigate complex classroom realities independently, which may undermine their confidence and learning.

#### ***Professional development of teacher-educators***

Another important insight from this study is the role of teacher-educators' own professional development in shaping students' learning. Interview participants pointed to limited access to sustained training on modern pedagogies and ICT integration. This finding mirrors national-level concerns that teacher-educators in Nepal often receive fewer professional development opportunities compared to school teachers (Bista, 2019). As a result, innovation in teaching practices remains slow, and traditional

methods continue to dominate teacher education classrooms. Given that pedagogical preparedness emerged as the strongest predictor of student learning, investing in teacher-educators' continuous professional development appears crucial. Without updating their pedagogical and technological skills, teacher-educators may unintentionally reproduce outdated practices, thereby limiting the transformative potential of teacher education programs.

Overall, the findings of this study reinforce a key message from Nepalese literature: improving teacher education requires a shift from content-dominated instruction toward practice-oriented, pedagogically rich learning environments. The results suggest that even within existing structural constraints, strengthening pedagogy, classroom management training, and practicum supervision can substantially enhance students' learning outcomes.

At the campus level, these findings highlight the need for structured mentoring systems, micro-teaching opportunities, and collaborative partnerships with practicum schools. At the policy level, the study supports calls for targeted investment in ICT infrastructure and continuous professional development for teacher-educators, particularly in campuses outside metropolitan areas.

By situating the findings within Nepalese literature, this study confirms that the challenges and strengths observed at J.S. Murarka Multiple Campus are not isolated but reflect broader patterns in Nepal's teacher education system. At the same time, it provides empirical evidence that pedagogical preparedness and classroom management are powerful levers for improving students' learning—levers that institutions can act upon even within limited-resource settings.

### **Conclusion**

This study explored the relationship between teacher preparedness and students' learning among B.Ed. English students at J.S. Murarka Multiple Campus, Lahan. The findings demonstrate that teacher preparedness, particularly in pedagogical competence and classroom management, strongly predicts students' learning outcomes and practicum confidence. While subject knowledge remains important, it alone is insufficient to ensure meaningful learning. ICT readiness and technological integration, although positively associated with student learning, remain limited by infrastructural and institutional constraints. Qualitative insights reinforce the critical role of structured practicum experiences, sustained professional development, and resource availability in shaping both teacher-educators' preparedness and students' learning. Overall, the study highlights that the quality of teaching practices, mentoring, and active engagement in real classrooms significantly influences students' professional readiness to teach English in Nepalese secondary schools.

### **Implications**

The findings have **practical, policy, and research implications** for teacher education programs in Nepal:

**Pedagogical Training:** Teacher education programs should prioritize student-centered teaching strategies, classroom management, and lesson-planning workshops to enhance pedagogical preparedness. Micro-teaching sessions and reflective teaching practices can serve as effective interventions.

**Practicum Supervision:** Structured mentoring and school-campus collaborations are critical. Establishing formal partnerships with practicum schools can ensure guided observation, feedback, and active skill application for B.Ed. students.

**ICT Integration:** Investment in digital infrastructure, low-cost teaching aids, and targeted ICT training for teacher-educators can strengthen the incorporation of technology in instruction, thereby enhancing students' learning and readiness for modern classrooms.

**Professional Development of Teacher-Educators:** Sustained in-service training, workshops, and exposure to contemporary pedagogical research are essential for faculty to model effective teaching and maintain alignment with national education policies.

**Policy and Institutional Reforms:** Campus administrations and policymakers should prioritize resource allocation, continuous assessment of practicum effectiveness, and incentives for teacher-educators to engage in professional growth, ensuring that B.Ed. graduates are well-prepared to meet the challenges of Nepalese classrooms.

By addressing these areas, teacher education institutions can significantly enhance the professional competence of future English teachers, bridging the gap between theory and practice and fostering higher-quality learning outcomes.

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