

CHAPTER –ONE

INTRODUCTION

This chapter consists of the background of the study, statement of the problems, rationale of the study, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background

Modern Education in Nepal began with the establishment of the first school in 1853 B.S. During very short history of its formal schooling programme, it has faced many ups and down. However, it is in progress regarding the educational development. The Interim Constitution of Nepal (2063) evokes that basic education is the fundamental right of people. The School Sector Reform Programme (SSRP) has conducted various programmes to implement the national policy of education in the country. In the same way, the Government has committed to 'Education for All' (EFA) and 'Millennium Development Goals' are also based on the premises that education is fundamental right of all people. (MOE Flash report 2012, p. 9).

Teachers play a key role in interpreting the curriculum, fashioning pedagogy and devising assessment activities. Thus, teachers without sufficient training and motivation become reluctant to improve the quality of education in Nepal. Life skills based education requires highly skilled and motivated teachers with in-depth understanding of issues. Teachers are the ones to implement the educational act, policies and programme are required to change their own behavior in the process of teaching. Teaching is professional activity that requires specialized knowledge that is acquired through training and experience. Research report entitled "Reflection of training in classroom practices' carried out by NCED (2007) found that trained teachers classroom

performance seem very effective in comparison to others.

In this regard, Ur (1997) says that teacher training is the “Preparation for practice usually through formal courses at colleges or universities, it usually results in some kind of recognized accreditation, granting successful candidates as certificate and the right”.

Thus, teacher training is one of the aspects of teacher professional development. It is considered as one of the most crucial components in ensuring effective classroom teaching. Training for teachers is the backbone of quality education. NCED (2009) has the following objectives of teacher training programme:

-) To equip school teachers with conceptual and practical knowledge about how to operate and manage an effective and child friendly manner.
-) To equip teacher’s skill and knowledge by using different techniques and method for the all round development of the children.
-) To make appropriate use of the local context and resources.
-) To empower parents with knowledge and understanding of the developmental stage of their children and to give them some tools to guide them.

Teacher training is a hallmark in the field of teaching learning activities and it helps to enhance the quality of education. Thus, MOE through NCED has made 98% teachers trained (NCED, 2012), however, the quality level of community based schools especially, S.L.C level has not been satisfactory.

Training will be valid if only a trained teacher can transfer the skills and knowledge they gained in training successfully to the classroom teaching (NCED, 2012).

1.2 Statement of the Problem

Education is a means of improving the lives of people and their families.

Modern Education system in Nepal began with the establishment of the first school in 1853. As a result, education sector in Nepal has achieved remarkable growth in the past two decades. Jomtin conference (1990), Dakar conference (2000), DOE, flash report (2012) and School Sector Reform Plan (SSRP) have adopted the 'Education for All' (EFA) which aims to access all people of the world at least the basic level education up to 2015. These efforts have made developmental changes in education. Government aided schools receive large amount of grants for their physical infrastructure financial investment and educational resources. However, many schools have been facing several problems of quality, physical infrastructure, quality management, heterogonous / overcrowded classroom, unmanaged teaching learning situation and poor application of local resources. It helps to degrade quality of education. Transfer of training knowledge / skills is magical link between training expectation and classroom performance. The first place to practice transfer of skills is within the classroom (NCED, 2012).

There are different types of training programme that have been introduced in training programmes for teachers included in School Sector Reform, (SSRP). Although, the Ministry of Education has focused on the teacher's professional development, and until teaching learning activities have largely remained same i.e. traditional teacher dominated classroom activities.

Although, we reiterate in theory, that we should move from the traditional teaching method i.e. rote learning to discovery and innovative explanation, it has not been seen in practice. It is said that teacher training programme in Nepal have not been very effective and satisfactory because teacher does not transfer the knowledge and skills into classroom situation. National assessment of student achievement (NASA, 2012) survey has flashed out that the majority of the teachers were found using explanation, G.T method and dictionary

techniques while teaching and the use of supplementary materials was found poor.

Most of the teachers of community schools have been certified with training (NCED, 2012, DOE report 2011). However, what the data shows is not matched in teacher's classroom performance. Educational outcomes seem decreasing day by day, for this, there may be so many reasons and one of the causes may be the lack of the transfer of knowledge and skills of training.

Thus, it is necessary to study how the training performance has been reflected in the classroom so as to improve the students learning achievements and develop quality education. Therefore, this study entitled "Transfer of teacher training skills in the classroom at Bhojpur district" attempts to study the existing situation.

1.3 Rationale of the Study

Teacher training is one of the aspects of teacher development. Teacher training and teacher development contribute to teacher's performance. Training is valid if only a trained teacher can transfer the skills / knowledge successfully to the classroom teaching. A competent teacher should always be reflecting on experience exploring the options for change. The quality of training determines the quality of education, which is reflected on classroom performance and helps to enhance educational improvement.

Training for teachers plays a vital role to change the entire society as per the nation's or society's needs. The Government of Nepal has made an attempt for teacher's professional development (TPD) which is very high with priority action, they are as follows;

1. Pre-service teacher training.
2. In-service teacher training.
3. Refresher training
4. on the spot training

5. Qualification up grading
6. Mandatory teaching license

All training programme should be effective to improve the quality of teaching based on student's needs and interests. Then only it results on improvement of learning achievement of the students. The teachers who have been certified with training say "Training mainly focuses on theory – based rather than practice – based / skill – based". Transfer of teacher training skills in the classroom at Bhojpur district is an attempt to explore the level of transfer of training skills in real classroom practices by secondary level English teachers in Nepal.

1.4 Objectives of the Study

The following were the objectives of the research:

-) To find out the existing situation of transferring training skills by trained teachers in the classroom practices in Bhojpur district.
-) To suggest some pedagogical implications.

1.5 Research Questions

This study was carried out to find out the answers of the following questions:

-) How do the trained teachers deliver their training skills and knowledge in the classroom practices?
-) Are they transferring all the skills and knowledge acquired?
-) If they are not transferring as expected what are the reasons for their behavior?

1.6 Significance of the Study

Trained teachers require changing their performance in the classroom. Student's performance is improved when their teachers attend in high quality professional development training programs. In the same way it, will be

significant for the ELT practitioners; mainly who want to undertake researches in the field of teacher's education / development. It is also useful for the resource person, school supervisor, teacher trainer, policymaker, curriculum designer language teachers and other organizations which are concerned with the quality improvement in academic sectors.

1.7 Delimitations of the Study

The study had the following limitations:

- a) The study was limited within the secondary level community based school.
- b) This study analyzed only the situation of Bhojpur district only.
- c) This study was limited to 10 secondary level English teachers of respective school for the study.
- d) Only twenty English classes (two classes of each teacher) were observed for the study.
- e) The study was limited to analyze the transferring teacher training skill in the classroom only.
- f) It was limited to research tools interview and observation.

1.8 Operational Definitions of the Key Terms

Transferring training skills – The reflection and impact of the training inside the classroom.

SSRP – A programme which is lunched by MOE / Government of Nepal to enhances the access the quality of education to all (2008-2015).

Contextual behaviors – such behaviors should be based on learners' needs and interest.

Instructional skills – refers to strategies for organizing and presenting content and for the effective in management of teaching and learning process in the

classroom.

Pedagogical problems- that occur in the classroom during teaching and learning.

Teacher development – the observable / noticeable change in teachers professional life.

Training performance – the reflection and implementation of the training competence inside the classroom.

CHAPTER-TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is about the discussion of review of related literature and conceptual framework of the study on 'Transfer of Teacher Training Skills in the Classroom'. This section is further divided into four sub-headings. At first, the review of related theoretical literature focuses on describing the theoretical backup of the study which prepares the base for the researcher. Secondly, the review of empirical literature sheds light on empirical researches so far carried out on the related topic. Thirdly, the implication of the review for the study presents the relation between reviewed work with presents work .finally ,the conceptual framework conceptualizes the theory on which the present research is grounded.

2.1 Review of Related Theoretical Literature

The present research is mainly concerned with the English language teaching, teacher training, and aspects of teacher training skills in the classroom, teacher training and teacher development, history of teacher training in the context of Nepal, transferring instructional activities in the classroom, assumption of transferring training skills in the classroom, objectives of transferring training skills in the classroom and significance of transferring teacher training skill in the classroom.

2.1.1 English Language Teaching

Language teaching is a systematic and psychological process. Teaching and learning of the English language is considered mostly as a foreign language in the context of Nepal .The English language is a medium of international education, commerce, technology and communication. According to Harmer (2003)"English language is the international language and plays key tool for

any students to be successful in communication". Thus, English as a global language has a special role in the particular contexts of the world where it is used. The main purpose of teaching English is to develop communicative competence in the learners and to make them able to communicate in more effective way in the English language.). Likewise, Liberman and Miller as cited in Day, (2002) express their view about teachers and teacher learning for their professional development in the following way:

Teaching and learning are interdependent to each other. Training helps significantly for learning in an effective way. Similarly, learning can be strengthening with the skills obtained from the training. In this view, teachers are primarily learners. They are problem posers and problem solvers; they are researcher, and intellectuals. They engaged in unraveling learning process both for themselves and for young people who are their learners in order to bring changes on them. Learning is not consumption; it is knowledge production; teaching is not performance; it is facilitative leadership. From this, it is clear that whatever works the teacher does in course of teaching in the classroom; they gradually develop their professional skills. Furthermore, professional development can be achieves by the regular worshipping of work i.e. they inter into the classroom, face difficulty and the emerging problems. Head and Taylor (1997) say, 'Development means change and growth' More specifically, "Teacher development is the professional growth, a teacher achieves as a result of gaining increase experience and examining his/her teaching systematically" . So, it is obvious that if the development of teacher is going on, eventually it supports to achieve professional development. Hence, professional development involves all the activities aiming to achieve personal and professional growth of teachers. Thapa (2007) says that, Teaching is a profession that requires specialized knowledge acquired through training classroom delivery. So, teacher training is a vital element in preparing skilled teacher who plays an important role in shaping the quality of classroom delivery. Teacher training is not for the sake of knowledge and certificate itself,

it is to develop skills to use in classroom .Kafle,Adhikari,and Thapa,(2012) Say, there is gap between public schools performance and students needs, interest and the expectations. Various causes are influencing contributing on the ineffectiveness of the teacher's classroom activities, such as absence of training mastery of subject matter, teacher motivation, inadequate instructional materials, and classroom environment.

In the context of Nepal, the government has decided to start English from grade one to grade 12 as compulsory subject. It is also taught as a compulsory subject up to the bachelor level in different universities of the country. Now a day, it is taught as a major subject from +2 levels to master's level at different faculties. Indeed, the value of teaching English has been growing up due to the rapid development of science and technology i.e. it is a means of communication. Teaching English is a professional activity that requires specialized knowledge which is acquired through training and experiences.

2.1.2 Teacher Training

The teacher themselves are supposed to be the responsible agent for the transformation of the training skills in the classroom. Teacher training fosters and promotes a fair dialogue between teachers and students about their practices and take into consideration. Thus, training is as the process of learning the skills that we need to do a job.

Likewise, Nunan (1992) says that,' teacher training basically involves understanding basic concepts and principles as a pre –requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom practices . In the same way, Roberts (1998) views that each teacher's practice and beliefs develop in complex interaction with experience in school. The practice and beliefs lead them for being professionally developed. Highlighting the reflection as one of the most effective ways of teachers' professional development the practice and beliefs should professionally be growth in teachers.

Similarly, Adhakari (2060) writes," training is a means by which a person intensifies his knowledge, skills and behaviors ,it helps to remove weaknesses in ourselves".

From the above definitions we can infer that teacher training is a preparatory work that every prospective teacher should go through before she/he starts teaching. Training is a process of professional development. It involves understanding of basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom practices. It is useful for on–the spot practical decision to cope with problems as they arise while the lesson is in progress.

2.1.3 Aspects of Teacher Training Skills in the Classroom

Teaching is a complex process which can be conceptualized in a number of ways. Teacher training essentially concerns knowledge of the topic to be taught and the methodology for teaching. It emphasizes classroom skills. When teachers in training are taught about lesson planning they are usually introduced to the notion of objectives of specifying the content of what they are teaching and blending that content into appropriate activities. Teaching learning activities must be grounded in the learners own experience. Head , and Taylor, (1987), says that “trained teachers brought out to the learners existing belief, theories and testing them against experiences and reintegrated and refined new ideas that, involves the process of reflection”. MOE (2011), NCED (2009), have brought significant aspects needed for addressing trained teachers in their daily classroom performance which are as follows: -

a) Classroom Management

Classroom management is a process of ensuring that classroom lesson runs smoothly for creating an environment which facilitates learning. Well classroom management reflects an underlying belief that a good rapport between students in the classroom. It leads to more effective and enjoyable

learning and teaching environment. Good classroom setting, ideally managed furniture, proper use of instructional materials, well placement of students are symbol of well classroom management. As cited Katie Head and, Taylor, (1987) who say classroom management should reflect on following aspects:

-) Motivation
-) Establishing trust
-) Assessment
-) Accepting resistance
-) Awareness
-) Problem solving
-) contracts

b) Pedagogical Knowledge

The teachers are supposed to be key agent for the transformation of knowledge, skills, methods and strategies. Trained teacher could provide students with practice in topics such as lessons basic troubleshooting, classroom arrangement techniques etc. Teaching learning becomes effective when a teacher accumulates his / her content knowledge with pedagogical perspectives in the classroom. Pedagogical knowledge includes knowing what teaching approach fit the content and knowing how elements of the content can be arranged. It also includes the pedagogical techniques. Knowing of what makes techniques, knowing of what makes concepts difficult or easy to learn, knowledge of students prior knowledge and their present needs and interest are the other aspects involved in it. (Shulman, (1986) writes, "It involves knowledge of teaching that addresses learner difficulties and misconceptions and foster meaningful understanding". Regarding this views, the trainers must concern on the following points;

1. Understanding the concerns various groups have about student behavior in schools.

2. Understanding the key components to effective classroom management.
3. Understanding student factors influencing behavior.
4. Understanding teachers' decisions regarding classroom management.

c) Using Contextual Behaviors

Harmer, (2003) says, a trained teacher has to be more contextual. S / he should be creating a welcoming classroom environment. Trained teacher should move from the traditional teaching method of rote learning to discovery and innovative explanation. There are some contextual behaviors to be reformed in the classroom ([www. Neltachautari. Com](http://www.Neltachautari.Com)) are as follows:

-) Provide constructive feedback.
-) Explore the use of natural supports for learning including technology to enhance opportunity for all learners.
-) Design teaching methods and consider diverse learning style, abilities, and ways of knowing and previous experience knowledge.
-) Create multiple ways for student to demonstrate their knowledge.
-) Promote interaction among and between faculty and student.

Teacher should realize that a misbehaving child is only a discouraged child trying to find his space; he is acting on the faulty logic that his misbehavior will give him the social acceptance which he desires.

d) Discovery Techniques

Trained teachers use this technique in daily classroom teaching where students are given examples of language and told to find out how they are used. The aim of discovery techniques is to give students the chance to be involved active and thoughtful and involve them to use their reasoning power. According to Richard and et. al. (1996) Discovery technique is based on the following principles:

-) Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis in predicting and communicating.
-) Teachers use a teaching style which supports the process of discovery and communication.
-) Textbooks are not the sole sources of learning.
-) Conclusions are considered tentative and not final.
-) Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

e) Using Project Work

According to Platt and Platt, (1996) the project work is one of the most important aspects of training skills which should be transferred in the classroom activities. He says "The project works is an activity which seen in the completion of a task and usually requires a large amount of independent work either by an individual student or by a group of students". Most of the work takes place outside classes. This has been introduced as a part of communicative teaching method. Integrates all language skills and involves a number of activities that required autonomy of students and make them responsible for their on learning. It emphasizes group centered activities and it is collaborative than competitive project work. It provides varieties of opportunities to meet a variety of learning aims but it requires strong classroom management. Thus, it is important aspects of teacher training skills applied in the classroom.

2.1.4 Teacher Training and Teacher Development

Teacher training and teacher development both are complementary to each other and contributes for the teacher's professional development. Underhill (9986, as cited in Head and Taylor, (1997) defines teacher development as "... The process to becoming the best kind of teacher that I personally can be". Teacher development helps to face new challenges and the opportunity for

teachers to broaden their repertoire and take on new responsibilities and challenges. This helps to fight a feeling of jadedness and also develop their careers as well as themselves.

Masley (1990) says that, teacher development is primarily conceived in terms of the needs of institute, society and nation. Teacher training is important in the sense that, it addresses low levels of self confidence of understanding curricular goals. MOE, New zeland (2005) says "Training and professional development constitute an integral part of any educational reform". In learning, the teacher will be developing their beliefs and ideas and developing their classroom practice and attending to their feelings associated with changing through professional development. They will develop themselves to identify their own potentials and difficulties of real life situations and final their ways forward .Maley, (1990) has given the differences between teacher training and Teacher development clearly, which can be presented in the following way.

Differences between teacher training and teacher development

| Teacher Training | Teacher Development |
|-----------------------------------|--------------------------------------|
|) Time bound |) Continuing |
|) Fixed agenda |) Flexible agenda |
|) Top – down |) Bottom up |
|) Related to needs of course |) Related to needs of the individual |
|) Information skills transmission |) Problem solving |
|) Hierarchical |) Peer oriented |

Therefore, both emphasize classroom on the skills and techniques with the learning atmosphere which is created through the effect of the teacher on the learners and their effect on the educational sector.

2.1.4.1 History of Teacher Training in The Context of Nepal

Modern Education in Nepal began with the establishment of the first school in

1853. This school was only for the members of the ruling families and their relatives. Schooling for the general people began only after 1951. Regarding the history of teacher training in Nepal Awasthi (2003) writes:

The history of teacher education in Nepal can be traced back to the Establishment of basic education. Teacher training center at first in Katmandu was established in 1948. That center was focused for training to the primary school teacher. However, the center had to discontinue its functions after the recommendation of Nepal National Education Planning Commission (NNEPS) in 1954, for the establishment of college of Education in 1957 to provide two year and four year teacher Education programme to the perspective lower secondary and secondary Teachers of Nepal. Mobile normal schools ran 10 month teacher training for Primary school teachers these schools were later converted into primary school Training centers in 1963. The NESP, (1971 – 76) brought a new impetus in teacher education for professional development. All these institutions such as college of Education, National Teacher Centers come under the single umbrella called Institute of Education (IOE) under the Tribhuvan University (T.U). Later the Royal Commission for Higher Education 2039 B.S. converted IOE into faculty of education. (DOE,(2009) says there is brief account of the programs run by IOE to enhance professionalism in teaching.

-) Women teacher training
-) Remote area teacher training
-) On – the – spot training programme

-) Teacher training through distance learning
-) Vocational teacher training programme
-) Human Resource Development in teacher training

Apart from TU, Purwanchal University, Pokhara University, Kathmandu University and HSEB affiliated school are conducting pre-service teacher training and in-service teacher training programs are conducted by National centre for Education development (NCED).and secondary education development center (SEDC). There is another educational programme have been lunched School Sector Reform Programme (SSRP) redefining the qualification of teacher as intermediate for basic and master for secondary level. Keeping this condition in consideration NCED has made special effort to upgrade teacher's qualification. In the 7th amendment of the Education Act 2001, there is provision of teaching license which means all teachers must obtain a teaching license and training is mandatory so, NCED has conducted demand based training package which is known as teacher professional development (TPD).

The current paradigm of teaching and learning has been changed due to the change in training, activities and techniques in teaching. Some of them are discussed below.

2.1.4.2 Transferring Instructional Activities in the Classroom

Instructional activities refer to strategies for organizing and presenting content in the classroom in the effective and meaningful manner. A teacher in a class Is like a man in the woods at night with a powerful flashlight in his / her hand wherever, she / he turn his / her light. The creature at whom it shines are Aware of it and do not behave as they do in the dark Holt, (1984). Trained teachers to give learners space and tools practice a range of skills. Applying knowledge to resolved difficult real life situation and problems. Good teachers produce good students. Teachers most important task is to contribute to and enhancing the learning achievement of his / her students. One competent skilled teacher

should possess the following instructional activities in their classroom:

a) Group work

According to Phyak and Sharma, (1989) Group work is one of the most significant instructional activities to be used in trained teacher's classroom practices. In this activity the teacher divides the whole class in small group to work in together in group. It is a learning activity which involves a small group of learners work together. The group may work in a single task. Tasks for group members are often selected by the members of the group but a limited number of options are provided by the teacher.

b) Pair work

According to Cross (1992) "Pair work is one of the important learner centered instructional activities which is often used in communicative classroom". Pair work makes students engage in interaction to each other. During pair work, teacher has two roles, as a monitor and a resource person. Here, students can practice language together, study a text, research language and take part in information gap activities. They can write dialogues predict the content of reading texts and compare each others. It develops student's creative thinking and they are benefited by collaborative learning.

c) Brainstorming

Brainstorming is also important instructional activity to be used in the classroom practices by trained teachers. According to Griffiths, C. (2004) "Brainstorming involves the whole group and is a very effective way of generating large number of ideas quickly. It also encourages creativity and lateral thinking. It is very suitable and effective method for the improvement of student achievement".

d) Rounds

A round is an instructional activity in which each person in the circle has an

opportunity to make a statement about whatever subject is graded by the group. One person starts and turns move round the circle. Tangalos says, (1990) 'The aim of round is to provide a structure within which everyone has a chance to express something, but is not forced'. All ideas and opinions are valued equally. It can be a good way of starting a group session and re-establishing a feeling of the group members.

e) Role play

This is another significant instructional activity to be used for the effective teaching learning activities. It is a way of bringing real life situations in the classroom, when we do play, we ask students to imagine, they are called imagine a role and situation. According to Brown (1994), role play mainly involves:

-) Giving role to one or more members of group and
-) Assigning an objective or purpose of participants which must be accomplished.

It encourages students to talk and communicative ideas with others .It makes interactive variety of language functions which can be practical in the classroom through role play.

2.1.4.3 Assumption of Transferring Training Skills in the Classroom

Balsara (2004, as cited in Khanal, 2006) states that, “Teacher training provides the practical knowledge with emphasis on methods and techniques of classroom teaching and management”. The term 'training' means the process of learning the skills that somebody needs to do a job. It is pre-requisite phenomenon for handling and responsibility for everybody.

DOE Flash report, (2011) has given following assumptions about transferring training skills in the classroom:

-) Teacher training is one of the aspects of teacher development; teacher

training and teacher development contribute to teacher's performance.

-) Teacher performance plays a vital role to change the entire society as per the nations or society's needs.
-) Transferring training skills helps to enhance students' learning achievement and outcomes.
-) Skills knowing about contextual factors such as, subject being taught learner characteristics and class size, students prior knowledge / experience, culture and history and implicit and explicit theories of teaching and learning.
-) Transferring training skills foster and promote a ideas and expertise in designing innovative and effective classroom activities.
-) Teachers can play active role are able to guide a teaching – learning process around sensitive issues.

2.1.4. 4 Objectives of Transferring Training Skills in the Classroom

In order to bring drastic change in the quality of education, there are following objectives of transferring training skills in the classroom. (Source: DOE Flash Report 2011).

-) To equip school teachers with conceptual and practical knowledge about how to operate and manage an effective and child friendly manner.
-) To equip local schools and teachers with skills and knowledge about development of children, teaching techniques and methods.

2.1.4.5 Significance of Transferring Teacher Training Skill in the Classroom

Only, trained teacher could be involve in the process of reflecting experiences, exploring the alternatives for change, deciding what can be achieved through personal effort and setting appropriate contextual goals. Those trained teachers

can be encouraged to learn from their own developing awareness and reflection alongside the feedback from the learners, so it can be said that transferring the training skills should be reflected on daily classroom activity. The significance of transferring teacher training skills in the classroom as set by NCED (2012) are as follows:

-) To make teachers able to solve the daily pedagogical problems that they are facing during classroom practice.
-) To create a collaborative and interactive learning environment this can be facilitate learning.
-) To make the teachers professionally accountable.
-) To ensure equal participation of the students at the time of teaching – learning activities.

Nowadays, there are different burning issues in the field of education, e.g., child friendly school education, critical thinking, local curriculum and inclusive education. Thus, English teacher who wants to be professionally sound or developed should have the knowledge of these issues. Teacher training becomes a vital element in preparing skilled teacher who plays a significant role in shaping the quality of classroom delivery. Teacher training is not only for the sake of knowledge and certification itself, but it is necessary to develop the skills to use in classroom through which it helps in increasing teaching and learning process in the classroom. It's impact in the classroom situation brings a good result in all teaching learning process. Further, it assists in children's overall development as well as learning achievement and helps for the fulfillment of educational objectives.

2.2 Review of Related Empirical Literature

Researchers at several universities in the world have carried out research works on transfer of teacher training skills in the classroom. So in this section,

the researcher had reviewed the studies that had been carried out both inside and outside the department of English education. However, this is one of the most important areas to make reform in education .some of the related research works and articles have been reviewed below:

Samadarsi (1988) carried out a research entitled "A Study on the Expected Classroom Behavior of the Trained English Teacher". The main objective of his study was to examine the classroom behavior of trained in the English classroom. He took secondary level English teacher as subject of the study. The research tools used by him were classroom observation and questionnaire to teacher and head teacher. This study found out majority of the trained teachers seemed to have performed better in the schools where the environment is favorable.

Giri (2000) carried out a research on "Transfer of Training Skill a Class of B.ed. English Graduates". The objective of her study was to examine the skills transferred by the trained teachers from training to classroom delivery and to examine aspects that affect transfer of training skill .she used classroom observation as a tool of data collection. She found that trained teacher were successful in transferring a number of training skills. She pointed out the barrier to transfer the training skill as the lack of physical facilities, inability to give up old habits, heterogeneous class and some traditional factors.

CERID (2003) studied on "Effective Classroom Teaching and learning (phase-2) Transfer of Training Skills". The objective of this study was to find out the degree of effective classroom performance. The study found that there were various gaps in the training in respect to providing skills in a proper manner as well as unconvinced teachers, lack of co-operative support for the transfer of training skills in the classroom. Although, it showed various aspects responsible for the strong transfer of skills such as: Teachers prior knowledge attitudes and motivation.

Gyanwali (2007) carried out research entitled “ A Comparative Study of Trained and Untrained English Teachers” His main purpose of the study were to find out the role of training in teaching the English language and to compare the teaching situation of trained and untrained teachers. Observational and interview were the major tools for data collection .Thirteen teachers were selected as sample .He sampled the population purposively. He found the trained teachers competent in subject knowledge His findings also suggested that trained teachers were better in motivating students and evaluation skill then the untrained teachers.

Basnet (2009) carried out a research work entitled "Transfer of Teacher Training in Teaching Vocabulary”. The main objective of the study was to identify and analyze the teaching activities of trained teachers is terms of student’s motivation, presentation and practice. Methods, techniques and evaluation system used by trained teachers. For the fulfillment of these objectives used classroom observation, checklist and questionnaire for English teachers as tools for data collection. It was found that majority of the teachers were used explanation, translation and dictionary technique.

DOE (2006) made a study on effectiveness of teacher training in regard to preparation for instruction, very few of the teachers were found to have prepared of planned lesson i.e. this indicates that the trained teacher professional activity in terms of planning a lesson was not satisfactory. Only a considerable number of teachers did not use teaching materials at all thus, the training package was found not to have appropriately equipped the teachers with the skills of preparing and using teaching materials.

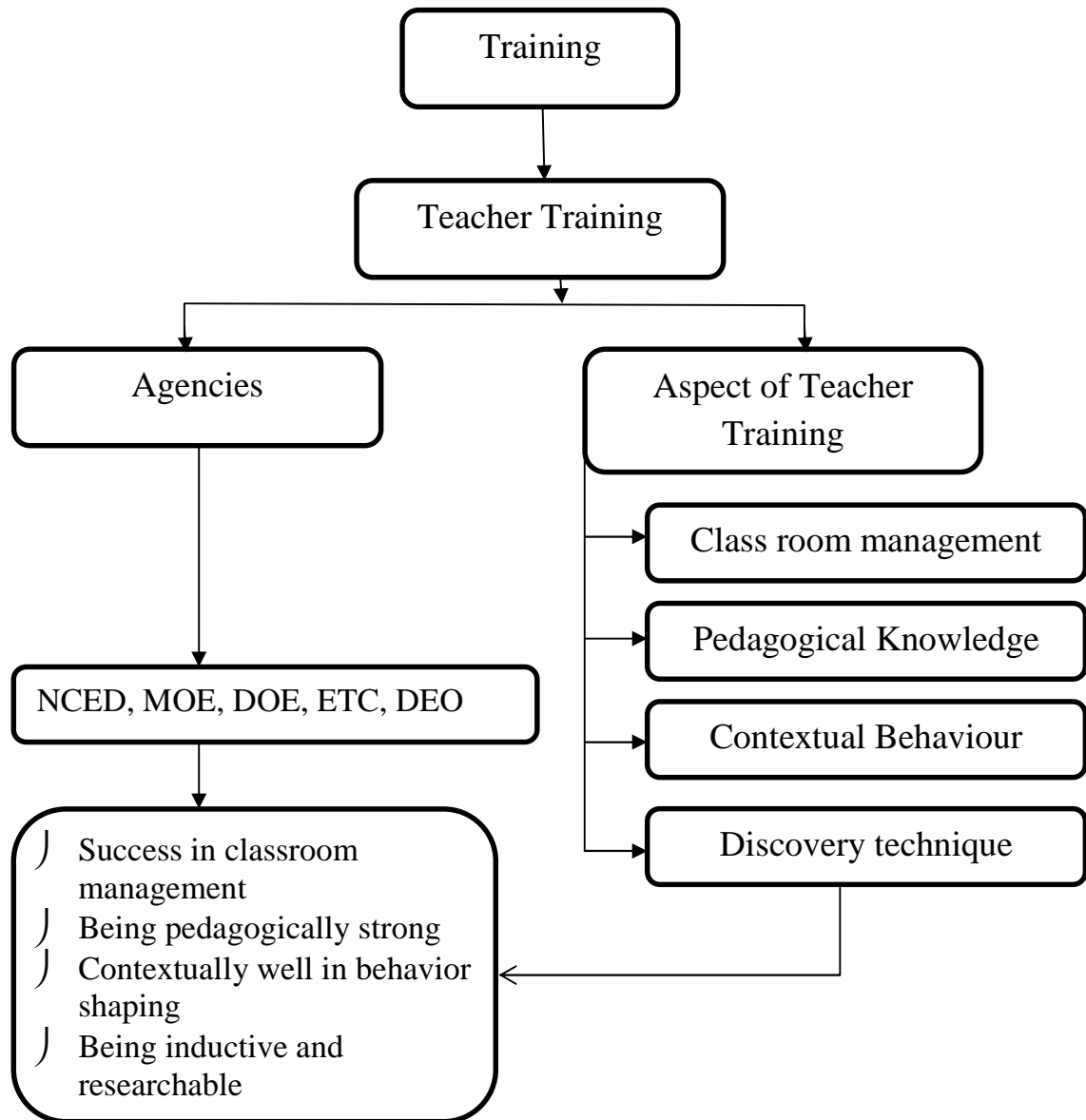
2.3 Implication of the Review for the Study

Out of the above five different studies reviewed in this study, three were conducted regarding the transfer of training skills in the Department of English Education and two were flash report and journals. These studies are related to some extent with my study. After reviewing these works, I got more ideas

regarding the impact of training. Basically, I got information on NCED's Training centers, secondary schools, English teachers of Bhojpur district from the study report of District Education office Bhojpur, (2011). In order to conduct those research they had used survey research design and I have followed the same i.e. survey research design. After reviewing those research works, I got ideas on the process of survey research design. In the similar way, they have used observation and questionnaire as a tool of data collection and I have used same types of tool for data collection. They have conducted study on transfer of training skills formulated. I have utilized their study to investigate the same aspect in Bhojpur district. The journal "Effectiveness of the secondary level teacher training" published by CERID has provided insights and information about the teacher development / education which helps in exploring the theoretical concepts on my study.

2.4 Conceptual Framework

The conceptual framework of this study has been presented below:



CHAPTER-THREE

METHOD AND PROCEDURES OF THE STUDY

This chapter deals with the methodology which is adopted in the present study. This part includes the design of study, population and sample, sampling procedure, data collection procedure, and data analysis and interpretation procedure respectively.

3.1 Design of the Study

A research design is a procedural plan that is adopted by the researcher to answer the questions validly, objectively, accurately, and economically. To identify the reflection of training in the classroom, I have followed mixed research design (i.e. both qualitative and quantitative) in general and survey research design in particular. In this type of research I have visited different fields to examine existing situation of those fields. Basically it was carried out in a number of populations in order to find out the teachers opinion on burning issues, to assess certain educational programme and also find out the behavior of certain professional's teachers. Specifically, survey research studies a large number of populations by selecting and studying sample chosen from that population. In this regard, Nunan, (2010) writes "Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics". In the same way, Cohen et al. (2010) state that it is the Research in which, researcher gathers data at a particular point of time especially to describe the nature of existing situation '.

From the above definitions we conclude that survey research can be carried out in educational fields .Research, itself is of systematic and scientific process of investigating. We cannot conduct research hypothetically. It may broad scope from a large scale investigation like census to a small scale study like teacher improvement plan (TIP). Generally, in survey research triangulation approach is used for the collecting the data Cohen et al. (2010) defined triangulation

approach as the use of two or more methods of data collection. At the time of survey research various types of data collection tools can be used .e.g. to study the classroom behavior of the students classroom observation can be used .Similarly, to find out the opinion of simple population on certain issues, questionnaire and interview are appropriate tools. There are certain processes of survey which have to be used for obtaining data and information Cohen, et. al. (2010) has given the following process of Survey research.

- 1) Define the objective.
- 2) Deciding the types of survey required (e.g., longitudinal, cross sectional, or cohort study)
- 3) Formulating the hypothesis and alternative hypothesis.
- 4) Decide the issues on which to for us.
- 5) Decide the information that is needed to address the issues.
- 6) Decide the sample required.
- 7) Decide the instrumentation and the metrics required.
- 8) Generate the data collection instrument.
- 9) Decide how the data will be collected (e.g. postal survey, interviews).
- 10) Pilot the instrument and refine them.
- 11) Train the interviewers (if necessary).
- 12) Collect the data.
- 13) Analyze the data.
- 14) Report the data.

At first we need to define the objective, then decide the type of survey research .Formulating of hypothesis helps in the issues to be investigated, after selecting the population and sample, we get relevant data. The analysis and interpretation of the data leds the researcher to derive conclusion in survey.

3.2. Population and Sample of the study

All the English teachers and secondary level students of the Bhojpur district were the population of this study. The sampled of the study were ten secondary

level teachers and students from ten different schools of Bhojpur district.

3.3 Sampling Procedure

Ten English teachers (one teacher from each school) from the secondary level of Bhojpur District were selected through purposive non - random sampling procedure for collecting the data. Similarly, all the students of selected schools who were studying in secondary level were also sampled for the study.

3.4 Tools for Data Collection

As the research tools, I used observation and questionnaire for the data collection. I administrated those questionnaires to the respective schools trained teachers.

3.5 Data Collection Procedure

In order to collect data for the study, at first I visited DEO and took the profile of teachers and also visited ETC to take the list of trained teachers. I visited different secondary schools; I selected ten secondary level English teachers through the purposive non - random sampling procedure. I made them clear regarding the purpose of my visiting and asked for the interview time and got the permission from school authority. Similarly I visited district education office (DEO) Bhojpur, and established good rapport with the authority; and made clear about the purpose of my visit. I got the permission or authority to collect the data. Then, I selected ten secondary level schools in Bhojpur district. After that, I used purposive non-random sampling procedure to select 20 English teachers. I observed two classes of each teacher with the help of observational checklist. And I also conducted semi- structured interview to both teachers and students. Finally, I have analyzed the collected data by using effective devices.

3.6 Data Analysis and Interpretation Procedure

The systematically collected data were analyzed and interpreted. Qualitative

data were analyzed in a narrative way. Quantitative data was tabulated and classified. Finally, analysis and interpretation were carried out statistically and descriptively.

CHAPTER: FOUR

RESULT AND DISCUSSION

This chapter deals with the discussion and analysis of the data. Results of the analysis and its discussion and interpretation of the Responses elicited from the different activities used by teacher have been presented. The results have been established as the output of the analysis of the data.

4.1 Results

Results of the trained teacher's activities have been presented below:

1. Teachers were found relatively poor in classroom management, pedagogical, knowledge, using contextual behaviors and discovery techniques
2. Although it is claimed that almost all the teachers of government school were trained, 40% teachers were found poor in prepared for the lesson.
3. Only 30% teachers (3 out of 10) were found good in reviewed the previous lesson.
4. No teachers prepared the instructional materials.
5. Resources were found in sufficient numbers in almost all the classes.
6. Only very few (10%) teachers started the class as per the schedule.
7. Culture of motivating the students was rare in most of the classes at first.
8. While introducing the lesson most of the teachers (80%) did not over view the previous lesson.
9. In case of subject matter selection only the self selected or the prescribed subject matter was used.
10. Only very few teachers (10%) were found good in giving examples to clarify the concepts.

11. Almost half (50%) of the teachers did not summarize the content and they did not pay any attention in managing the time.
12. Teachers rarely changed the teaching methods time to time.
13. Skill and the practice (in the classroom) of selecting collecting and using the teaching materials are very poor. No teachers were found of doing such tasks.
14. Communicative process (effective communication) was somehow tolerable. It seemed that 70% teachers were not poor in making the communication effective in the classroom.
15. Only few (20%) students were found motivated towards the lesson.
16. Most of the students (80%) got opportunity to ask the question in the classes.
17. Most of the teachers (80%) did not pay any attention in group formation and group dynamics.
18. All the teachers provided the equal opportunity to all the students to learn.
19. Only few (30%) teachers provided the special support to the students who were unable to learn easily.
20. Some teachers (40%) tried their best to follow the rules and regulation.
21. Some teachers (30%) were still poor in provided positive reinforcement and motivation.
22. Teachers skill in making the students participate actively was not found as satisfactory. .Only 20% teachers make the students actively.
23. All the teachers' i.e. (100%) maintained the gender fair situation in the classroom.
24. There was no any discrimination between the ethnicities and castes in the classroom. All the teachers were found aware.
25. The skill of provide the developmental feedback to the students seemed to be satisfactory.
26. While concluding the lesson only 30% teachers were found good.

27. Most of the teachers (70%) assigned the homework.
28. The teachers were not satisfied with the training programme
29. In order to solve their weakness and problems teachers were found to be argued for positive transfer of these skills gained in the training. Similarly, they were found to be expected constructive environment from the school authority to implement the skills of training..

4.2 Discussion

Discussion of the collected data has been presented below.

4.2.1 Teachers Preparation

The main concern of this part of questionnaire was to get the information about the habit of the teacher to prepare the lesson before entering the classroom .Their responses have been presented in the following table:

Table No: 1
Teacher's Preparation

| S.N | Activities | Performance | | | | | | Remark |
|-----|--|-------------|----|--------------|----|------|----|--------------|
| | | Good | | Satisfactory | | Poor | | |
| | | N | P | N | | N | P | |
| 1 | preparation for lesson | 2 | 20 | 4 | 40 | 4 | 40 | |
| 2 | Review of previous lesson | 3 | 30 | 3 | 30 | 4 | 40 | |
| 3 | preparation of instructional materials | - | - | - | - | - | - | Not prepared |
| 4 | Arrangement of physical resources | 2 | 10 | 5 | 50 | 3 | 30 | |
| 5 | Adequacy of resources | 3 | 10 | 3 | 30 | 1 | 10 | |
| 6 | Appropriate arrangement of resources | 1 | 10 | 3 | 30 | 6 | 60 | |

Note:

N: Numbers of respondents

P: percentage

This table clearly shows that 20% teachers were good or they prepare for the lesson but 40% teachers did not seem to be prepared the lesson. In the same way 40% teachers (4 out of 10) were prepared only in satisfactory way.

Similarly only 30% teachers were reviewed the previous lesson. In case of preparing instructional materials nobody were found to prepare the instructional materials. They used only usual materials like wise 20% teachers (2 out of 10) were good at arranging the physical resources before presenting the real lesson in the classroom. In the similar way 30% teachers were found very poor in it.

Likewise 30% were found of playing the good role in making the adequacy of resources and 10% teachers seemed to be indifferent or poor in it. Furthermore, this table shows that 10% teachers had the good skill in arranging the resources appropriately while this percentage is 60% in the case of poor teachers.

Above mentioned discussion makes it clear that although all the teachers have not been transferring the knowledge and skills gained in the training packages, they were conscious to

4.2.2 Introducing Lesson

This observation checklist included activities of introducing the lesson was intended to know how many trained teachers have been starting the lesson as per the schedule, motivating students before entering to the exact lesson and over viewing of the previous lesson. The following table presents the information from the respondents.

Table No: 2
Introducing Lesson

| S.N | Activities | Performance | | | | | | Remark |
|-----|--|-------------|----|--------------|----|------|----|--------|
| | | Good | | Satisfactory | | Poor | | |
| | | N | P | N | P | N | P | |
| 1 | starting the class as per the schedule | 1 | 10 | 3 | 30 | 6 | 60 | |
| 2 | Motivating towards lesson | 1 | 10 | 4 | 40 | 5 | 50 | |
| 3 | Overview of previous lesson | - | - | 2 | 20 | 8 | 80 | |

Being based on the observation this table shows that most of the teachers were found poor in started the class as per the schedule only 10% teachers were start (one out of ten) the class as per the schedule. Similarly, only very few (10%) teachers were good in motivating the students while introducing the lesson. In the same ways, reminding skills of the teachers of the previous lesson were also found poor to prove this the data shows that 80% teachers were poor in doing so. It means the most of the teachers were not found to revise their previous lesson while initiating the current lesson.

4.2.3 Presenting Subject Matter

Under this category, the activities of the teachers were observed to get the information's that whether or not they were good (transferring the knowledge and skills of training) in presenting the subject matter. The main concern of this activities was to measure whether they were able to select accurate subject matter, sequential use of instructional materials, giving examples to clarify the concept and time management or not. The table below presents those ideas.

Table No: 3
Presenting Subject Matter

| S.N | Activities | Performance | | | | | | Remark |
|-----|--|-------------|----|--------------|----|------|----|-----------------------|
| | | Good | | Satisfactory | | Poor | | |
| | | N | P | N | P | N | P | |
| 1 | Selecting accurate subject matter | - | - | - | - | - | - | Self selected content |
| 2 | Sequential use of instructional materials | - | - | - | - | - | - | Only usual material |
| 3 | Giving examples to clarify the concept | 1 | 10 | 4 | 40 | 5 | 50 | |
| 4 | Summarizing the lesson are time management | 1 | 10 | 4 | 40 | 5 | 50 | |

Note:

N: Numbers of respondents

P: percentage

This table shows that the teachers did not select the accurate subject matter but they presented the self –selected or the prescribed subject matter. In the same way it was revealed that the teachers used only the usual materials. Similarly, only very few number (10%) teachers gave the example to clarify the concepts but 50% teachers were found poor in giving example to clarify the concepts. In the same way, only very few (10%) teachers were found good in summarizing the contents and managing the time. The above discussion reveals the fact that the teachers are not been transferring the knowledge and skills of training in the classroom in case of presenting the subject matter.

4.2.4 Use of Teaching Method

Undoubtedly, the teachers were trained in the selection and use of the appropriate teaching method but whether or not they were using what they learnt in the training was the main concern of this category .Thus, to know the degree of importance that the teachers give to the methodological part. The questionnaire also included the items related to the teaching method of those teachers. The respondents of the informants were tabulated and analyzed below:

Table No: 4
Use of Teaching Methods

| S.N | Activities | Performance | | | | | | Remark |
|-----|---|-------------|----|--------------|----|------|----|--------|
| | | Good | | Satisfactory | | Poor | | |
| | | N | P | N | P | N | P | |
| 1 | Skill in selecting teaching methods | 3 | 30 | 3 | 30 | 4 | 40 | |
| 2 | Appropriateness of the methods | 3 | 30 | 4 | 40 | 3 | 30 | |
| 3 | Changing in teaching methods time to time | - | - | 2 | 20 | 8 | 80 | |

On the basis of observation made by the researcher, it was found that only 30% teachers (3 out of 10) were good in the case of selecting the appropriate teaching methods. In the same way, the teachers required to change the methods time to time as the situation demands however, no teachers was found good in doing so most of the teachers (80%) were found poor in such activity.

This discussion also shows that the trained teachers have not been transferring the knowledge and skills of training in the classroom in case of the selection and use of teaching methods.

4.2.5 Selection and Use of Instructional Materials

The main concern of this category was to know what kind of resources or instructional materials the teachers used to prepare themselves to teach the subject matter in appropriate context .The responses of the informants were tabulated and analyzed below:

Table No: 5
Selection and Use of Instructional Materials

| S.N | Activities | Performance | | | | | | Remark |
|-----|---|-------------|---|--------------|---|------|---|---------------|
| | | Good | | Satisfactory | | Poor | | |
| | | N | P | N | P | N | P | |
| 1 | Appropriateness of the materials | - | - | - | - | - | - | Not prepared |
| 2 | Awareness of the students in the materials | - | - | - | - | - | - | Only very few |
| 3 | Materials appropriateness with subject matter | - | - | - | - | - | - | Not used |
| 4 | Use of materials in sequence | - | - | - | - | - | - | Not used |

This table clearly shows that the teachers did not subject prepared the content well and used the instructional materials. They used only the usual materials and nothing more than this. The students were also found aware of the effectiveness of the instructional materials. To sum up, this category seems to be the most neglected one by the teachers to utilize the knowledge and skills gained in training. Even if they are convinced about the usefulness of teaching materials they have not been using them.

4.2.6 Instructional Process in the Classroom

All the activities included under the heading of instructional process in the classroom were intended to know that whether or not the trained teachers transferred knowledge and skills into the real classroom situations. The main concern under this category is to measure whether or not the teachers were addresses the students needs and interest in the classroom. The responses of the informants were tabulated and analyzed below:

Table No: 6
Instructional Process in the Classroom

| S.N | Activities | Performance | | | | | | Remark |
|-----|---------------------------------------|-------------|-----|--------------|----|------|----|----------|
| | | Good | | Satisfactory | | Poor | | |
| | | N | P | N | P | N | P | |
| 1 | Effective communication | 3 | 30 | 4 | 40 | 3 | 30 | |
| 2 | Motivation towards lesson | 2 | 20 | 4 | 40 | 4 | 40 | |
| 3 | Using materials | | | | | | | Not used |
| 4 | Providing opportunity to ask question | 8 | 80 | 2 | 20 | - | - | |
| 5 | Group formation & group dynamics | 1 | 10 | 1 | 10 | 8 | 80 | |
| 6 | Providing equal opportunity to learn | 1 | 100 | | | | | |

| | | | | | | | | |
|----|---|----|-----|---|----|---|----|--|
| 7 | Providing special support to the students who are weak to learn | 3 | 30 | 6 | 60 | 1 | 10 | |
| 8 | Following rules and regulation making Ss following them | 4 | 40 | 4 | 40 | 2 | 20 | |
| 9 | Providing positive reinforcement and motivation | 3 | 30 | 4 | 40 | 3 | 30 | |
| 10 | Making the Ss actively participate | 2 | 20 | 4 | 40 | 4 | 40 | |
| 11 | Maintain gender fair situation in the classroom | 10 | 100 | | | | | |
| 12 | Maintain ethnicity and caste fair situation in the classroom | 10 | 100 | | | | | |
| 13 | Using close-ended question | 3 | 30 | 4 | 40 | 3 | 30 | |

Being based on the information obtained from the data we can say that 30% teachers were good for making the communication effective with the students. Only few (20%) teachers were found good at motivating the students towards the lesson which is the most important aspect in making effective teaching and learning. In the same way, most of the teachers (80%) provided the opportunity to ask the question though they were not related to the content. Till that day too most of the teachers were found poor in group formation and group dynamics of the students. Only 10% teachers were good at them. Similarly, it was very not worthy information that 100% teachers were good at providing equal opportunity to learn. Only 30% teachers were found good at providing special support to the students who were weak to learn easily. In case of following the rules and regulation in the classroom and making the students follow those rules only less than half numbers of (40%) teachers were good on them. In the same way, not all the teachers were good at providing the positive reinforcement and motivation only 30% teachers were good on it.

Student's active participation in teaching and learning process plays the vital role for effective teaching and learning. So the trained teachers were expected

for the active participation of the students. But in this table it is shown that only 20% teachers were good in it. Likewise, 100% teachers (All the teachers) were good at maintaining gender fair situation, ethnicity and caste fair situation in the classroom.

4.2.7 Student Evaluation

In training program the teachers were trained about how to evaluate the students and they were expected to be reflective in the classroom what they have learnt in the training so, the main concern under this category is to find out how the teachers evaluated the students and whether or not their evaluation was based on the lesson .On this purpose the following data has been presented.

Table No: 7
Student Evaluation

| S.N | Activities | Performance | | | | | | Remark |
|-----|--|-------------|----|--------------|----|------|----|--------------------------|
| | | Good | | Satisfactory | | Poor | | |
| | | N | P | N | P | N | P | |
| 1 | Students evaluation based on the lesson plan | | | | | | | Lesson plan not prepared |
| 2 | Providing developmental feedback | 3 | 30 | 6 | 60 | 1 | 10 | |
| 3 | Questioning and observing to assess the students performance | 4 | 40 | 4 | 40 | 2 | 20 | |

In training package the teachers are trained about how to evaluate the students. So they are expected to reflective classroom what they have learnt in the training. But this table shows that the teachers did not prepared the lesson plan so that there was no possibility of evaluating them based on the lesson plan. In

the same way, only 30% teachers were found well at providing developmental feedback after being evaluating them. Similarly, 40% teachers were good of questioning and observing as the tools to assess the student's performance.

4.2.8 Concluding the Lesson

There are many ways of concluding the lesson .Under this category different activities of ending the lesson were observed. Trained teachers were expected for ending the lesson effectively than others. All the activities included under the heading of concluding lessons were intended to know that whether or not the trained teachers concluded the lesson properly or not .The following table present the information this.

Table No: 8
Concluding the Lesson

| S.N. | Activities | Performance | | | | | | Remark |
|------|---------------------------------|-------------|----|--------------|----|------|----|--------|
| | | Good | | Satisfactory | | Poor | | |
| 1 | Summarizing the subject matter | 3 | 30 | 3 | 30 | 4 | 40 | |
| 2 | Assigning homework | 7 | 70 | 2 | 20 | 1 | 10 | |
| 3 | Managing time for ending lesson | 5 | 50 | 3 | 30 | 2 | 20 | |

Being based on this table only (30%) teachers were good at summarizing the subject matter but other teachers did not seem good in it. In the same way, 70% teachers were found good at assigning the homework to the students which would help the students to consolidate their teaching and half of the teachers (50%) were good at managing the time to end the lesson effectively.

This discussion also informs that the teachers have not been transferring the knowledge and skills gained in training. There might be many reasons in it.

The existing situation of transfer of teachers training skills is not found as satisfactory one. The training process was not succeeded to bring out actual realization among the trainee-teachers .The lack of planning for teaching and creating favorable learning environment in the classroom may be the reason behind the gap of transformation. Similarly the preparation of instructional materials for lesson is non existed in all the sampled schools .Applications of training in terms of commencing lesson, presenting subject matter, linking content to the student, previous learning experiences .Treating students with love and respect, asking questions, undertaking assessment during lesson ,using clear and non-threaten language seem quite satisfactory level .NCED, (2003).stated especially trained teachers were not found developed adequate skill to create conducive learning environment and they had no enthusiasm .This shows that teacher training had no significant effect and they need further support to enhance their classroom performance in these skills.

4.3 Discussion of the Data Obtained from the Questionnaire

Ten teachers were asked seven open –ended questions. The questions were asked to find out the existing situations of transfer of training skills and knowledge into their practical life. All the teachers responded that they had been attended in many training packages, so all those were trained teachers. .Similarly; the teachers revealed the fact that they were never satisfied with the training programs. Further, they told that they got chance to get in sighted through training package.

In the same way, they were agreed that most of the teachers had not been transferring the skill and knowledge of training in the classroom. As the reason of this, they argued that there was not correspondence between the practice in the training hall and the real classroom situation. Many of the teachers said that, there were some related factors seemed responsible for not applying training skills in the classroom. They can be categorized as lack of proper planning to teachers training in the context of local level, lack of competency

on the subject matter as well as to address practical problems in the classroom. They pointed that there was not sufficient time for practices, lack of adequate preparation and use of instructional materials during training sessions. Trained teachers were found to face many problems like the lack of opportunities for follow-up professional development programs and so on. The teachers should have enough opportunities to demonstrate, discuss and practice different teaching skills during training under the guidance and supervision of trainers. They also said that the culture of sharing experience, teamwork and collaboration is not in most of the schools.

They reported that the training packages had been designed without surveying the real problems of the teacher's. Lack of the resources was the next reason they said that there could be many ways of delivering training skills effectively. Among them the training packages should have been designed according to the problems the teachers had been facing implementing the knowledge of training skills in the real classroom practice were the major ones.

CHAPTER- FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter deals with the major findings drawn from the analysis of the data, objective-wise conclusion and findings implications on the different levels i.e. policy level, practical level and further research.

5.1 Summary

The summary aims to present readers with a short, clear account of the ideas in the text. The summary of this research includes the major information of the research and reflects the main points explored on it in the following ways.

The present study entitled “transfer of teacher training skills in the classroom” was carried out to find out the existing situations of the transfer of training skills and knowledge in the classroom.

In order to carry out this research, at first I selected English teachers from different secondary level government aided schools in case of Bhojpur district. Out of the total population, I selected 10 teachers from ten different secondary level schools as a sample with the help of the purposive non-random sampling procedure. Then, I prepared the observational checklist as a tool for data collection. I visited the selected schools personally and sought permission from the authorities’. After getting information I analyzed and interpreted the data statistically.

One of the more significant findings to emerge from this study is only very few of the teachers have tried their best to reflect them in the classroom in case of training knowledge and skills. The result of this research shows that the teachers themselves were convinced in the point that they had not been transferring the knowledge and skills gained the training package into the classroom and they gave the reason for this that there was the gap between what they learnt and the real life classroom situations and also found that they

never prepared the materials and rarely used the student centered techniques.

Similarly, other findings of this research work trained teachers gave the arguments that unless the training packages followed bottom up approach in its design it is almost impossible to transfer in to the real classroom. However, the study has shown that all teachers were good at maintaining gender fair situation, ethnicity and caste fair situation in the classroom.

The whole study has been incorporated into five different chapters .the first one deals with background ,problems of the study, rationale of the study, objectives, research questions ,significance and so on. The second one deals with the review of both empirical and theoretical literature related to the present research .It also includes the implication of the review and conceptual framework. The third chapter states the methodological part of the research consisting research design, population and sample, sampling procedure, analysis and interpretation procedure. The fourth chapter shows that the study and the discussion based on data analysis and interpretation .Finally. The last chapter summarizes the whole study .Further presents the conclusion of the study and gives an outline of implications that are applied in different levels.

5.2 Conclusion

After the close analysis of the data the following conclusions have been presented as findings of this research work and analysis.

-) Almost all the teachers of government school are trained; only 60% teachers were found good preparation for the lesson.
-) There was not habit of reviewing the previous lesson 70% teachers were poor in it.
-) The teachers never prepared the materials and rarely used the students centered techniques.

-) Culture of motivating the students is rare in most of the classes
-) Only very few teachers (10%) were found good in giving examples to clarify the concept.
-) Trained teachers were found that they rarely changed the teaching method and techniques time to time.
-) Teachers were found good in effective communication in the classroom (70%) teachers were able to use tolerable communication.
-) All the teachers were provided the equal opportunity and maintained the gender fair situations, ethnicities and castes in the classroom.
-) The skill of providing the developmental feedback to the students was satisfactory.
-) Teachers should be sensitive to content, context, objectives and methodologies on the basis of students need and interest.
-) Most of the teachers thought that knowing the need and demand of teachers the training program should be conducted.
-) Taking part in the work-shops, seminars, follow up training package being involved for their up -dated in their knowledge and skills.
-) Teachers thought that regular monitoring should be provided about the implementation of the knowledge and skills gained in training.

From the above mentioned results of the study I have to concluding that, the situation of transfer of training into the classroom is not found so good most of the teachers seemed to be reluctant in doing so. Because of this reason although the governments has claimed that all the teachers have been trained there has not been improvement in quality education. These indicate that if the teachers have not been using knowledge and skills of the training it will be worthless effort of investing such a huge amount of money. It dose not makes that we

should not train the teachers but the training packages should be designed and implemented being based on the need / Problems of the teachers.

In addition to it there must be the regular monitoring about the implementation of the knowledge and skills gained in the training. The teachers should not get chance to think that it is only a means of promotion there must not be the gap between the training programs and the real life classroom situation. Training for the sake of training only must not be given and taken.

5.3 Implications

Every research study should have implications in one or another ways so; this research work has also some implication. The findings will be utilized in various levels viz. policy level, practical level and further research. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The implications on this level have been presented separately below;

5.3.1 Policy Level

Policy is a principle to guide discussion and achieve rationale outcomes. The implication of this study at this level is as follows:

-) Teacher development policy should be in such a way that the teacher should be made convince in the point that teachers professional development tasks place only after getting all the aspects of professional expertise.
-) For formulating the policy regarding the teacher's professional development /expertise, the teachers and training agencies should pay the attention on its relevancy.
-) For getting the insight about the understanding of the secondary level English teachers to the aspects of professional expertise so that the concerned authority will be able to formulate the policy to expand their

horizon of understanding.

5.3.2 Practice level

In practice level, this research study will be implied for the following purpose;

-) While conducting teacher development programe, teacher should be made clear and convinced about all the aspect of classroom activities.
-) For lunching the need based training package and other programs for teacher's professional development.
-) For making aware the teachers about their understanding of the professional field and themselves will be oriented for their own advancement and also for improvement of quality education.
-) So that the teaching and learning process will be successful and effective hence the objectives of the education and curriculum will be fulfilled.

5.3.3 Further Research

As this research study has also been prepared with the help of previously carried out research studies, it also will be used while carrying out the research on teachers training skills and its transferring level in the classroom in general and particular. Its findings and conclusions can also be utilized as the document for literature review and many more in future.

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APPENDIX - I

Semi-structured interview schedule for teachers (Questionnaire)

Dear respondent,

This questionnaire is a part of my research entitled “**Transfer of Teacher Training Skills in the Classroom**” under the supervision of Dr.Tara Datta Bhatta Prof.of Department of English Education; T.U. kirtipur .Your co-operation in completion of the questionnaire will be more valuable for me. I assure you the responses made by you will be exclusively used confidentially only for present research .Thank you.

Researcher

Sharada Raut

Personal detail of the informants:

Name:

Name of Institution:

Address:

Qualification:

Experienced Year:

Training Experienced:

Date:

1. How many training package have you attended?

2. Are you satisfied with what you gained from training programme?

) In your opinion what may be the strengths of training that you have applied in the daily classroom?

) It is said that most of the trained teacher do not apply their training skills inside the classroom, do you agree or not? If not why?

) What sort of problem have you faced during the implementation of

training skill have they tried in the classroom?

-) How can the classroom practice of training skills/knowledge be delivered effectively?
-) Do you feel any improvement on students learning achievements using different training contents successfully?

APPENDIX-II

Population Sample Selection from the Schools and Respondents

| S.N. | School's Name | Name of the Respondents |
|------|--|-------------------------|
| 1 | Shree Biddyodaya H.S.S,Bhojpur | Mr. Durga p.Baral |
| 2 | Pasupati Secondary School,Timma,Bhojpur | Mr. Pesal dahal |
| 3 | Timma Secondary School,Timma ,Bhojpur | Mr. Harka Raj Rai |
| 4 | Shree Siddheshwar H.S.S ,Dawan,Bhojpur | Mrs. Nirmala karki |
| 5 | Shree Janodaya H.S.S,Kot,Bhojpur | Mr. Rabindra Katwal |
| 6 | Shree Singhadevi H.S.S ,Lekharka ,Bhojpur | Mr. Bhim khanal |
| 7 | Shree Biddheshwar H.S.S,Gogane,Bhojpur | Mr. Tulas B.K. |
| 8 | Shree Annapurna H.S.S,Annapurna,Bhojpur | Mr. Purna Rai |
| 9 | Shree Yesodhara H.S.S, Taksar, Bhojpur | Mr. Santosh Koirala |
| 10 | Shree Sabitra Secondary School, Baikunthe, Bhojpur | Mr. Laxmi Kafle |

**A STUDY ON THE TRANSFER OF TRAINING SKILLS IN
THE CLASSROOM**

Checklist for class observation

School's Name:

Address:

Teacher's Name:

Unit / Lesson / Teaching item:

Date of Class Observation:

| S.N. | Activities | Good | Satisfactory | Poor | Remarks |
|------|--|------|--------------|------|---------|
| 1 | Teacher's preparation | | | | |
| | Preparation for lesson | | | | |
| | Review of previous lesson | | | | |
| | Preparation of instructional materials | | | | |
| | Arrangement of Physical resources | | | | |
| | Adequacy of resources | | | | |
| | Appropriate arrangement of resources | | | | |
| 2. | Lesson introducing | | | | |
| | Starting the class as per the schedule | | | | |
| | Motivating towards lesson | | | | |
| | Overview of the previous lesson | | | | |
| 3. | Subject matter presentation | | | | |
| | Selecting accurate subject matter | | | | |
| | Sequential use of instructional materials | | | | |
| | Giving examples to clarify the concepts | | | | |
| | Summarizing the contents and time management | | | | |
| 4. | Use of teaching methods | | | | |
| | Skill in selecting teaching methods | | | | |

| | | | | | |
|----|---|--|--|--|--|
| | Appropriateness of methods used | | | | |
| | Changing in teaching methods time to time | | | | |
| 5. | Selection and use of individual materials | | | | |
| | Appropriateness of the materials | | | | |
| | Students were aware in the used materials | | | | |
| | Materials used in a nature of subject matter | | | | |
| | Materials used in a sequential order | | | | |
| 6. | Instructional process in the classroom | | | | |
| | Effective communication | | | | |
| | Motivated students towards lesson | | | | |
| | Used instructional materials | | | | |
| | Provided opportunity to ask questions | | | | |
| | Used close-ended question | | | | |
| | Student's group formation and group dynamic | | | | |
| | Provided equal opportunity to learn | | | | |
| | Provided special support to the students who are unable to learn easily | | | | |
| | Supported to make classroom rules and follow it | | | | |
| | Provide positive reinforcement and motivation | | | | |
| | Student's active participation | | | | |
| | Maintained gender fair situation in the classroom | | | | |
| | Maintained ethnicity and caste | | | | |

| | | | | | |
|-----------|---|--|--|--|--|
| | fair situation in the classroom | | | | |
| 7. | Student evaluation | | | | |
| | Student's evaluation based on lesson plan | | | | |
| | Provided developmental feedback | | | | |
| | Questioned and observed to assess students' performance | | | | |
| 8. | Concluding the lesson | | | | |
| | Summarizing of subject matter | | | | |
| | Assign the homework | | | | |
| | Appropriately time management for ending lesson | | | | |

Note :

Excellent : Above 70%

Satisfactory : Above 60-70%

Good : 50-60%

Poor : 50-30%

Researcher
Sharada Raut