

Role of In-service Teacher Training in Developing Professional Skills

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

700 (S)

**Submitted by
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**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal
2023**

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Declaration

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

Date: 31 March, 2023

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Recommendation for Acceptance

This is to certify that **Mrs. Anisha Bhattarai** has prepared this thesis entitled **Role of In-Service Teacher Training in Developing Profession Skills** under my guidance and supervision.

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Dedication

Affectionately

dedicated to

My parents who have devoted their whole life to make me

what I am today.

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Abstract

The present research work entitled **Role of In-service Teacher Training in Developing Professional Skills** was an attempt to explore out the role of in-service training to the teachers for development of professional competences of teachers. The study was carried out by using primary and secondary sources of data. The study employed narrative research under qualitative approach. To achieve the objectives observation checklist and interview were prepared as tools for the data collection. The data were collected from the four secondary level English teachers from Myagdi district. From each school, one English teacher was selected by using purposive non-random sampling method. The four teachers were interviewed and three classes of each were observed. The data collected through interviews and classroom observation were analyzed and interpreted descriptively. It was found that in-service training helped to develop different skills like classroom management, ICT skills, lesson planning, achieving objectives, and materials designing.

This thesis consists of five chapters. The first chapter deals with the introduction of topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study delimitations of the study and operational definitions of the key terms. The second chapter includes the review of both theoretical and empirical literature along with the implications of the review for the study. It also includes conceptual framework. The third chapter deals with the methods and procedures of the study. It includes research design of the study, population sample, sampling strategy, data collection tools, data collection procedures, data interpretation procedures and ethical considerations. The fourth chapter includes analysis and interpretation of the data. The fifth chapter presents findings conclusion and recommendations. Moreover, it has some pedagogical implications based on policy related, practice related and further research related. This chapter is followed by references and appendices used for the study.

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Chapter 1

Introduction

The present research entitled **Role of In-service Teacher Training in Developing Professional Skills** has been conducted to find out the role of in-service training to the teachers for their professional development. This introduction part consists of the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the Study

Education is an essential component for bringing desired changes in the culture and society of a nation. The teacher is the person who shapes the whole of education and plays a significant role in the development of society.

Teachers' role is very crucial in creating interest in students to achieve society's aims and goals. This is a teacher who sets high expectations for students and guides them to realize these expectations. Without an effective teaching, learning process is impossible, therefore teaching is a challenging profession. Teachers who are adequately prepared can take responsibility for nation-building. A well-trained teacher has a positive attitude to carry the dignified role of a teacher. A teacher who has a broader vision delivers his lecture more effectively compared to those teachers who rest themselves in a particular domain. Therefore, to enhance quality education we need good teachers, and effective training is very essential.

In-service training is one of the most essential components for teacher professional development. In-service training and education mean the form of lifelong education of professional works in education. In-service training is an organized learning experience, which is provided for a teacher after his/her appointment. Teacher plays a significant role in interpreting curriculum, fashioning pedagogy, and devising assessment activities. Teachers without sufficient training and motivation become reluctant to improve the quality of education in Nepal. In this way, teacher training is taken as one of the important aspects of professional development.

In our Nepalese context, skill-based education is required. This skill-based education requires highly skilled and motivated teachers with an in-depth understanding of the issue. Teachers are the ones to implement the educational act, required to change their behavior in the process of teaching. Teaching is professional activity that requires specialized knowledge that is acquired through training and experience. In this way research report entitled, Reflection of training in Classroom practices, carried out by NCED (2009) found that trained teachers' classroom performance seems very effective in comparison to others. In this regard, Ur (1997) says that teacher training is the "perception for practice usually through formal courses at college or universities". It usually results in some kind of recognized accreditation, granting successful candidates as certificate and the right." Moreover, in the age of globalization, the concept of language teaching is becoming very vast. It is in the sense that learners from the early days of their clay start to learn with computers which is the need these days.

The term 'Teacher Professional Development (TPD) has become a buzzword People who are working under the Ministry of Education (MoE) always produce this word as it is one of the crucial parts of the MOE's School Sector Reform Program (SSRP). TPD has already been implemented for three years. People working in the field have experienced both opportunities and challenges of this program.

Training is used as a part of professional development. It is passive experience participation is limited with teachers having little or no time to meet. Teachers believe that their professional development activities with their colleagues related to discussing how to apply them to significantly improve their classroom strategies. Recently, the focus of teacher education in the Ministry of Education has shifted from teacher training to teacher professional development with the view to transforming today's schools from a place of knowledge transmission to a knowledge-creating/generating space that considers classrooms as a learning community. This means a teacher professional development program has been introduced in our teacher education programs to promote teachers with creative and critical ideas and skills to bring changes in their teaching. Moreover, from this program, we have high expectations from the teachers about their personal and professional development. Our planners, who do not have to train and teach, at the policymaking level have

envisioned bringing substantial changes in the current educational scenario by implementing the teacher professional development program.

Teaching is a complex process and is challenging too. To handle such a challenging ongoing process, the teachers need regular development and refresh of their knowledge. Teachers without adequate training and motivation are unlikely to help in improving the quality of education. For making the teachers competent and qualified training should be provided to teachers frequently. Training is provided to enhance the quality of Education. Therefore, MOE through NCED has made 98.2% of the teachers trained (NCED, 2011). However, the existing quality level of community-based (especially SLC level) has not seen satisfactory. It is somehow difficult to observe the practice of training. In this scenario, the present study seeks to analyze the impact of TPD training launched by NCED in secondary-level English classrooms.

The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to the organization to achieve its goals. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge, and motivation in their professional work.

According to A, R. (1996), in-service training comprises two main elements that are the fulfillment of pupils learning needs and ensuring the personal and career development of the academic staff.

Studies by Epoch, Oswald & Victoria (2013), show that teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method, and evaluation of students. Studies by Jahangir, Sheen & Kazmi (2012), also show that in-service training plays a major role to improve the teachers' performance in school.

Statement of the Problem

Training is an important effort for quality education. It is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. It has always been associated with social advancement, economic prosperity, and self-dependence. Jomtien conference (1990) and Dakar conference (2000) adopted the slogan "Education for All" (EFA) concept which aims to educate all the people about the world at least a basic level by 2015 (Sharma, 2067). Community-based schools in Nepal received considerable support in their physical infrastructures and education resources. However, government-aided schools face serving problems of quality of physical infrastructure, over-crowded classrooms, unmanaged teaching-learning activities, lack of resources, lack of clear guidelines about teacher training, the laziness of teachers, and lack of support from the school management committee, and TPD will be linked to career development and made available through both short and long-term training programs.

According to NCED (2069, p.75), the Ministry of Education MOE and NCED have planned to cover approximately fifty thousand teachers under this program and expected that the teachers' participation in such types of professional development program will bring observable positive change in classroom teaching and improvement in the performance level that of the student.

Development means change and growth. According to Head and Taylor (1997), "teacher development is the process of becoming 'the best kind of teacher that I can be'" (p.1). District Education Office appoints teachers with teaching Licenses. Regarding training, NCED launches in-service and refresher teacher training like TPD. Most of the teachers have been provided with the TPD training certificates. The in-service training is provided to the teachers in different modes and phases to enhance the quality of Education but different governmental reports had proved that the teacher training could not be implemented properly in the classroom. While reviewing several papers, I found that there is little research on teacher training in the context of Nepal. There is a gap between national policy regarding in-service teacher training and the practice of implementation in the real situation.

As a researcher, I want to investigate the perception of the teachers towards teacher training and the practice of implementation of in-service training in the classroom. So, it is necessary to study the perceptions of English language teachers on in-service training and its role and how English teachers are benefitted from in-service training for their professional development.

Objectives of the Study

The objectives of the study were as follows:

- i. To explore the role of in-service training to the teachers for their professional development.
- ii. To examine the practices of implementing training in classroom teaching.

Research Questions

This study was oriented to find out the answers to the following research questions:

- i. What is the role of in-service training to the teachers for their professional development?
- ii. What are the skills the teachers develop through in-service training?
- iii. What are the practices of implementing training in classroom teaching?

Significance of the Study

This study revealed on the role of in-service training to the teachers for their professional development as well as the available environment in the institution to make the teaching-learning more effective and practical. Professionalism is now the buzzword everywhere. It has great significance in this context. It is not only important for the professionals and novice teachers, researchers in this field and the student of teacher development but also for professionals related to other professions rather than teaching. As this study explored the ways of effective delivery of training in the classroom, the teachers of English language secondary level will be benefitted to adopt the ways for improving teacher training in teaching English at secondary school.

Similarly, it will be useful for professionals, teachers, and others who are interested in teacher development and proper classroom practices.

Delimitations of the Study

The delimitations of the study were as follows:

- a. The area of study was delimited to the Myagdi district.
- b. This study was related only with the secondary-level English language teachers.
- c. The study was qualitative and the research is subject to narrative inquiry.
- d. This study explored the role of in-service training to the teachers for their professional development.
- e. Similarly, this study was limited to examining the practice of implementing training in classroom teaching.
- f. The research considered only four English language teachers as a population of sampling.

Operational Definitions of Key Terms

In-service teacher training. In-service teacher training is any program or activity that is designed to have a positive impact on the teaching and learning which is taking place within is composed of both professional and subject matter education.

Teacher development. Teachers develop their beliefs and ideas, develop their classroom practice, and attend to their feelings associated with changing by motivation.

Teacher professional development. Activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher from motivation.

Chapter2

Review of Related Literature and Conceptual Framework

A literature review is an essential task for any researcher to acquire theoretical knowledge about a related topic. This topic consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this topic.

Review of the Theoretical Literature

A review of theoretical literature makes every research authentic and valid. Therefore, every research study is based on the particular related literature and field of the study. The major aim of reviewing the previous research and literature is to explore what has already been done before.

Alexander, (2017) in his article, Professional skills are career competencies that often are not a part of the course work required for on master of Ph.D. Professional skills such as leadership, mentoring project management, and conflict resolution are value-added skills essential to any career.

He also focuses on hard skills and soft skills as professional skills. Hard skills are skills needed to perform a particular job. Soft skills are needed to develop self-taught and self-develop. Hard skills are developed through training and studying.

Cox, (2019) in her article “15 Professional Development Skills for Modern Teachers includes 21” professional skills or modern skills that today possess. The skills for the teachers are adaptability, confidence, communication, team player continuous learner imagination, leadership, organizational innovation, online reputation, ability to engage, understanding of technology, knowing when to unplug, and ability to empower which helps in professional development skills.

Gautam, (2067) thesis entitled Perception of Teacher on NELTA Activities for Professional Development includes professional skills as subject matter skills. Methodological skills, decision-making skills, enabling skills as professional skills. Skills such as language competence, and using target language are related to subject

matter skills. Lesson plan use of cassette recording, and correcting learner's mistakes are methodological skills. Selecting the best option for particular goal decision-making skills. Interactive such skills as communication and co-operating with learners are social skills. Enabling skills to facilitate career-long teacher learning and including professional reading skills, predefined as the ability to acquire, refine, evaluate and use theories for improvement of practice training will help to develop all skills as professional skills.

Dahal, G. (2023) in her article, In Nepal mentoring is recognized by many ELT practitioners. However, it is not formally in practice in educational institutions. Educators highlight the value of mentoring practice stating mentoring is the best tool for teachers' personal and professional development. In some institutions, teachers become mentors without training so there occurs challenges in mentoring practice. As the data suggested if the mentors are trained to mentor teachers, the challenges can be reduced. Trained mentors highlight positive things in mentees' classroom practice that makes mentees motivated and encouraged. They build a trustworthy relationship with mentees by giving them enough time to reflect on their classroom practice. The trained mentors make the mentees reflect on their classroom practice which makes the mentees realize their strengths and weaknesses themselves. Mentoring practice helps teachers to transform into better professionals who can be eligible to solve their problems themselves. Therefore, mentoring should be introduced and practiced formally in schools and institutions. In addition, it should be promoted widely by the ministry of education in Nepal. They should conduct seminars and workshops on mentoring and make it available for more ELT practitioners.

Kandel, P.B. (2023) in his article, Induction program could be very useful for novice teachers for their professional careers. This program helps them in mitigating of attrition and leaving job due to the lack of practical knowledge regarding teaching profession.

Employability skills and soft skills are taught during the induction program which could be the very important ideologies and principles for them. The novice teachers could learn to embed ICT with English language teaching in the classroom through the effective induction program. There would be improvement of teaching and learning situation in the community schools through the effective application

of induction program for the novice teachers prior to deploying them in schools. induction program.

Moreover, in this section, different theoretical aspects are discussed related to my study through different sub-headings.

Teachers' professional development. Professionals are at the top hierarchical pyramid of occupation; they are the experts in a particular field and they rationally employ advanced knowledge for common good. Development is a dynamic process that improves the standard of the people. TD is a complex activity that requires knowledge now to handle the children, teaching strategies, curriculum, institution's rules and regulations, the availability of material, and how to facilitate understanding in others.

Richards and Farrell (2005) state that, TPD refers to general growth not focused on a specific job. All types of professionals require change and growth once they start their professional careers. Development is not only a way forward for experienced teachers who believe that they have unfulfilled potential and who want to go on learning. According to (Head and Taylor, 1997, p. 18) "The attitudes and beliefs can begin in pre-service training, where trainees can be encouraged to learn from their own, developing awareness and reflection alongside feedback from tutors and fellow trainees then it can continue as a base for career-long learning". It means teachers are learning their whole life. The teacher begins their profession with pre-service training.

Similarly, Ur (1996, p. 318) says, "Teacher development takes place when teachers work as individuals or in groups. Consciously take advantage of such resources to forward thrown professional learning." After gaining the experience and expertise for years in teaching systematically a teacher achieves professional development. So, TPD is regarded as the process of developing professional excellence by learning, experiencing, and practicing new challenges which are encountered in teaching-learning activities.

English language teachers are professionals and they need a specific kind of knowledge, skills, expertise, and training according to their needs. Put it another way,

they cannot be English language teaching professionals without English language training. By its nature, English language teaching professionals constitute a special group of people and have special kinds of publications like *ELT Journal*, and *Young Voices in ELT*, they organize special conferences like IATEFL, TESOL, and NELTA. Obviously, for professional development English language teacher, therefore, requires a great deal of development in specified skills, knowledge, and expertise in the field of ELT which cannot be replaced or substituted by any kind of training or courses.

Role of training for their professional development. Training is one of the most essential parts of teacher professional development. Allam and Farid (2011) viewed teachers as the backbones of the educational institutes adding that the future of our nation lies in their hands. To improve the quality of education, there is a dire need to spend on teacher training, which in return may provide quality education.

The school management should ensure that the school environment should be conducive. This can be done by ensuring high standards of discipline among students and ensuring that school rules and regulations are adhered to.

Allam and Farid (2011) recommend that no teachers should be appointed without professional education training and that refresher and in-service courses should be arranged for the teachers at regular intervals of time. It will update the teachers on the contents of the related subjects as well as in the area of teaching skills.

Training help for professional development especially for a teacher who does not have any training at least once a year, he becomes an old teacher. It means to say that the teachers who do not have regular training cannot become updated with the current technologies, methodologies, and current ideas. Next thing is that training especially helps the teachers to develop their professional skills such as reading skills, skills of exchanging ideas, and networking with other teachers 'ideas. It sharpens the mind and develops some sorts of skills for the teacher. That ultimately helps to develop the linguistic skills or the language skill of the students. That's all about training in my opinion.

Recent practice of teacher training in Nepal. Training for teachers is one of the main interventions for teacher development is conversely related to quality education at school. As a basic indicator of teacher management, training plays a crucial role in developing a teacher's professional career. Here, the term 'teacher development' refers to a teacher's professional development, which is further related mainly to training and partly to other pedagogical activities. As the school sector reform plan (SSRP) targets to improve teachers' capacity, the pre-service and in-service training for teachers and head teachers are the main interventions for teacher development in the country. In the context of Nepal, the government of Nepal has made provision of pre-service and in-service training for teachers with a separate package

Pre-service training. As its name suggests pre-service teacher training is the training in which the teachers participate before, they go to the real classroom.

At this phase, the teacher as a student receives professional knowledge, especially theoretical knowledge which serves as the foundation for teaching. This training program is for those, who are not directly involved in teaching but aspire to be a teacher in near future. This training is conducted by private primary teacher training centers (PPTTCs), affiliated with NCED. There are around 146 such centers at present. Similarly, according to NCED (2009), private teacher training centers affiliated with NCED have provided pre-service training to primary levels teachers with required qualifications.

Pandey (2009, p.7) writes, "In Nepal, at least ten months training is a pre-requisite to be a teacher but the Seventh Education Act 2008 B.S adapted compulsory provision of teaching license." Those are the pre-service trained teachers who studied education subjects with hundred full marks through SLC to master level. Pre-service teacher training courses are helpful for teachers in their teaching assignments.

In-service teacher training. In-service teacher training typically involves teachers out of their normal teaching environment to undergo a training course. Since the 1980's the importance of in-service training in personal development and especially in education is accepted by all.

This program is for those teachers, who are involved in teaching, especially in public schools. When a candidate enters into the professional and takes responsibilities and accountabilities to handle the job-job description being successful and effective s/he needs training of different types. Training of teachers on the job is called in-service teacher training. The in-service teacher training is understood as a tool for professionalizing teaching improving the quality and efficiency of the new educational systems and promoting scientific and technological innovation. About the education field what we can say here is in-service training. Both of them are necessary for teacher development as for school education in Nepal is concerned NCED is responsible for teachers' training. In-service teacher training program NCED launches two types of training programs:

Ten-months teacher training program. At present National Centre for Educational Development (NCED) functions as a leading institution under MOES with the responsibilities of capacities building of all level human resources as well as determining training policy in the education sectors. NCED designs various types of training as required develops training materials and implements the training programs. Among several training programs conducted by NCED ten-month teacher training is one of them. It is also known as competency-based training.

NCED was established in 1992 under the Ministry of Education (MOE), as an apex body for human resource development. Since then, the center is undertaking activities related to teacher development of educational personnel under the Ministry of Education and the conducting of research activities in education. In the past, the training programs were conducted by different institutions/organizations to avoid duplications. As a result, it was realized that the integrated and coordinated approach and efforts could be more realistic, effective, and efficient. Therefore, the previous Distance Education Centre and Secondary Education Development Centre were merged with NCED in 2004 to form a greater Nuthatch that deals with all aspects and levels of teacher training, and management and professional training The Council for Educational Human Resource Development, headed by the Minister of Education, provides policy guidelines to NCED. And secondary education Development Project (SEDP) was established in 1993 to train primary and lower secondary level in-service teachers. Later in 2004, the government merged SEDP into NCED. At present, NCED

(2004) has 34 Educational Training centers (ETCs) with A, B, and educational training sub-centers (ETSCs). The ETCs and ETSCs under the NCED conducted 10 months of teacher training and different types of short-term training as well. NCED has provided English language teaching (ELT) training to in-service English language teachers from the side of the government. The NCED training curriculum has been designed to fulfill the needs of Secondary English language teachers.

The one month of TPD training program. The current program offered by the NCED provides 30 days of professional development training over 5 years to all teachers in Nepal. This training is being implemented in 3 phases of ten days within 5 years.

In-service training. In-service teacher education includes all the practices and experiences that teachers undergo after joining the teaching profession. In-service teacher training provides lots of opportunities for teachers to learn information and accomplish different teaching techniques. These techniques help make a teacher's potential and improve his/her performance. This is a powerful and important factor in motivating teachers. In-service is considered to be one of the important instruments to develop quality education and enhance the effectiveness of teachers. The quality of in-service teacher training can be interpreted as delineating the expectation and professional needs of the teachers. It is also helpful in meeting the stipulated educational goals and student learning outcomes. In-service teacher training programs provide a wide range of practices and experiences to different teachers. The preparation of these programs will make it easier to accomplish the required skills, knowledge, and attitudes.

Teacher's professional skills. In this thesis, the researcher includes the professional skills given below;

Teaching skills

Management skills

Assessing skills

Developing materials skills

Use of materials

Teachingskills. Teaching skills mean skills that make teachers to specific to the academic subject matter and the identification of students specific, teaching-learning activities increase student learning achievement and ability to apply knowledge. Teaching skills and explaining the academic subject matter.

Management skills. Management skills are one of the practical skills which are used by the teacher to manage themselves and students in the classroom. Teachers' role in the management is imparting content in the classroom and time management. Classroom management is consisting of several aspects necessary for creating the desired atmosphere for effective teaching and learning.

Bite, (2012). in his article "the criterion an international journal of English includes the responsibility in the management roles to identify the managerial skills required by a teacher are given below:

- (i) Organizational skills
- (ii) Time Management skills
- (iii) Planning
- (iv) Communication
- (v) Management groups
- (vi) Guiding students
- (vii) Managing administrative work
- (viii) Subject matter knowledge

Management skills also help in professional skills development.

Assessing skills. Evaluation skills provide information about classroom evaluation of students in learning. Evaluation is the systematic process of collecting and analyzing data that helps decision-making based on predetermined objectives and goals. Assessing skills help the teacher distinguish their level in the post. Teachers' performance and student learning evaluation play important roles. To evaluate both students and teachers assessing skills is taken as developing professional skills.

Developing materials. Developing materials is taken as one of the professional skills needed by teachers. According to curriculum, syllabus, and goals/objectives,

teachers develop materials. Developing materials is regarded as the major aspect that enhances students learning and helps in the achievement of academic goals and objectives. Materials are the planning process by which a teacher creates units and lessons in the units to carry out the goals and objectives of the course. The material itself is something that is used in teaching such as textbooks, texts, pictures, worksheets, videos, and activities.

Use of materials. Use of materials refers to the skills to use teaching materials in the classroom. According to content and context. Using text board, projector, chart, picture audiovisual, and tape recorders are examples of materials used in the classroom. The use of materials should be according to the level of students, number of students, and size of classes to support students' learning. Materials differ according to learning styles.

Professional skills. When schools are looking to hire a teacher, there are a few basic requirements a college degree, experience working with children, and, of course, patience.

The teacher needs a variety of professional development skills along with knowing their subject matter and experience to be an effective teacher likewise, as rapid developments in technology integrate integration day to day lives, they affect the way students learn and teachers teach. Modern teachers need to be competent in not only basic skills but new sets. Here are 21st-century professional development skills, which we like to call, modern skills, that today's teachers should possess.

Adaptability. In this modern, digital age, teachers need to be flexible and able to do whatever is thrown their way. Likewise, administrators are changing and updating expectations and learning standards. Whether it's to the way students learn, the behavior their classroom exhibits, or their lesson plans, being able to adapt is a skill that every modern teacher must-have.

Confidence. Every teacher needs to have confidence, not only in themselves but in their students and their colleagues. A confident person inspires others to be confident, and a teacher's confidence can help influence others to be better people.

Communication. Being able to communicate with not only your students but with parents and staff is an essential skill. Think about it almost all of the teacher's day is spent communicating with students and colleagues, so it is crucial to be able to talk clearly and concisely to get your point across.

Team Player. Part of being a teacher is being able to work together as part of a team or a group. When you work together as a team, it provides students with a better chance to learn and have fun.

Networking with the teacher (even virtually) and solving problems together will only lead to success. Doing so fosters a sense of community not only in your classroom but school-wide as well.

Continuous learner. Teaching is a lifelong learning process. The world is always changing, along with the curriculum and educational technology, so it's up to you, the teacher, to keep up with it. A teacher who is willing to go that extra mile to learn will always be an effective, successful teacher.

Leadership. An effective teacher is a mentor and knows how to guide their students in the right direction. They lead by example and are a good role model. They encourage students and lead them to a place of success.

Organization. Modern teachers can organize and prepare for the unknown. They are always ready for anything that is thrown their way.

Innovative. A modern teacher is willing to try new things, from new educational apps to teaching skills and electronic devices. Being innovative means not only trying new things, but questioning your students, making real-world connections, and cultivating a creative mindset. It's getting your students to take risks and learn to collaborate with others.

Benefits of In-service teacher education. There is no doubt that in-service education will continue to fill the missing links created by changing society between pre-service education and teacher effectiveness in the world of work. The benefits of in-service education can be summarized below:

1. It provides the serving professional teacher ample opportunities of updating their knowledge and skills.
2. It Provides opportunities for increasing the number of teaching skills.
3. It helps to develop the confidence level of teachers.
4. Training helps to prepare a sound person with sound knowledge.
5. It helps teachers to up to date with the subject matters.
6. Training helps to enhance of knowledge and skills of teachers.
7. Training gives the knowledge of classroom management.
8. Teachers enhance students' educational achievement through in-service teacher training.
9. It gives the ideas of using ICT in teaching and learning activities to the teachers.

Importance of in-service teacher training for professional development.

Training is one of the most practical and direct approachesto teacher professional development (TPD). In-service teacher training is the most popular approach to professional development and is mostly ensured to be implemented in the classroom. The term training refers to the acquisition of knowledge skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. The teacher training focuses on the areas of information technology (IT) literacy, child interactive teaching, and integration of ICT-based instruction in child-centric interactive teaching.

Training is necessary for every profession such as; doctors, teachers, and lawyers. It means every profession needs training even the farmer who works in the field needs training. But the only thing is that the way of giving the training is different based on their profession. The main aim of teacher training is to prepare a sound person with sound knowledge.

In-service teacher training programs work as a catalyst that results in a significant change in the behavior and attitude of the teachers. It also redefinesthe teacher's role andincreases teachers' performance. In-service teacher training enables teachers to be more systematic and logical in their teaching careers. So, there is the most influential role of in-service training for teachers' professional development.

Review of the Empirical Literature

As a researcher, I have observed the fundamental background of the related subject and other past studies. Several types of research have been carried out in the field of English language teaching and learning but very few of them have been conducted in the field of teacher professional development to develop teacher profession. Some research studies related to my research study are reviewed in the following manner.

Bhatta, (2009). Did his research on "classroom observation and feedback for Teachers Professional Development." The main purpose of his research was to find out whether secondary-level English language teachers conducted the classroom observation and got feedback on their professional development in Nepal or not. His research is primarily concerned with classroom observation and feedback to develop professionalism.

Khadka, (2010) conducted a study "On Classroom Performance of Trained Teachers of English at Secondary Level". The main purpose of this study was to find out the classroom performance of the trained teachers of English at the secondary level. He used the secondary-level level English teachers of community schools as a sampling procedure. He used observation as a tool to collect data. This study found that a trained teacher is believed to have more knowledge about the teaching method, techniques, classroom management, teaching materials, and so on.

KC, (2015) carried out research entitled "Role of practice teaching for student Teachers' Professional Development". The main aim of the study was to find out the student teachers' perception of the role of practice teaching for teachers' professional development in terms of thee of techniques, teaching materials, and lesson plans. The research was conducted only on 20 students of B.Ed. and 20 students of M.Ed. from Kathmandu district. The questionnaire was used as the tool. The findings of the research showed that practiced teaching is very fruitful to enhance professional skills and competence on the part of teachers helping help them to develop confidence and other various aspects of the profession in ELT.

Dhakal, (2016) carried out a research work entitled “Existence and Need of Mentoring for Professional Development of Teachers”, the main objectives of her study were to identify the existence and need of mentoring and practice of mentoring for the professional development of teachers’ professional development, the findings showed that, though, there is no formal institution for mentoring, most teachers were aware of the effective role of mentoring in their profession.

Normani, (2019) carried out the research entitled “The Relationship between In-Service Training and Teaching Skills with student achievement”. This study aimed to explore the relationship between the level of in-service training (IST) needs and teachers’ teaching skills to the students’ achievement in secondary schools in the state of Perak, Malaysia. The research design was a survey. A tool for data collection was a questionnaire. Study samples comprised 324 teachers were randomly selected from 18 schools. Data were analyzed using percentages, meant-test, and Pearson correlations. The study found a weak significant relationship between IST needs with teaching skills and no significant relationship between teaching skills and students’ achievement.

Though the above studies are related to the profession and professional development of teachers, there is not enough research in the field of professional development of the teaching profession. All the above-mentioned reviewed studies are somehow related to the professional development of teachers. Although several studies have been made to find out the attitude of teachers towards the different aspects of TPD, there is not any research conducted on the role of in-service training in developing professional skills.

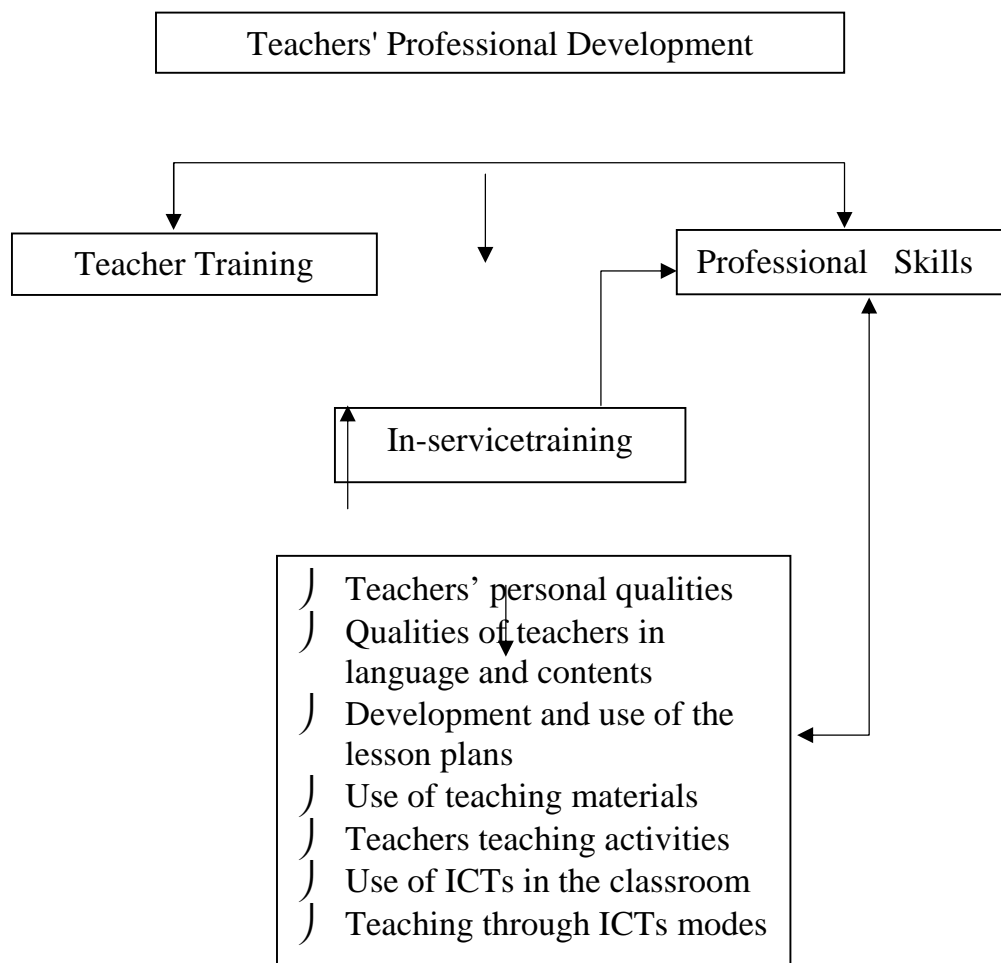
The Implications of the Review of the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. It plays a vital role in any research because it helps the researchers to bring clarity and focus on research problems, reform methodology and contextualize the findings. It broadens the mind of the researcher in the area of study he/she is looking into. I have tried to review the previous research works, ELT journals, articles, and books that are related to my research work.

From the different reviewed literature, I got an idea about the related study. Those research works have been carried out with various objectives, methodology, and research questions pertinent to the situation they were meant for. So, after reviewing all those research works, I updated myself with the research process and methodological tools which were beneficial to my present research work. Hence, all the reviewed documents helped me to broaden my knowledge of related studies to get practical ideas about conducting action research. Thus, these works have a direct implication for my research study. Especially, Dhakal (2012), Khadka (2010), Joshi (2010), Adhikari (2010), and Bhatta (2009) helped me develop theoretical background.

Theoretical/Conceptual Framework

The study “Role of In-service Teacher Training in Developing Professional Skills” was based on the following conceptual framework.



From the above conceptual framework, we concluded that teachers' professional development is the buzzword. Teacher's professional development includes teacher training, professional skills, and in-service training. Professional skills are interrelated and interconnected the in-service training and teachers' professional development.

In-service training develops the professional skills of teachers. Professional skills of teachers include teacher personal qualities, qualities of teachers in language and contents, development and use of the lesson plan, use of teaching materials, teachers teaching activities, use of ICTs in the classroom, and teaching through ICT modes.

Chapter 3

Methods and Procedures of the Study

This chapter deals with research design, population, sample, sampling strategies, source of data, data collection procedures, data analysis, and interpretations as well as giving great concern about ethical considerations to accomplish this study.

Research Design and Method of the Study

There are different sorts of research designs in practice. A researcher can use a particular research design for his/her study. However, generally selecting a particular design depends on interest; largely it depends on the nature of the study. That means any kind of research design may not be feasible for all sorts of studies.

To carry out this research, I selected narrative inquiry as a qualitative research design because it is the process of gathering information for research through storytelling. Connelly and Clendenin (1990, p.6) note that "Humans are storytelling organisms who, individually and collectively, lead storied lives. Thus, the study of narrative is the study of the ways humans experience the world." The narrative may be seen as a means of gaining an in-depth understanding of the situation and meaning for those involved with the resulting insights having the potential to directly influence policy, practice, and future research. It is a collaborative document, a mutually constricted story out of the lives of both researcher and participant.

Narrative inquiry is a way of thinking about and studying experience. Narrative inquirers think narratively about the experience throughout the inquiry. It follows a recursive, reflexive process of moving from field-to-fieldtext data and the final research creates a conceptual framework within which different kinds of field texts of different analyses can be used. In a similar, Clendenin Connelly, 1989, p. 12) said, "the central task of narrative inquiry is evident when it is grasped that a person is both living their stories in an ongoing experiential text". In narrative research design, researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individual experiences. Narrative inquiry does not attempt to predefine independent and dependent variables but is a knowledge context

and seeks to understand phenomena through the meanings that people assign to them. Narrative inquiry shares the idea of knowledge transfer, a theory that seeks to transfer unqualifiable elements of knowledge, including experience. The narrative approach captures the emotion of the moments. It renders the event active rather than passive, infused with the latent meaning being communicated by the teller. Thus, two concepts are tied to narrative storytelling: memory and the notion of time, both as time found in the past and time as re-lived in the present.

It is a relatively new qualitative methodology to research. Few numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies, and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual's experiences. The process of narrative research design refers to the way of carrying out the research by using this method.

Population, Sample, and Sampling Strategy

In this study, the secondary-level English teachers of the Myagdi district were the population of this study. I have selected four English language teachers from each school. I adopted purposive non-random sampling strategy for the selection of the schools and the teachers.

Background of the Participants. There were four participants who were purposively selected for my research. I gave A, B, C, and D, names to each of them for confidentiality. Here I have presented each participant:

Teacher 'A'. Teacher 'A' is 47 years old ELT in-service teacher. He was born in Myagdi. His qualification is a Master in English Education specialization. He teaches in school 'A'. He is from Mangala rural municipality, 1 Purnagaun, Myagdi. He is one of NELTA's life members. He has presented in and outside the country as a presenter. He worked in a private school at first but nowadays he is teaching in a government school as a permanent teacher for 12 years. He had taken many pieces of training related to teaching. He shared his experiences going to the U.S.A. for the exchange program.

Teacher 'B'. Teacher 'B' is young and energetic. He is 37 years old. He is a teacher of school and lecturer at Myagdi Multiple campuses of Myagdi, Beni. He is teaching in school 'B' as a secondary level permanent English teacher for seven years.

Teacher 'C'. Teacher 'C' is 55 years old ELT in-service teacher. He is also the principal of school 'C'. He is from Darwang Myagdi. His qualification is M.Ed. and M.A. from Tribhuvan University. He had completed SLC from school 'C' and worked in the same school. He is working in a government school as a permanent teacher for 13 years. He takes many short-term and long-term pieces of training in his life.

Teacher 'D'. Teacher 'D' is old but energetic. He teaches in school 'D'. His qualification is M.P.A., M.Ed. He is from Malika Rural municipality number six. He has been working as a trainer since 2055. He took many pieces of training in his life in 2044, he took training of 12 days, and after that in 2054, he attended one-month training than he had given periodical training.

From the information about the personal background of my participants, I came to know that all the participants are from Myagdi and worked in a government school. They got short-term, long-term, virtual, and face-to-face training in their lives. They all are in-service teachers.

Research Tools

The main tool of data collection for this study was an in-depth interview to know the role of in-service training in developing teachers' professional skills.

Sources of Data

There were the use of both primary and secondary sources for the collection of required data. The primary sources were used for collecting the first-hand data and the secondary data were collected to extend the required theoretical knowledge for this study.

Primary sources of data. The primary sources of this study were four secondary-level English teachers from a selected school in the Myagdi district. Mainly, data were collected through interviews.

Secondary sources of data. As a secondary source for this study, I read books, journals, articles, and websites.

Data Collection Procedures

For collecting primary data required for this study, I followed certain procedures. First, I prepared the tool for data collection and went to the school (field) of the Myagdi district then I took permission from the authority and request with the principal for the data collection of my study. Then, I clarified the purpose of the visit and request to meet secondary-level English language teachers. After I got permission and meet the teachers then I established good rapport and explain the purpose of my visit to them. Then, I encouraged them to express their own lived experiences in the teaching profession. After that, I collected the required information with the help of an interview schedule and I took an in-depth interview and audio record. I met four times with them for the collection of the information. And finally, I thanked the respondents and other school's authority for their kind cooperation.

Data Analysis and Interpretation Procedures

The process of data analysis started after the collection of raw data from interviews. This research design was based on the qualitative narrative inquiry. So, qualitative raw data were collected systematically. And then systematically collected data were analyzed, transcribed, coded, developed themes, interpreted, and then presented descriptively.

Ethical Considerations

Ethical issues are serious concerns for all researchers mostly because the relationship that is developed during the collection of required information depends upon the ethical issues that the researcher address. In my relationship to this study, participants were knew the aim of the study. Four teachers where they were asked for verbal consensus for their approval for the study and classroom observation. Similarly, permission took from the concerned head teacher. Participant teachers were informed that their voices would be recorded for transcription. I ensured that their names would replace with codes like teacher "A" and teacher "B." The responses of the participants and observed details would kept confidential and used only for research purposes.

Chapter 4

Analysis and Interpretation of Result

This chapter deals with the presentation, analysis, and interpretation of collected data in detail. The data were analyzed narratively. After the analysis of data, the role of in-service training in developing professional skills were mentioned. This chapter consists of two parts. The first part deals with results and discussion, and classroom observation, and the second part deals with the interpretation of results obtained from the interviews. I carried out my research on four secondary-level teachers in a public school in the Myagdi district. I took the data with the help of observation of the classroom teaching and interview. The analysis and interpretation have been presented under the following headings.

The data collected through the narrative interview have been analyzed and interpreted incorporating the lived experiences of my participations. Their stories reflected the roles of in-service training in developing professional skills. The information found in this section was obtained from in-service teachers' classroom observation and interview and the information talk.

Data Obtained Through Classroom Observation

This section was concerned with the observation of 12 classes of four teachers on the development of professional skills by professional development training provided to them by different organizations. Here the individual skills developed by teachers were analyzed and interpreted separately as shown below:

Clarity of objectives. Government school teachers have received thirty days TPD training in three different phases. On the training, the trainers have taught them how to prepare lesson plans and implement lesson plans for the effective teaching in classroom.

As I observed, four teachers used lesson plan in the classroom. Their classroom was based on the objectives. Three teachers met their lesson objectives.

Use of teaching materials. Teaching materials are always useful for the effective teaching in the classroom. Teaching materials help to reduce monotony of class. Three teachers have received training on material development. My observation shows that the nine teachers used materials like pictures, audio, video, audio-video, smart board in the class.

Students' involvement. Student involvement is important aspect of classroom management. Three teachers managed their classes properly. Students sitting arrangement was very good. Student involvement on each activity was praiseworthy. Three teachers divided the students into different groups and pairs on the basis of course nature in every class.

Confident build up. Confident is very important aspects of effective classroom. All the teachers were quite confident while teaching in the class. They learnt how to build confident level in -front of the students in their training sessions. They had knowledge about context and content. They present their presentation systematic. They use teaching materials according to their lesson. The management of student was best.

Use of ICTs. Here, ICTs refers to information and communication technology. Use of ICTs is the demand of this era. Most of the teachers got TPD training on ICTs based modules. I found that only 20percent teachers used ICTs in the classroom remaining did not use because their school did not have ICTs facilities.

Data responses obtained through interview and classroom observation. Teachers were asked how training helps in professional skills development, what types of training were provided to them and what in-service training is, what is the impact of training in teaching and learning, how training helps in different skills development, what are their expectations of further training for Professional Development, and their satisfactions on training.

Role of Training in Developing Professional Skills

Teachers were asked how training helps in professional skills development. I found similar kind of opinions regarding the queries. Teacher 'A' from school 'A' said

that *“Training help for the professional development especially a teacher who does not have any training at least once a year, he become an old teacher. I mean to say that the teachers who do not have regular training they cannot become updated with the current technologies, methodologies and current ideas. Next thing is that training especially helps the teachers to develop their professional skills as reading skills, skills of exchanging ideas, networking with other teachers’ ideas.”*

Similarly, teacher 'B' opinion was: *It sharpen the mind and develops some sorts of skills of the teacher. That ultimately helps to develop the linguistic skills or the language skill of the students. That’s all about training in my opinion.*

This shows the common responses of each teacher, Training helps in many ways. It has helped them to their teaching profession. They can use different instruction materials, develop professional skills, use of ICT.

In this connection, in-service training has positive impact on teachers on their professionalism. Training especially helps the teacher to develop many professional skills as reading skills, skills of exchanging ideas, networking with others ideas. It helps the teacher to conduct their activities effectively in the classroom.

Types of Training Provided to the Teachers

Four teachers are provided TPD training in their professional journey. I asked what in-service training is. Regarding this, teacher 'B' said that *“in-service training is the training that is provided while the person having some sorts of job. Or, in another words the training that is given to the person who is already involved in profession”*.

Similarly, 'C' said that *the training that is given employing during the course of employment and in-service training have you taken by respondent. Regarding this teacher 'B' told that yes, especially in field of teaching, here are various types of in-service programs. Yes, I have taken TPD training and also taken TPD taught training. And some time sometime related to teaching methods. I have taken these types of trainings. I have taken some shorts of training and mentionable one is TPD training.*

Similarly, the respondent 'C' respondent about types about types of in-service training as short term and long term, face to face training, interaction and education

are the types of in-service training 'B' said that face to face learning: face to face training encourages personal interaction face to face training delivers better completion rates integrated assessments. Group dynamics are improved in person. This is where the teacher and the student meet in a set place, for a set time, for either one-on-one learning or most commonly in group class lesson similar to what happens in school. Face to face learning is a really effective way to learn knowledge and skills because it often combines different ways to learning including writing reading, discussion, presentations, projects group work, film clips, demonstration and practice. So, you will be able to concentrate harder on your learning because there'll be less distraction than if you were at home. You have a greater chance of completing your course successfully by doing it in a classroom situation. It may be more relaxed for you than in a classroom setting

Virtual class is popular nowadays. A virtual classroom is an online classroom that allows participants to communicate with one another, view presentations or videos, interact with other participants and engage with resources in work groups.

This shows that, four teachers are provided TPD training in their professional journey and got short term and long term, facetraining to face training. They had positive impact of virtual classroom.

Impact of Training in Teaching and Learning

Teacher A said that *“it is necessary. In these days training has been given regarding the internet reading, use of multi-media and use of other techniques. New of techniques given birth. Every teacher must be well-updated with new trains and techniques and methods of the English. So, ensured without training no teaching is possible”*.

Similarly, Teacher "B" told that *"The impact of training on teacher is definitely very positive after the completion of training course the teacher equipped with new methods and techniques and they set out with school after having gained so much knowledge and skill and how to impart education, what methods, how to impart English, what methods and techniques should be applied / used for giving training*

and how to organize the class each and everything. All the contents are taught to the teachers. They are equipped with good training skills."

Teacher "C" told that *"Obviously, the effect of training is positive. But the problem is the training that we do is very much theory based. And the skills and knowledge we get in training some time may not be applicable in our classroom. That means classroom situation does not map with the theory or the ideology we have learnt. However, it is positive anyway. It helps to develop the skills of teacher and classroom. That's why it has positive one."*

Three teachers said that *they have positive impact of training in teaching and learning. Regarding this teacher D told I have positive impact of training in my teaching. I learnt different skills from training such as classroom management skill, lesson plan preparation, ICTs skill and soon. I used those skills in my class and definitely these skills have very good effect on my students.*

From the above data all the teachers conclude that impact of training in teaching and learning has positive effect. After the completion of training course the teacher equipped with new methods, techniques, gained so much knowledge, skills, what methods and techniques should be used, helps to develop the skill of teacher and classroom. If the training maps with the classroom situation, then it has more positive impact.

Training and Skill Development

Training helps to developed different skills among the teachers. Such skills include classroom management skill, lesson plan designating, using ICTs tools, poem teaching and soon. Teacher 'A' said that *"Training helped me in presentation skill".* Teacher 'B' said that *"Before training I have a difficult in teaching poem especially, I did not have that much idea about how to teach the poem. I found difficulty of sound system of poem. After the training it helps me to improve the teaching skill. Similarly, teacher 'C' told training helped him to develop speaking skill and communication. That's why it is fruitful.*

In the interview, all the teachers said that training help in their skill development.

Changes on the Model of Training

Most of the permanent teachers received thirty days TPD training on three different phases. But nowadays the model of TPD training has been changed and it is provided in two different phases. In the past most of the training programs have been conducted on face-to-face mode but nowadays this training has been changed. Virtual training session is very popular in recent ELT paradigm. Regarding this teacher's 'A' opinion that *"definitely, for the future, face to face training system will be changed for the virtual training. I think so, because these days notional and internationally world is becoming one. Here are developing so many virtual plat-form where teachers getting the training with free of cost and with cost also.*

This shows that, teachers got different types of training in different phases.

Use of Technological Tools in Training

Views on the use of technological tools in training teachers have common responses of participants. Regarding this teachers' 'C' said that *"the use of audio-visual internet, new techniques it has been trained of the world. Technological language teaching has been buzzed word nowadays. The only teacher who knows the how to use technologies, how to search for teaching items that he/she will resent inside the classroom can only teach effectively.*

From above discussion gives an insight that four teachers said that new technological tools are used in training in professional development of teachers.

Implications of Training for Classroom Instruction

Is training use in the classroom was one of the interview questions asked to the participants. In response to this item, the teachers said that that they implemented the training in actual classroom. Al the teachers have common opinion that implementation parts depend on school environment, resources and materials and nature of the course.

Expectations of Further Training for Professional Development

The expectations of further training for professional development of teacher of Myagdidistrict in the responses what type of training is needed for the future? Teachers have common responses in regarding this question too. Regarding this question teacher 'A' says that *definitely, for the future, face to face training system will be changed for the virtual training. I think so because these days nationally and internationally there are developing so many virtual platforms where teachers are getting the training with free for cost and cost too.*

Similarly, teacher 'B' said *Five years before there is no access to technologies training was very traditional but these days training are supported by technological tools using as projector, laptop, watch different types of videos.*

Similarly, teacher 'C' said *"Five years ago is longer time for me. Umm, when we participated in NCEB, by I was one of the trainees and so I remember that there was not facilities for example there wasn't use of ICTs only. I remember that there were paper and pencil. Just not reached the main materials. So, it was very much poor but now there are materials everywhere.*

Above discussion give an inside that four teachers belief that in the future face to face training, tradition will be replace by virtual mode.

Teacher's Satisfaction on Training

I asked them about the training. The teacher 'C' said that *I have been attended many trainings. The training of NCED private organization I was just the learner. I remember that day, there has not teaching materials. So, I was not fully satisfied.*

The teacher 'D' said that, *Absolutely, they are satisfied the more training they are given the more training they demand. It is the indication that the teachers have been absolutely satisfied with whatever they have learnt or acquired from their teaching skills classes. I have heard that no teachers complaining against the training. Every time we give the training and we ask feedback. We illustrate the answer question different regarding to the effectiveness of training. The teachers reported that the training which we give or the training they attended were based on*

techniques, reality based on new ideas and they also promise that the ideas they learn that they will use inside the classroom. In order to make English learning easier and more meaningful and satisfactory. In this way, training is a continuous process. From time to time any teachers enters his/her professional skills profession even before there are some pre-service trainings which makes the teacher able to handle the class and teach the classes effectively inside the classroom.

From the above data, three teachers said that they are fully satisfied with the training provided by government and other organization. And are also satisfied with their jobs.

Chapter 5

Conclusion and Recommendation

The present study is about “Role of in-service training in developing professional skill”. The main objectives of the study were to find out role of in-service training to the teachers for their professional development. The study was based on narrative inquiry of teachers’ practice. It was conducted in natural setting using primary and secondary sources of data to achieve the objective. Primary sources of data were four teaching persons of secondary school of Myagdi district. I adopted purposive non-random sampling procedure. As researchers, I utilized mainly two tools, observation forms and interview for data collection. Then I analyzed and interpreted the collected data from narrative point of view.

This chapter deals with the major findings of the study. At the same time, it also deals with some recommendation and pedagogical implications which are made on the basis of analysis and interpretation of the data collected by respondents.

Findings

From the interpretation and analysis of obtain data, I came up with following findings:

- a) In-service training helps the teacher to develop skills like using ICT, preparing the lesson plan, managing classroom, building rapport with student.
- b) The training module has been changed. Ten months training was popular in the past but recently it is replaced by TPD module.
- c) The teacher needs demand best practical training rather than theoretical oriented training.
- d) Four teachers said that new technological tools such as smart boards, overhead projectors, PowerPoint slides, are used in training for professional development of teachers.
- e) Similarly, it helps to develop linguistic skills or the language of students and teachers.
- f) It helps the teachers to conduct their activities effectively in the classroom.

- g) Most of the teacher can design their own teaching materials from the training.
- h) Four teachers took training on material development. My observation shows that four teachers used materials like picture, audio, video, smart board in the classroom.
- i) Training especially helps the teacher to develop professional skills as reading skills, skill of exchanging ideas, networking with other's ideas.
- j) In-service training helps the teacher to improve their communication skills.
- k) In-service training has positive impact on teachers on their professionalism.
- l) For in-service training (TPD training) 3 marks is allocated for the teacher. In-service training has huge role in the promotion of teachers.
- m) Three teachers received 30 days TPD training on three different phases. But nowadays the model of TPD training has been changed and it is provided into different phases. In the past most of the training programs have been conducted on face-to-face mode but nowadays trainings have been changed.
- n) In-service trainings are free of cost. so, teachers should not pay anything.
- o) Three teachers replied that they are fully satisfied with the training provided by government and other organization.
- p) All four teachers were applied their knowledge in class what they learned from the training.

Conclusion

Investigating what sort of roles played by in service training in developing professional skills was excellent experience of collecting empirical data from different schools of Myagdi district, Nepal. I reported that in-service trainings are very important for the teachers to develop their professional skills. The trainings help the teacher to update with new paradigm of ELT. Without trainings the teachers will become outdated. In-service training is especially provided by the governmental bodies like NCED, ETC and resource centers. In the context of Nepal as an in -service training has been providing to the teachers. After the TPD training the teacher received certificate. It has played vital role in promotion of the permanent teachers from training.

Training helps in many ways. It has helped them to their teaching profession. They can use different instruction materials, develop professional skills, use of ICT.

In this connection, in-service training has positive impact on teachers on their professionalism. Training especially helps the teacher to develop many professional skills as reading skills, skills of exchanging ideas, networking with others ideas. It helps the teacher to conduct their activities effectively in the classroom. Training enhance content knowledge power, develops pedagogical skills.

This sort of training helps the teachers to apply those theoretical aspects in the classrooms. Professional development can be a great vehicle for teaching improvement and learning success if it is prepared and given by experts and a regular basis to meet the needs of teachers and demands of Nepalese schools or educational institutions. Teachers' learning process is more complex than is perceived and needs continuous reflection and evaluation should be done yearly and to achieve Improves in training in developing professional skills in Nepalese education.

Recommendations

This study has become very much useful and beneficial for teachers who are working in different schools. It is not only applicable/significant for novice teachers but also researchers for their further research. Mostly, the English teachers have been benefitted from the existence of this thesis for various reasons. From the finding of the study, I would like to suggest few recommendations to the policy maker, practitioner and further researchers.

Policy related. Policy related implications and suggestions are listed below on the basis of this study:

- i. This study can be helpful for curriculum developers, textbook writers, teachers, trainers and experts to formulate the policy relating to teachers training.
- ii. Similarly, it would be helpful for NCED to incorporate different models on trainings.

Practice related. It is general across the literature of teacher professional skills play a significant role for in-service ELT teachers to enhance their teaching and learning. I hope that this study is most advantageous to those who are at the practice level.

The major implications of the study in this level are:

- i) By analyzing their lived experiences, I came to know that thirty days TPD training given in three different phases according to different subject. So, the language, communication skills, lesson plan, content, teaching materials differ from subject to subject. English language teachers are able to use their own skills in developing lesson plan, using language, developing materials.
- ii) Likewise, the narratives and lived stories of my participants reflected that in-service training and professional skills helped to build up the confident in teachers and helped in professional development.
- iii) Similarly, the respondent felt that in-service trainings, helped them to use of audio-visual, internet, new techniques in classroom.

Further research related. Further research related implications and suggestions were listed on the basis of this study are presented below:

- i. The current study was limited to the secondary level teachers and in-service training. This is why other level and areas of study need further research.
- ii. This work can serve as a reference tool for those who are interest in and want to carry out further research on this area.
- iii. The thesis writer in the Department may also use this present thesis as the secondary source of data.
- iv. Similarly, research can be conducted in other areas of Nepal.

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11. Technique of teaching

Teacher centered Student-centered

12. Leadership

Excellent V. Good Good Poor

Classroom Management

Excellent V. Good Good Poor

13. Time Management

Excellent V. Good Good Poor

14. Classroom evaluation

Yes No

AppendixB

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **Role of In-service Training in Developing Professional Skills** under the Supervision of **Dr. Gopal Prasad Pandey**, Reader, Department of English Education, T.U., Kirtipur. The purpose of my research is to explore the role of in-service training for the teachers for their professional development and to examine the practice of implementing training in classroom teaching.

The expected duration of your participation will be one hour. The research tool mainly will be the interview and recording and writing will be secondary ones. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would enrich my data and result.

Please inform me of your decision and hopefully your constant by responding.

Researcher

Anisha Bhattarai
M.Ed. 4th Semester
University Campus,
T.U., Kirtipur, Kathmandu, Nepal

Note:

There will not be certain risks and discomfort associated with this Research.
The information will be confidential for both interview and reflection writing.
The interview will be recorded.

I hope you will not leave yourself from the process at any stage.

Appendix C

General interview guiding questions

The interview questionnaire has been prepared to collect information for the research work entitled, **Role of In-service Training in Developing Professional Skills** under the Supervision of **Dr. Gopal Prasad Pandey**, Reader, Department of English Education, T.U., Kirtipur, Kathmandu, Nepal. The informants would be cooperating by providing invaluable information to accomplish my research.

Interview Schedule

1. View on training.
2. Please, explain training helps in professional skill development.
3. The training is taken by an in-service teacher.
4. Duration of training.
5. Training is cost-free.
6. Training provided by the school or any organization.
7. The effect of training.
8. Importance of training in teaching and learning.
9. Training makes work easier and faster, please, explain.
10. Training developing skills.
11. Please, tell training related to only one or many skills.
12. Changes are seen in training related to only one or many skills before five years and now.
13. The use of new technologies in training.
14. Training is useful in the classroom.
15. Please, explain all the teachers get training.
16. Marks get in training helps in the promotion.
17. Please, explain the number given in training\.
18. Training needed in future.
19. Satisfaction of teachers on training.

Appendix D

Sample of translated interview

Researcher: Please tell your introduction

Respondent: Hello, I am Nagendra Adhikari. I am a teacher of a school.

Researcher: Where do you teach?

Respondent: I teach in Shree JanapriyaMabi, Darwang. It is a secondary level government school.

Researcher: I want to ask some question for my research. First question is that what is training on your view.

Respondent: Yes, thank you for giving me the chance to ask such question for research program. In my opinion, training is a special teaching in order to develop skills especially in the field of profession, especially for the teachers in order to teach effectively. Different skilled developing types of teaching for certain period is given. It sharpens the mind and develops. Some sorts of skills of teacher that ultimately helps to develop the linguistic skills or the language skills of the students. That's all about the training in my opinion.

Researcher: In-service training, please talk about it.

Respondent: In-service training is the training that is provided while the person is having some short of job. OR in another words, the training that is given to the person who is already involved in profession.

Researcher: What types of in-service training have you taken?

Respondent: Yes, especially in the field of teaching, there are various types of in-service programs. Yes, I have also taken TPD training and also taken TPD taught training. And sometime short-term training like developing teaching materials and sometime related to teaching methods. I have taken these types of trainings. I have taken some shorts of training and mentionable one is TPD training.

Researcher: Please tell the duration of TPD training.

Respondent: This TPD training, whole course is 30 days course. It is divided into three modules 10 days for one module and these days it has been changed and these days it has been divided into two modules. So, I have taken three modules of training of TPD. In total, I have taken 30 days TPD training.

Researcher: Is training given by any organization or government?

Respondent: Yes, I taken training provided by the government.

Researcher: All in-service training is given by government or not?

Respondent: It is not necessary that all in-service training is provided by government. There are some INGOs and NGOs which are working in the field of training. So, they also provide some sort of training. So far, I have taken, I have got a chance in government provided training service.

Researcher: Umm! training is of cost and free of cost.

Respondent: Some trainings are free of cost and some trainings have to pay cost as well trainings that I have taken is cost free one.

Researcher: What effect you find in the training either positive or negative.

Respondent: Obviously, the effect of training is positive. But the problem is that what we do in the training is very much theory-based skill and knowledge we get in training some time is not applicable in the classrooms. That means classroom situations does not match with the theory or the ideology that we have learned. However, it is positive any way. It helps to develop the skills of teacher and make classroom learning more effective.

Researcher: How it helps in teaching and learning.

Respondent: Obviously, the training is targeted to enhance a learning of the students. So, the teachers are provided with the types of skills, knowledge that will be helpful teaching in the classroom. That's why it is obviously a positive one and it has positive effect.

Researcher: Does the training make classroom teaching easier or faster?

Respondent: Certainly, if the teacher is trained or has got the skills of teaching different skills, technique then obviously the teaching become faster than the untrained teacher teaching.

Researcher: Does the training develop skills?

Respondent: Certainly, training is targeted to develop the skills of the persons or the teacher. That's why there is no doubt it develops the skills of the teacher.

Researcher: Tell the interesting event or training you are satisfied.

Respondent: Yes, in training as I have already mentioned that different types of short terms training. Especially before training I have some difficulty in teaching 'poem' especially I did not have that much idea about how to teach a poem, especially, I found of the sound system of poem difficult. After training, it helped me to improve the teaching skills of the poetry that has been beneficial in the classroom.

Researcher: Which training have you taken?

Respondent: I have already told that especial training TPD one. Beside this I have already mentioned very short-term trainings they are.

Researcher: Tell the difference between now training and five years ago.

Respondent: Yes, now training style and method has been changed in a sense that trained of training has been changed. Because the development of technologies is being increasing. It is being worldwide. So, these five years ago we did not have access to the technologies so our training was traditional one. But these days the trainings are supported by technologies using projector, laptop, we can learn international issues and we can watch the videos, we can make different kinds of materials. So, training trend has been changed. In context of Nepal, the training is changing from the traditional mode to modern mode, I think.

Researcher: Do all the teacher get training?

Respondent: It is not necessary that all teacher get but so far as there is provision of the government. So, trained teachers should be in there in classroom. In-service training that you are talking about the government has brought TPD program and TPD program has been giving trainings to different subject teachers. So, ultimately, all the teachers think ultimately will be trained.

Researcher: Both permanent and non-permanent teachers get training.

Respondent: Yes, the focus of government is for the permanent teachers however in some cases non-permanent also take part in training program. Some of the teachers that non-permanent teachers also take part in training programs and some of the teachers that you know some teachers involved in private school have taken training.

Researcher: Do you get any marks in the training which help in promotion?

Respondent: Yes, according that promotion system the one who has completed the TPD training gets 3 marks for the training.

Researcher: All types of teachers get three marks?

Respondent: Yes, those who have got the TPD training and then the teachers who have been candidate for the promotion got these marks for the especial training.

Researcher: Both lower secondary and secondary get three marks?

Respondent: Yes, yes, all levels of teachers get same marks.

Researcher: What type of training is needed for the future?

Respondent: Yes, as the trained of the education system changes training should change accordingly. And my focused is that the training should be much more practical. that means the skill that we learned should be easy to apply in the classroom environment. So, some of the training as I said especially, some of the techniques and theoretical knowledge we do is still inapplicable so, some of the ideas that have been old fashions. So, it is the age of science and technology so the government school how being increasing their access to the technologies. So, the training in the future should be technologies based. And teachers should be trained on handling the technologies related training is needed in future is government level.

Researcher: Thank you and last question is that are you satisfied with the training provided with government?

Respondent: Yes, I am satisfied.

Researcher: Thank you.

Respondent: Welcome.