

**ROLE OF IN-SERVICE TEACHER TRAINING FOR
SECONDARY LEVEL TEACHERS' PROFESSIONAL
DEVELOPMENT: A NARRATIVE INQUIRY**

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

**Submitted by
MunaKarki**

**Tribhuvan University
Department of English Education, Kirtipur
Kathmandu, Nepal
2019**

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2019

T.U. Reg. No.: 9-2-0379-0178-2011

M.Ed. Fourth Semester

Exam Roll No: 7228561/073

Date of Approval of

Proposal: 13/02/2019

Date of submission: 10/05/2019

DECLARATION

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

Date: 10/05/2019

.....

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Muna Karki** has completed her M.Ed thesis entitled **Role of In-Service Teacher Training for Secondary Level Teachers' Professional Development** under my guidance and supervision.

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DEDICATION

Affectionately Dedicated

To

My Parents

Who devoted their entire life for my study to enlighten my life.

ACKNOWLEDGEMENTS

As a result of tireless and regular efforts, I have completed this study on **Role of In- Service Teacher Training for Secondary Level Teachers' Professional Development: A Narrative Inquiry**. This thesis would not have been possible to bring in this form without the help of many distinguished personalities, whom I would like to acknowledge from my inner heart.

Foremost, I would like to express my genuine respect and thankfulness to my thesis supervisor **Dr. Anjana Bhattarai**, Professor, Department of English Education, she has given me regular and constant supervision, encouragement, precious suggestions, inspiration and support during research period. Her patience, co-operative nature, enthusiasm and interests in this study have really left ever memorable impression. It is insightful guidance and meticulous supervision that enabled me to present this work in such a form. It is very difficult to find words to express my gratitude for her kind and valuable time in preparing this thesis.

Similarly, it is my fortune to thank my respected teacher **Dr. Gopal Prasad Pandey**, Reader and Head Department of English Education.

Likewise, I am really grateful to **Dr. Binod Luitel** external supervisor, (English Education) Research for Educational Innovation and Development (CERID), for his productive suggestions and guidance during my thesis presentation.

I feel glad to express my profound gratitude to my respected teacher and proposal supervisor **Mr. Khem Raj Joshi**, lecturer, Department of English Education, T.U. for his incredible amount of assistance, enthusiasm and perennial encouragement to carry out this research.

Meanwhile, I would also like to extend my sincere gratitude to **Prof. Jay Raj Awasthi**, **Prof. Tara Dhatta Bhatta**, **Mr. Laxmi Prasad Ojha**, Teaching Assistant, and Department of English Education and **Mr. Raju Shrestha** for his constructive feedback and co-operation in this rigorous process of researching.

Likewise, I would like to express my sincere gratitude to the entire faculties of the Department of English Education, University Campus. T.U., Kirtipur for providing practical guidance, invaluable insights, regular support and encouragement to conduct this research.

Similarly, I am very much thankful to **Mrs. Madhavi Khanal** and **Mrs. Nabina Shrestha** Administrative staffs to the Department of English Education and **Mr. Thamsingh Pun** and **Mr. Bishwo Maharjhan**, CRC librarian for their continuous and kind help in providing me with the books and thesis at the moment I needed.

I would like to acknowledge all the scholars and writers whose works I have consulted and cited during this study.

I am equally grateful to my parents, **Parents** who always encouraged me to continue my higher education and whose unloading inspiration, immense and unconditional love brought me to the present status encouragement to accomplish this research. Furthermore, I am also thankful to the Secondary level in-service trained English teachers of Kathmandu district who patiently took participation in my study. I am also indebted to those cheerful teachers who helped me to communicate with participants to this study.

Finally, I cannot forget my colleges who ultimately helped me to accomplish this study. I am really thankful to **Ms. Sunita Adhikari, Ms. Isha Thapa, Ms. Sushma Chaudhary, Ms. Chameli Chaudhary, Ms. Susmita Pokharel, Ms. Manisha K.C, Mr. Teka Raj Giri, Mr. Resham Basnet, , Mr. Harka Bhadur Mauni, Mr. Shankar Joshi, and Mr. Manoj Gurau.** Similarly, I will not miss the opportunity to thank the respondents whose cooperation and response is worthy to accomplish this work.

With the completion of this thesis, I think I have reached my goal and have also been able to move on to a promising new stage of my life. So, I would like to show my sincere respect to all who have helped me on my journey.

Muna Karki

ABSTRACT

This research study **entitled Role of In-Service Teacher Training for Secondary Level Teachers' Professional Development: A Narrative Inquiry** was carried out to find out the role and benefits of in-service teacher training for secondary level teachers' professional development. Keeping the objectives in to considerations, five secondary level English in-service trained teachers were selected as the sample by using purposive non- random (convenient) sampling strategy. Data for this study were collected by conducting semi-structured interview with the selected participants/ teachers. I have visited and revisited the study area to collect and validate the data. After the collection of the data they are categorized into seven themes. From the study it was found that, there were so many benefits and positive role of in-service teacher training for successful professional development. According to respondents' experiences it was found that, in-service teacher training is really beneficial which has number of benefits and positive role such as; to enhance different kinds of content knowledge, pedagogical knowledge, skills, how to reduce students' misbehavior through knowledge of classroom management, develop confidence, to build sense of co-operation, to use teaching materials related to content and most importantly to develop positive attitude towards teaching profession.

The present study consists of five main chapters. The first chapter deals with the introduction of the study along with the 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 key terms. The second chapter contains the review of related theoretical literature, review of empirical literature, implications of the study for the study and conceptual framework. Similarly, the chapter third includes design of the study, population, sample, sampling strategies, source of data (primary and secondary), data collection tools, data collection producers, and ethical considerations. Likewise, chapter four deals with the analysis and

interpretation of results. Finally, the fifth chapter encompasses overall findings, conclusion and recommendations related to policy level, practice level and further research related. The study ends with references and appendices.

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SYMBOLS AND ABBREVIATIONS

DEO	=	District Education Office
Dr.	=	Doctor
e.g.	=	Example
ETN	=	Extensive Training Networking
HSEB	=	Higher Secondary Education Board
ICT	=	Information Communication Technology
INST	=	In-Service Training
IT	=	Information Technology
M. Ed.	=	Master of Education
MOE	=	Ministry of Education
NCED	=	National Center for Educational Development
NELTA	=	Nepal English Language Teachers' Association
NESP	=	National Education System Plan
No.	=	Number
P.	=	Page
Prof.	=	Professor
RP	=	Resource Person
S. N.	=	Serial Number
T. U.	=	Tribhuvan University
TPD	=	Teacher Professional Development

CHAPTER ONE

INTRODUCTION

This is the study on **Role of In- Service Teacher Training for Secondary Level Teachers' Professional Development**. The introduction of this chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key term.

1.1 Background of the Study

In- Service training is one of the most essential components for teacher professional development. In-service training is equally important for other sectors such as, Science, Business as well. Moreover, it helps teachers to increase their knowledge and skills and to support students' educational achievements. In- Service training and education means 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. For the successful teaching and learning activities training is always needed. According to Nakpodia (2008), "In-service teacher training program is the process for continuous updating of teacher's knowledge, skills and interests in chosen field". It means in-service teacher training provides a lot of opportunities to teachers to learn information and accomplish different teaching techniques such as, how to make classroom more interactive? How to use a variety of teaching methods? How to encourage students to participate in learning? This technique is helpful in making a teacher potential and improved his/her profession. One of the important dimensions of professional development or program is in-service teacher training. It is the key factor for the professional development of teacher which has a positive and significant relationship with the overall performance of school.

In-service teacher training program plays significant role in teacher continuous professional development. In the sense that it fulfills the need of the teachers who desire to have mastery over the teaching professional development, and it also helps to develop teacher positive beliefs and attitudes. Head and Taylor (1997, p.1) claim, "Development means change and growth." It shows that in-service training is an integral component of teacher development. It is an ongoing activity designed to increase levels of expertise and understanding of the teachers to change and reflect them for their professional development. It opens the doorway for teachers to learn new procedures, approaches and techniques in the use of teaching aids.

Similarly, Head and Taylor (1997,p.1) say, "Teacher development means, in terms of teachers own understandings of how they can go on learning and becoming better at what they are doing". It means, teacher development draws on the teacher's own inner resource for change and also it involves them to reflect, explore the opinions for positive change and to develop personal awareness. And teacher development always motivated teacher's to continue their professional life successfully. Profession is a kind of occupation which can only be practiced after a long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it. According to Torman (1996), 'Professionalism is not the absolute value for a profession rather it is socially constructed and has a vast contextual meaning and concept. But profession is not simply engaged in for profit, because it also carries sense of public service and personal dedication. So, teacher development is the part of teacher professional development. To develop teacher professionalism in service training always helps to develop and acquire new knowledge, skills and to transfer their skills in to real classroom successfully and effectively.

The Ministry of Education (MOE) has been implemented in-service teacher training for a long time to improve the quality of English language teachers. Likewise, National Center of Educational Development (NCED, 1993) was also established to provide the in-service teacher training before. But recently it

is provided by seven provincial level where Center for Education Human Resource Development (CEHRD) is developing policy guidelines, program, hand book in order to in-service teacher training. Similarly, School Sector Reform Plan (SSRP, 2009) has made provision of teachers' professional development. It has planned to ensure the access of all in-service teachers to the TPD training of 30 days within five years. It shows that in-service teacher training provides various opportunities that encourage teachers to meet learning objectives effectively.

According to Billing (1976), in-service education is staff development which a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, implementation of programs of staff activities designed for the harmonious satisfaction of these need. Here, though, the provision has made to provide in-service teacher training in a proper way. But does the all teachers are transferring training inside the classroom? What are the reasons for not transferring training in proper way? How the in-service teacher training support professional development? These are the latest issues in the field of language teaching. In this research, my intention was to find-out secondary level teachers' professional development of Kathmandu district, whether the in-service teacher training supports or not. To find out it, I interested in this narrative study.

1.2 Statement of the Problem

In-service education and training means the form of lifelong education of professional workers in education. Some trained teachers are really devoted towards their profession which has brought newness and innovation in their classroom due to enhancement of knowledge and skills by in-service training. However, the circumstances show that effectiveness in classroom has not been noticed as the training expects. As a result students' educational achievement is

not seems as satisfactory as it should be. According to Khadka (2000), " The government has been training teachers but these training have not been able to bring expected changes". It means some teachers are attending in- service training but if we see the results of transfer of knowledge and training into the real classroom, which is unsatisfactory to meet the objectives of teacher professional development.

The government of Nepal claims that 92.9% teachers in primary, 79.4% in lower secondary and 90.3% in secondary are trained teachers (Flash Report 2012/13). But in reality students' performance shows that there is less satisfactory result. The effectiveness of teacher training has not reached inside the classroom. For that teachers have to transfer their training properly inside the classroom for students' effective learning. Head and Taylor (1997,p.1) state " Teacher development means, in terms of teachers own understanding of how they go on learning and becoming better at what they are doing". Though, teachers are attending in training but the circumstances show that the training is not transferred in the real classroom.

In service training is most needed for all the teachers for their professional development and to transfer their knowledge properly to make teaching learning activities more effective and at the same time student's educational achievements. So, in this narrative research, I would like to explore the role of in service teacher training for secondary level teachers' professional development.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To explore the role of in service teacher training for secondary level teachers' professional development.
- ii. To find out the benefits of in-service teacher training for secondary level teachers' professional development.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

This study addressed the following research questions:

- i. What are the roles of in- service teacher training for secondary level teachers' professional development?
- ii. What are the benefits of in-service teacher training for secondary level teachers' professional development?
- iii. What are the pedagogical implications of the findings?

1.5 Significance of the Study

This Study will be significant to those teachers who are interested to develop their knowledge, skill and attitude through in-service teacher training in the field of teaching learning activities. This study will be beneficial for all secondary level teachers who want to transfer their training in to the real classroom for their professional development. This study will be helpful to those researchers who are interested to conduct further research regarding in-service training.

This study will generate recommendations related to policy level, practice level and further research. It will be equally significant to add more bricks in the field of teacher professional development by helping teachers to make their classroom more communicative, interactive, and effective. It will be helpful for the materials producers, Trainers, English teachers, Text book writers to produce materials according to learners need and interest. Thus, this study will be equally important for untrained teachers also in the sense that it will help to give proper knowledge towards importance of in service –training for their professional development as a result they can motivate to attain in- service teacher training and also transfer their training in to the real classroom. Last but not the least, it will be fruitful for other concerned people who are directly or indirectly involved in education field.

1.6 Delimitations of the Study

This study was focused only on role of in-service teacher training for secondary level teachers' professional development. This study was limited to narrative inquiry research design. The tools for data collection of this study was limited to semi structured interview and open ended questions. The sample size of this study was confined to five secondary level community school English teachers who had taken in-service training for their professional development. The area of this study was in Kathmandu district.

1.7 Operational Definition of the Key Terms

-) **Roles:** The function assumed in a particular situation.
-) **In service training:** In this study in-service training simply refers to the training which is provided to the secondary level teachers who are in their teaching profession of Kathmandu district.
-) **Secondary level teachers:** In this study secondary level teachers simply refer to those teachers who are teaching in grade nine to twelve.
-) **Profession:** Profession is a kind of occupation which can be practiced after a long and rigorous academic study for their career i. e. teachers in this study.
-) **Development:** Development is an ongoing effort to acquire new knowledge and skills for the secondary level teachers of Kathmandu district.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of related literature is one of the important parts of conducting research. The whole study is directly or indirectly supported by review of related literature. This section includes review of related theoretical literature, review of empirical literature, conceptual framework of the study and implications of the study.

2.1 Review of Related Theoretical Literature

Theoretical knowledge is necessary for research to have enough knowledge about our research topic. Theoretical knowledge is the base for researcher to internalize enough knowledge about the particular topic of the study. Without good theoretical knowledge and the clear concept of the topic the researcher cannot integrate the research in good way. Here, I have reviewed some theoretical literatures, which are presented in the following section.

In-service teacher training is an activity to enhance skills, knowledge and change attitudes towards work. In-service teacher education is designed for the manpower development of the school system and the educational enterprise as a whole. If teachers are to perform their functions effectively and efficiently, it becomes imperative for them to require training in new skills and modern methodology. According to Johnson and Sloat (2006), "in-service teacher training is conducted in five phases namely instruction, information's, guided practices, performance and cording practices". It shows that teacher will have positive effects on the behavior change of teachers. In-service teacher training has a positive influence on student academic achievements. In-service training is accepted as an effective method of increasing the knowledge, skills and positive beliefs of teachers. It is a process used to continue the teacher's

education once they have received their certificate in teaching and are employed in a professional position.

2.1.1 Teacher Professional Development

Teacher professional development is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development within school setting.

In this regard, Head and Taylor (1997, p.1 state:

Teacher development, as we understand it, draws on the teacher's own inner resource for change. It is centered on personal awareness of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have been helped to identify opportunities for change in the present and future.

It means we can say that teacher development is an on-going process through which teachers keep growing with their own voluntary effort. Teacher is the person who shapes the whole of education and plays a significant role in the development of the society. Teacher role is very crucial in creating interest in students to achieve society's aims and goals. Roberts (1998, p.38), also argue that in normal usage a "professional" is someone who is highly trained, skilled and self-disciplined. So, the teacher should have to academic qualified and competent knowledge to transfer their skills and attitudes to the learners by creating joyful environment. For this, teacher should have attained the training for their professional development.

The essence of TPD in Nepal has instrumented by policy in 1971 by including professional qualifications of teachers in addition to academic qualifications. National Education System Plan (NESP) declared academic qualifications and professional qualifications for requirement of professional qualifications for the

first time in Nepal in 1971. The professional qualifications for teachers consist of training of at least ten months. The requirements of professional qualifications remain challenging to make cent percent teachers trained for at least ten months. National Center for Educational Development (NCED) was established in 1993 under the Ministry of Education, Nepal with a view to provide teachers professional development opportunity formally to the teachers as an in-service teacher training program. NCED was able to provide training to 98.2% of permanent teachers of community schools of Nepal by the year 2009. Before NCED was developed policy guideline, program, hand book, in order to transfer TPD successfully in instructional activities.

Recently, School Sector Reform Program (SSRP) has made provision of teachers' professional development (TPD). It has planned to ensure the access of all in-service teachers to the TPD training of 30 days within five years. The teachers are to be categorized in to Beginners, Experienced, Master and Expert in all level according to SSRP. It has also proposed TPD training along with qualification, performance and seniority as the determinate for the promotion of teachers. TPD program consists of three inter-related parts via training workshop, self-study exercise and instructional counseling. A session which is conducted once a year includes 10 days, including all these three parts in aggregation.

The main intent of the TPD program is to refresh, strength and update the knowledge and skills of teachers so that there will be visible change in the classroom and help for the improvement of learning achievements. Teacher training influences teacher's professional development. It means if the teacher can get training in proper way, it helps to develop their professional career. Similarly, Wallace (2010) defines, " teacher development is something that can be done only by and for oneness". It means professional development is ongoing individual activity, which is designed to increase level of expertise and understanding.

2.1.2 Strategies of Teacher Professional Development

Profession is a kind of specific occupation. Professionalism means the expert knowledge, skills and specific behavior that one person shows or behaves in work place. Similarly, 'Professional development' refers to the development of a person in his/her professional role. According to Glattenhom (1987), by gaining increased experience in one's teaching role they systematically gain increased experience in their professional growth through examination of their teaching ability. Moreover, professional development and other organized in-service programs are designed to foster the growth of teachers that can be used for further development. Different scholars have given various strategies, methods and techniques for professional development. For example, Richards and Farrell (2010) have given various strategies for English language teachers for their professional development, which are as follows:

-) Workshops
-) Teacher support groups
-) Self-Monitoring
-) Analyzing critical incidents
-) Keeping teaching journal, and so on.

Workshops

Workshop is one of the most useful forms of professional development.

Workshop is a place where work is accomplished, directed to the collaborative exploration and resolution of problems. According to Richards and Farrell (2010), "workshop is an opportunity to acquire specific knowledge and skills". It is a period of discussion and practical work on a particular subject in which a group of people share their knowledge and experience. A workshop is led by a person who is considered as an expert in the workshop topic. S/he also considered having relevant experiences on the topic. It is a short term learning activates that is designed to provide chance to acquire specific skills. So,

workshop helps to play significant role in the field of teacher professional development.

Teacher support group

A teacher support group where two or more teachers collaborating to achieve either individual or shared goals. It is also known as study groups. The main purpose of teacher support group is to put forward, discuss, and negotiate the subject matter, pedagogical and professional problems among the teacher community. It is also done for reviewing and reflecting on teaching materials development, publishing journals, develop research and so on.

Self- Monitoring

Self- monitoring is systematic approach to the observation, evaluation and management of one's own behavior in order to achieve a better understanding and control over the behaviors. According to Dickinson (1987), " self-monitoring is an effective self-measurement device". According to him, the teacher can become self- directed by keeping records of his/her own progress. It can be in the form of simple checklist of the items covered or it may include a self- strategies refers to a

Systematic approaches to the observation, evaluation and management of one's own behaviors in order to achieve a better understanding and control over the behaviors. The main purpose of self-monitoring is to find out the current level of existence in light of changing perspectives in language teaching and learning.

Analyzing critical incidents

A critical incidents analysis in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve practice. Critical incidents are students' behaviors that might come immediately and unexpectedly in the classroom. It can be both positive and negative. It is a short

description that has taken place over a certain period of time. Richards and Farrell (2010) stated that a critical incident is an unanticipated and unplanned event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning

Keeping teaching journal

A teaching journal is a first person account of language learning or teaching experiences, document through regular and analyzed for recurring patterns to develop awareness on the part of teacher who keeps it. The main purpose of keeping teaching journal is to develop reflective thinking or teaching about teaching and learning processes. It enhances reflective teaching and learning, forms the habits of self-inquiry for the better understanding of the situation and leads to teacher learning and development.

Therefore, there is deep relationship between in-service teacher training and teacher professional development. In-service training is one of the important dimensions of professional development. It describes that the more frequently teacher participate in training, workshop, seminar, teacher support groups the more they can expand their horizons of knowledge and skills. Likewise, when teacher explore their knowledge automatically they can develop their professional career easily. So, we can say that there is deep relationship between in-service teacher training and professional development.

2.1.3 A Short Glimpse of Teacher Training in Nepal

Teacher training in Nepal does not have a very long history. However, the first effort to formal teacher training program in Nepal dates back to 1948 A.D. It was initiated by basic teacher training program with the view to train the Primary school teachers. After that it function when the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of college of education in 1956 to provide two year and four year teacher education program to the perspective of lower secondary and secondary

level school teachers. There are some other institutions are also contributing for teacher training program suppose

Mobile normal school in 1959 primary school teacher training center (PSTTC) IN 1961, A-level, B-level teacher training program and so on. All training plays crucial role to train teachers. Similarly National Education System Plan (1971-76) brought to obtain tenure in school. These all related Institute College of education, National educational planning commission, etc. came under the Institute of Education (IOE) OF Tribhuvan University which provides both in-service and pre-service teacher training.

Regarding the institutes, Poudel and Gyawali (2011) talk of the three major training institutions in Nepal. They are:

- I. National Center for Educational Development (NCED)
- II. Higher Secondary Education Board (HSEB)
- III. Different universities.

NCED and HSEB both are conducting pre-service and in-service teacher training program through the country. NCED had considered as an umbrella institute with the mandate of delivering teacher training, formulating teacher training policies, developing and disseminating in-service training curriculum materials by active involvement of different institutions. Likewise, different university launches different training programs. Among them Tribhuvan University, Faculty of Education has launched three years bachelors program to prepare secondary level teachers. It also launches one year B. Ed. program for those who have passed their bachelor degree from other facilities and wants to involve in teaching profession. Similarly there are other universities such as Kathmandu University (K.U), Purbanchal University (P.U), Nepal Sanskrit University (N.S.U) run bachelors as well as degree program as in-service and pre-service teacher training. In spite of these, there are some other non-governmental organizations (NGOs), and International Non-governmental

Organization (INGOs), such as, Nepal English Language Teachers Associations (NELTA), British Council etc. conducting in-service training. Besides introducing these training programs in the context of Nepal, the prime concern of the present study was to find out the role of in-service training for secondary level teachers' professional development.

2.1.4 Concept of In- Service Teacher Training

In- service training can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills and competence in the teaching profession. Therefore it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning. In-Service education always helps to fill the gap of professional inadequacies of a serving teacher.

In- service teacher training is the term used to describe a set of activities and requirements generally falling under the heading of professional development. It is an organized effort to improve the performance of all personnel already holding assigned positions in school setting or to implement a specified innovation or program (Sapp, 1996). In-service teacher training is more important to support the teaching quality of the teacher and it creates learning environment in the classroom.

In the context of Nepal, some organizations were contributed to train the teachers by providing in-service teacher training programs. Such as, National Center for Education Development was established in 1993 government run institution that conduct teacher training to provide in-service teacher training to Primary level teachers as a part of Primary Education Development Projects (PEDP, 1992-1998). The center had beennine well facilitated primary teacher training centers spread throughout the country. Likewise, Basic Teacher Training Program- first phase (330 hours), Secondphase (660 hours) and third phase (330 hours). Similarly, Secondary Education Development Units were

established to train the lower secondary and secondary level in-service teachers as a part of Secondary Education Development Project. In-service lower secondary and secondary teacher training Module I (330 hours), Module II (660 hours) through distance mode in-service lower secondary and secondary teacher training-Module III (330 hours). NCED was designed following training curriculum for the secondary level teachers. They were as follows:

Structure of Secondary level Training Curriculum and Training Hours

Module 1		Module 2	Module 3		Total hours
Training center based.	School based.	Distance mode based	Face to face based	School based	1320 hours (10 months)
132 hours (1 month)	198 hours (1.5 month)	660 hours (5 months)	132 hours (1 month)	198 hours (1.5 month)	

NCED had also policy to allow the private agencies to run teacher training programs. These and other institutes were provided in-service teacher training to the secondary level teachers after that NCED became only umbrella term institute to provided in-service teachers training. The programs launched through NCED was suppose, National Center for Educational Development (10 month training) and so on.

The organizational structure of NCED extends across the country consisting of central, regional and district level institutions. According to NCED there was twenty nine Educational Training Centers (ETC's) in Ilam, Jhapa, Bhojpur, Khotang, Morang, Sunsari, Saptari, Dhanusha, Nuwakot, Kavre, Kathmandu, Chitwan, Parsa, Bara, Gorkha, Tanhun, Kaski, Myagdi, Palpa, Rupandehi, Dang, Rukum, Banke, Surkhet, Jumla, Doti, Kailali, Baitadi, and Kanchanpur districts". Educational Training Center (ETC) had played the dual roles. Basically they were responsible to provided training to secondary level teachers in respected district and perform as district level training center before.

However, recently the training package has been changed. In the past, there were 29 training centers but now which is merged in seven training centers i.e. in provincial level. Now every seven province level has seven training centers, which is providing teacher training to the teachers. Every provincial level guided the district teacher training centers.

2.1.5 Recent Structure of In-Service Teacher Training

In-service teacher training is the part of teacher professional development. Teacher Professional Development Framework, 2072 has provisioned for different teacher professional development program ranging from short need based modular courses to customized, refreshment and certified training. This training curriculum for English is one modules of certified training which is based on the curriculum of English by Curriculum Development Center. The contents of this curriculum cover the fundamental aspects of language teaching that the teachers of English are to be skilled.

According to Ministry of Education (2075), goals of in-service teacher training are to enable to teach the secondary level English contents effectively, teach the subjects with the integration of ICT tools and conduct action research to solve the classroom problems. It means the main goal of in-service teacher training is to provide the teachers a continuous and active learning opportunity for their professional development.

According to Ministry of Education (2075) Structure of Training are as follows:

The training is thirty days duration which is divided in two modules i.e. fifteen plus fifteen days. This training is thirty days duration. The first portion of ten days face to face training workshop shall be conducted in Educational Training Center. The five day equivalent second portion shall be based on school based project works and self-study exercise. Similarly, the trainees shall have to carry out four project works in his/her school within forty fivedays for the self-study exercise. All the reports of the project works must have to be submitted to the training center by 52th day of the training completion. The project works shall

be determined based on the training contents so as to enable the trainees to use the theoretical and practical skills delivered in the training and also to enhance the creative and innovative ability of the participants.

At the end of the training Educational Training Centers will provide training certificate to the trainee tracers. English trainers of ETCs will deliver the training sessions.

Training Contents

The contents prescribed for the secondary level teachers' training are as follows:

Contents	Weight	contents	Weight
Instructional materials and use	3 sessions	Teaching language through genre	6 sessions
Learning environment and classroom management	4 sessions	Teaching language functions	2 sessions
Technology enhancement and language learning	4 sessions	Continuous Professional Development	2 sessions
Project based approach to language teaching	3 sessions	Action Research in ELT	2 sessions
Development soft skills through English language teaching	2 sessions	Orientation and Evaluation	2 sessions
Total sessions for	10 days face to	face	30 sessions

Source: MOE, 2075

In-service teacher training is given by both National and International organizations. Realizing the fact that the efforts of the MOE may not be

adequate to address the needs of English language teachers, the associations like the Nepal English Language Teachers' Association (NELTA). Which have emerged lately for developing the linguistic as well as pedagogical skills of English teachers by means of varieties of short term courses, training, conferences, and workshop in different parts of Nepal. Likewise, the role of British Council the US Embassy in Nepal is also vital in the development of English language teaching situation in Nepal. In the same way, many non-governmental organizations are also working in different parts of the country especially to develop and improve the ELT situation of Nepal.

Principles of In-Service Training

Some basic principles should be taken in to consideration, as enumerated by stoops et al. (1981) as follows:

- I. In service programs emerges from recognized needs of the school and community.
- II. All school personnel need in service education.
- III. Proper supervisor is an effective means of accelerating the in service professional growth.
- IV. Improving the quality of instruction is the immediate and long range observes of in service education.
- V. In service education has increasingly become the concern of state agencies, colleges and Universities, school boards, school admirations and teacher. The in service program should provide for keeping abreast with research and advances in education.
- VI. An in service program is most effective when cooperatively initiated and planned.

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 teachers effectiveness in the world of work. The benefits of in service education can be summarized below as highlighted by Imogie (1992) as follows:

- I. Providing the serving professional teacher ample opportunities of updating their knowledge and skills towards better objective performance and advancement in status, without having to resign their employment.
- II. Providing opportunities for increasing the number of trained and qualified teachers at all levels of education.
- III. Providing the schools system the opportunities of retaining the services of trained and qualified teachers while in sandwich in service education program.
- IV. Providing additional sources of income to staff members participating in the program.
- V. Providing opportunities for teacher education institutions to provide service in an essential area of national development, especially by putting their facilities and staff in to use during the long vacations.

2.1.6 Importance of In- Service Training for Professional development

Training is one of the most practical and direct approach of teacher professional development (TPD). In- service training is a strategy for direct intervention by the collaborator, to work on specific aspects of the teacher's teaching. In-service teacher training is most popular approach of professional development and mostly ensured to be implemented in the classroom. One reason why training serves as an excellent means of staff development is that it compels teachers to reflect on and re-vitalize their thinking about teaching so training is most powerful option of TPD which is most commonly used in

many countries including Nepal. According to Wallace (1991), training is the process of learning that develops moral, cultural, social, intellectual aspect of the whole person as an individual and a member of society. In this regard, training is a process which consists of theoretical and practical aspects that helps somebody to do something purposefully.

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. The training program combines presentations, interactions, hands -on activates, and practice teaching to prepare teachers, to successfully conduct technology- integrated classes. Trainers also observe real classes conducted by trained teachers and provide feedback to further improve their performance. The training package was prepared through interactions with teachers, consultations with experts including trainers with teacher, consultations with experts including trainers from National Center for Educational Development (NCED) and an active participation on teacher trainers in child-centric teaching methods. The training has gone through numerous revisions based on feedback received from program schools (www.olenepal.org/teaceher-training/).

Head and Taylor (1997, p 9) states that teacher training essentially concerns with knowledge of the topic to be taught and of methodology for teaching it. Training is something which prepares one with an ability to do something as required by the situation is such type of activity which makes change in any profession. Training is necessary for every profession such as; doctors, teachers, layers. It means every profession needs training even the farmer who works in the field need training. But the only thing is that the way of giving training is different on the basis of 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 which results in a significant change in the behavior and attitude of the teachers. It also redefines teacher role, broadens his vision and increases teachers' performance. In-service teacher training enables teachers to be more systematic and logical in their teaching career. So there is most influencing role of in-service teacher training for teachers' professional development

2.2 Review of Empirical Literature

Empirical literature refers to the application of the theoretical literature in the practical field. In the field of in-service training and professional development a number of researches have been conducted. Here, some of the related major works and articles to the study are reviewed here in this section. However, many researches have been conducted in this area; I have reviewed some of the related literature.

Sabri (2006) carried out a research entitled "In-Service Teacher Training Programs: The Case of Palestine". The objective of this study was to assess the effectiveness of the in-service teacher training program in Palestine, based on the opinion of the teacher participants in order to improve future in-service programs. The tool for data collection was the Spearman's coefficient of rank correlation test. This test has been used to examine the stated null hypothesis. He found that there is a positive association among all groups of teachers concerning significant level of 0.05. Finally the study recommended that in-service teacher programs should place more emphasis on class applications and teaching techniques using different training programs.

Bayrakci (2010) carried out a research entitled "In-Service Teacher Training in Japan and Turkey: A Comparative Analysis of Institutions and Practices". The main objective of this study was to compare policies and practices relating to teacher in-service training in Japan and Turkey. He used qualitative research design. The tools for data collection were face to face semi-structured

interview and the two education systems were investigated through visits to the educational institutions. He found that the most important problems facing in-service training activities in turkey are lack of professional staff, no collaborative partnerships between teachers, no provision for feedback and no systematic in-service training model.

Khatri (2012) carried out a research entitled " Self- Directed Learning for Teachers' Professional Development". The main objective of the research was to finds out the awareness of the teacher towards self- directed learning for their professional development. The information's for this study were secondary level teachers. He used non- random sampling procedure and questionnaire to elicit the data. He found that most of the teachers were of self-directed learning for teacher's professional development. However, it was found that only a few number of teacher practiced different strategies of self-directed learning for their professional development.

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

KC (2015) carried out a research entitled " Role of Practice Teaching for Student Teachers' Professional Development". The main objective of the study was to find out student teachers' perception on the role of practice teaching for teachers' professional development in terms of use 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. Questionnaire was used as the tool. The findings of the research showed that practice teaching is very fruitful to increase professional skills and competence on the part of teachers that help them to develop confidence and other various aspects of profession in ELT.

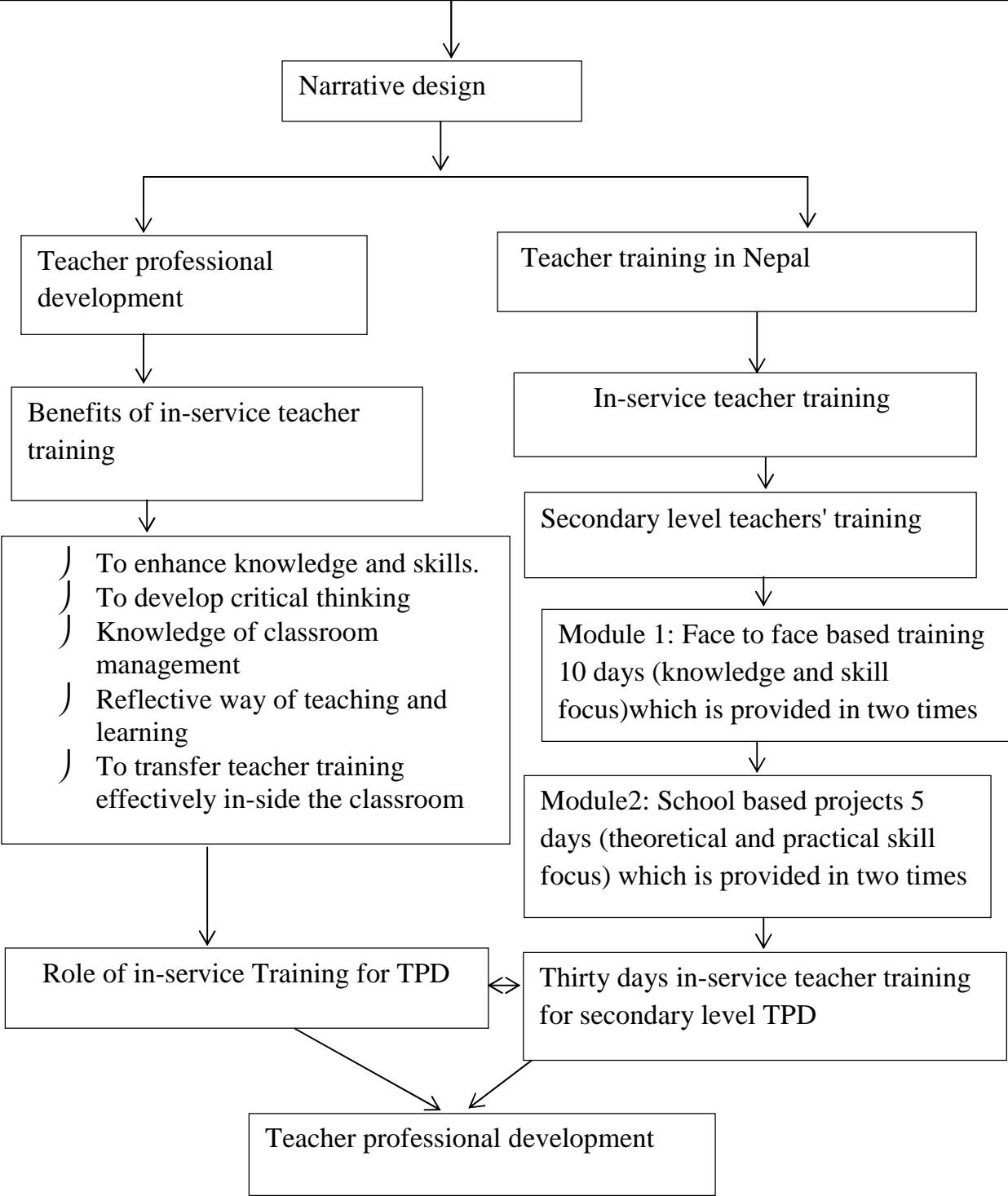
Norwani et al. (2017) carried out a research entitled " The Relationship between In-Service Training and Teaching Skills with Student Achievement ". The aim of this study was to explore the relationship between the level of in-service training (IST) needs and teachers' teaching skills to the students' achievement in secondary schools in the state of Perak, Malaysia. Research design was survey. A tool for data collection was questionnaire. Study samples comprised 324 teachers were randomly selected from 18 schools. Data was analyzed using percentages, mean, t-test and Pearson correlation. The study found a weak significant relationship between IST needs with teaching skills and no significant relationship between teaching skills and students' achievement. .

Budhathoki (2017) carried out the study on "Teachers perceptions towards Teacher Training for Professional Development". Which aimed at identifying the perception's on the teacher training for professional development and to find out the role of teacher training for the teacher professional development. He used non-random purposive sample of the study was thirty teachers. He used questionnaire including both close ended and open ended questions as the research tool. From his study he concluded that the teachers viewed the teacher training as the most essential, inevitable and important way and strategy of teachers' professional development.

2.3 Conceptual Framework

Conceptual framework is the representation of understanding of the theories by researcher his/her own conceptualized of relationship between different variables which carrying out this research, with the consultancy of different theories related to the study and literature review following conceptual framework is developed. The following conceptual map was postulated to conduct this study.

Role of In-Service Teacher Training for Secondary Level Teachers' Professional Development



2.4 Implications of the Review of the Study

The central focus of empirical and theoretical literature review was to examine the relevance of its information to our own research. Literature review helps to obtain the theoretical and practical knowledge from the previous studies. The reviewed theoretical and empirical literature directly and indirectly supported the study of my research and other researcher as well.

From the review of both theoretical and empirical research, I have gathered significant ideas to conduct my research systematic way. It helped me to explore the objectives of the research, formulate the research questions, methodology and research design. Theoretical review helped me to define in-service training, approaches of teacher professional development, role of in-service teacher training for secondary level teachers' professional development. Various research works have been carried out in our English department in the field of professional development and teacher training but none of them try to examine the role of in-service teacher training for secondary level teachers' professional development. In this regard, this study differs from other in terms of research topic, design, tool and objectives. Despite of that, the above mentioned researches directly or indirectly related in my study. The above mention empirical review helped me to determine research objectives, to construct research questions, to select design, to collect data, and analyze data and also to derive findings.

From the study of Sabri (2006), I became able to find out that in-service teacher program has a positive association among all groups of teachers. Likewise from the study of Bayrakci (2010), I got ideas and information about the most important problems facing in-service training activities in turkey are lack of professional staff, no collaborative partnerships between teachers and so on. Moreover the study of Subba (2014), helped me to know the existing status of implication of teacher training. Similarly, from the study of Kc (2015), I found that practice teaching is the strategy which obviously supports to get

the professional skills of the teachers. It is mirror, which reflects the works of teachers to move forward in order to get professional development. Likewise, the study of Budhathoki (2017), I found that the teacher had positive perception towards the teacher training for developing their professional development. Last but not the least from the study of Norwani et.al (2017), I came to know that a weak significant relationship between IST needs with teaching skills. Moreover, research design help to specify these research objectives. It helped the researcher have ideas about research tool, data collection procedure and generalization.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter of the study consist the research design and method of the study, sample population and sampling strategy, area of the study, source of data, data collection procedures, data analysis and interpretation and ethical considerations of the study. In this study I, adopted the following methodology to fulfill the objectives of my study.

3.1 Design and Method of the study

Research design is believed as a roadmap of a researcher which guides us in every step of research. It guides the research particularly in the theoretical, analytical and practical underpinnings which provide the framework for the research.

There are so many designs and methods to carry out the research. Among them I adopted qualitative research method in general and Narrative inquiry research design in particular to complete this study. The narrative inquiry is based on interpretative research paradigm that takes participants' experiences as the central phenomenon. It gathers lived experiences and in depth data from the researcher and participants. According to Clandinin & Connelly (2000, p. 20), "Narrative inquiry is a way of understanding and inquiry in to experience through collaboration between researcher and participants over time in a place of series of places and in social interaction with millions". It means narrative inquiry is a way of collecting information for the purpose of research through story telling or sharing their lived experiences which help to gain deep understanding of the particular situation.

According to Schwant (2007), " Narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences

(e.g., life histories, narrative interviews, journals, diaries , memories, autobiographies), and reporting that kind of research" (as cited in Ojha, 2013).

Similarly, Creswell (2012,p. 502) states, " In narrative inquiry research design researcher describes the lives of individual experiences." So in narrative inquiry research, life, stories and people's biography are the main subject matter of the research. By conducting narrative research design, researchers establish an intimate relationship with the participants. This may help to reduce a commonly held perception by practitioners in the field that research is distinct from practice and has little direct application

Narrative inquiry is a kind of investigation of people's experience or the story. It is the best research design to find out in depth data of the study. Using the narrative inquiry, I explored role of in service teacher training for secondary level teachers' professional development who are taking in service training for their professional development. I selected five secondarylevelteachers who have received in-service training for their professional development.

3.2 Population, Sample and Sampling Strategy

To meet the objectives of this study, I selectedfive secondary levelcommunity schools'teachers through thenon-random purposive convenient sampling procedure from'Kathmandu district' to explore the role of in-service teacher training for secondary level teachers' professional development. All theparticipants were in-servicetrained teachers. In this narrative study where every individual were not got equal chance to select but each individual were selected according to researchers' own judgment and convenient.

3.3 Data Collection Tools

I used semi structured interview and open ended questions in order to collect data. Some basic questions were predetermined as a form of eight guideline questions and these eight guideline questions were break down within forty

questions, and other questions were asked based on participants' responses. In order to gather more information I asked some questions to the students as well after taking participants' responses. Interview was focus to explore role of in-service teacher training for secondary level teachers' professional development basically how in-service teacher training support their professional development, how they are transferring their training inside the classroom and what are the role of in-service teacher training. Semi-structured interview was main tool for data collection for this study. I used my smart cell phone as a recording device to record the interview.

3.4 Sources of Data

Both primary and secondary sources of data were utilized to conduct this study. Data is the part of information. It helps researcher to give reason and draw possible findings. There are two sources of data .One is primary and next one is secondary.

Primary source of Data

Primary source of data is actual data from the represent respondents provided according to the demand of research. In this studythe primary sources of data was collected through semi-structured interview with five secondary level English trained teachers from 'Kathmandu district'. As far as possible the propose study completed by primary sources of data.

Secondary sources of Data

Secondary source of data means information which has already published. In this study I followed in-service teacher training and professional development related books, articles, some policy related document and approved theses in Department of English Language Education and other references as a secondary source of data. Moreover, Sabri (2006), Bayrakci(2010), Khatri(2012), Subba (2014), Kc, (2015), Norwani et al.

(2017) and Buddhathoki, (2017) were the secondary sources of data for this study.

3.5 Data Collection Procedure

For the process of data collection, I adopted the stepwise methodological procedures. Primarily, I prepared interview guideline schedule and consent letter. Secondly, I visited the different schools of Kathmandu district and met school administration and English teachers in order to collect data. Then I met the secondary level in-service trained teachers. After that I selected five English teachers and developed good rapport with them by asking their recent works and profession. After getting permission, I took interview based on my eight guideline questions and some additional questions. After that I recorded stories or experiences on my smart phone. Thirdly, recorded data were transcribed and I visited field again to maintain accuracy and validity. Likewise, I requested them to exchange numbers for further inquiry if needed. Finally, I thanked them for their kind cooperation and time.

3.6 Data Analysis Procedure

After collection of data, through semi structured interview and open ended questions, I analyzed and interpret data through descriptive approach which is the main procedure in qualitative research. For this I, transcribed, categorized, coded and grouped the common things in this section from the interview. Likewise collected data were analyzed and presented in to several themes, and these themes were also analyzed descriptively.

3.7 Ethical Considerations

Ethical consideration refers to the values that a researcher has to follow during the research process. The researcher followed the different codes of conducts while doing this research work. For example: getting permissions from

concerned people, maintaining privacy of respondents, and preservation of data and maintaining validity while doing the research work.

The permission was taken from the school administration and teachers. This study included informed consent along with the interview and open ended questions. All identifiable personal information was kept confidentially and pseudo names were used to conceal identity of the participants while analyzing data in this study. I promised that, these collected data will be deleted after the successful conduction of this research study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This section contains analysis and interpretation of the qualitative data. The data carried out through the semi-structured interview of the teachers and their narratives were transcribed, coded with the themes and analyzed descriptively on the basis of my research questions.

4.1 Analysis of Data and Interpretation of the Results

The data obtained from semi-structured interview were transcribed, coded and analyzed by using thematic analysis. Themes of personal interviews were drawn based on the research guideline questions: role of in-service teacher training for secondary level teachers' professional development. In this study, pseudo names were used to conceal the identity of the participants 'A', 'B', 'C', 'D', and 'E' have been used for the teachers.

I asked eight guideline questions and some additional questions to obtain the data. More particularly, my concern was to find out the role and benefits of in-service teacher training for secondary level teachers' professional development. In answering this, secondary level teachers included their perceptions on in-service teacher training, benefits of in-service teacher training, school administration supports to receive in-service teacher training, teachers' learning through strategies of TPD, and students' educational achievements through in-service teacher training. On the basis of research guideline questions, I analyzed the data thematically under the following themes:

4.1.1 Theme 1: Teachers' Understanding on In-Service Teacher Training

This theme is derived from the teacher's narratives. In course of narration, all teachers viewed regarding their understanding on in-service teacher training. All respondents narrated their similar experiences and perceptions on in-service teacher training. I have asked all respondents their views and perceptions on in-

service teacher training. In this case all teachers had narrated their understanding differently, but I have found most of the similarities in their narratives. Focusing on teachers' understanding on in-service teacher training, respondent 'A' articulated:

In my view, in-service teacher training is provided from different sectors of government, this is while job training which is most useful to develop our professionalism. Basically it is provided to those teachers who are in their teaching profession. Umm, it helps teacher to increase their knowledge and skills in their field of teaching and learning activities. Previous it was provided to only community school teachers but later it is provided to institutional school teacher as well for their successful professionalism.

According to his narrative, he shared that in-service teacher training is the education which the teacher receives after s\he entered the teaching profession. Furthermore, in-service teacher training is provided from different sectors of government which is most useful to develop teachers' professionalism. Likewise he added that earlier in-service teacher training was provided only to community school teachers, but later it is provided to institutional school teachers as well. So, in-service teacher training program is really important for the continuous professional development, through which teacher can enhance their knowledge and skills. In this regard respondent 'B' narrates:

Okay! In my perception in-service teacher training is a training which is given to those teachers while they are on their professional career. It is given to the teachers to update new dimensions of knowledge, to build new horizons of skills, to update them, for the collaboration. For example being an English teacher if I have learned something new strategies to teach my learners, I can share with my colleagues. And also some time I can learn from them. So, in my view in-service teacher training is a

platform where teacher can share their experiences, they can update new version of teaching style and most importantly successful professionalism.

These perceptions signify that, in-service teacher training is provided to the serving teacher while they are on their teaching profession. Similarly, she has presented that in-service teacher training is a kind of platform for the teacher to enhance different kinds of knowledge, skills, method, strategies, self-reflection and way of sharing. She shared that, through in-service teacher training teacher develop effective techniques for the successful future career. Similarly, in teachers' understanding on in-service teacher training respondent C,D, and E expressed similar views:

Listen! In-service training is basically provided to the serving teachers. It is both formal and informal sort of training, which is provided during their work duration. Umm, in this training teachers become more involved in order to broaden their knowledge, improve their skills and attitudes towards teaching profession. So in-service teacher training is mainly designed to fulfill the needs of in-service teacher and this program be used to help and to tackle the inadequacies of pre-service training to support the implementation of new changes and to promote teachers' professional development.

From these ideas, it is found that in-service teacher training is basically provided to the serving teachers. According to respondents experiences in-service teacher training is mainly designed to fulfill the needs of serving teacher and to tackle the inadequacies of pre-service teacher training, to support the implementation of new changes and to promote teachers' professional development.

Incorporating these all views, perceptions or understanding of five respondents regarding teachers' understanding on in-service teacher training, it is found that in-service teacher training is the education which the teacher receives after s\he

entered the teaching profession. Likewise, in this, in-service teacher training teachers become more involved in order to broaden their knowledge, improve their skills, explore new techniques, for self-reflection and update them. It takes place once the teacher has joined a school can be both community and institutional nature. Beside this, as narrated by respondents, in-service teacher training is mainly designed to fulfill the needs of in-service teacher and this program may be used to help to tackle inadequacies of pre-service training, to support the implementation of new changes and to promote teachers' professional development. So, in-service teacher training is more important to support the teaching quality of the teacher, to enhance knowledge and skills of the teacher and to create effective learning environment in the classroom.

4.1.2 Theme 2: Enhancement of Knowledge and Skills

This theme is generated from the teachers' narratives, in course of narration. All respondents shared that; through in-service teacher training teacher can enhance more knowledge and skills. Likewise, in-service teacher training program offer teacher way to keep their classroom fresh, exciting and highly educational. Furthermore, they added that in-service teacher training develops content knowledge, pedagogical knowledge and skills. In this regard respondent 'A' narrates:

Ahh! Definitely, through my in-service teacher training I got more knowledge suppose how to teach literature for example, poem, essay, drama. Beside this in-service teacher training also supports me to develop my speaking skills as well. Because before my in-service training, I was like I have only limited knowledge towards English vocabulary. But later when I participated in my training I observed my colleagues way of talking, I tried to copied them and I practiced more after that I found myself well English speaker.

According to his narrative, in-service teacher training always enhance different kinds of knowledge and skills. He shared that, to develop his knowledge and skills, in-service teacher training really supports, in the sense whenever he participated his training he observe his colleagues, he tried to copied their ideas and he practiced more for his good English speaking. Later he found himself as a good speaker. For that his experiences on enhancement of knowledge and skills through in-service training is really positive. Likewise respondent 'B' expressed:

In-service teacher training had positive vibes in my career, in the sense that, before my training my teaching was so superficial, I just taught the lesson no any kind of reflection, but later after my in-service teacher training, I found my level was some extent inferior that the other teachers made me. After that I realized I must develop my every skills, knowledge and teaching methods. But among them I basically focus my content knowledge. To develop my content knowledge and skills I studied different kinds of books, way of visiting Google. So this knowledge I developed from my training.

From these ideas, it is found that, before his training, his teaching was superficial no any kind of reflection, but later when he participated his training he reflect more. He further included that after his training he observed his colleagues and he tried to build different kinds of knowledge. He said that to develop his knowledge he used to studied different kinds of books, magazines, and visited Google. According to his experiences, he enhances different kinds of knowledge through his in-service teacher training but basically his focus was content knowledge through his training. As a same respondent 'C' enhances his knowledge and skills through in-service teacher training. She argued:

There are so many tips I got from my in-service teacher training, but among them I developed my teaching skills. Umm, my training taught me all four skills but among them I was impressed by listening and

speaking skills. After my training I got ideas that as an English teacher I have to focus listening skills after that speaking. Because I got that, without listening we can't speak. Similarly I got some knowledge towards different teaching activities such as role play, dramatization, group work and pair works to develop my students' skills as well.

From these ideas, it is found that being an English teacher she gave importance to the listening and speaking skills. She shared that without listening we can't speak so as an English teacher we have to focus first listening skills, after that speaking, reading and writing skills. Beside this, she presented that she also learned different kinds of activities such as role play, group work, pair work and dramatization to develop students speaking skills from her in-service teacher training. So, she has focused basically enhancement of teaching skills through her in-service teacher training. Likewise respondent 'D' shared that; he has got ICT knowledge through his in-service teacher training. For that he said:

Ummm! Exactly, I have enhanced more knowledge through my in-service teacher training like co-operation, teaching literature, vocabulary, doing action research. But I felt quite knew about teaching through ICT, .i.e. " quizzes app". It is a kind of app which I have learned from my mentor while I was in my in-service teacher training. Later I tried to apply that app in my class, and the result seems very effective. Here, I meant to say that if I would not participate in my training I wouldn't learned that app. So, what I can say is through my in-service teacher training I have learned more. Beside this, it helps me to change positive attitude towards my teaching profession and professional development. But among them I learned how to teach through ICT, to my learners.

In-service teacher training is the part of teacher professional development. According to his experiences he has learned more knowledge through his training but among them he found most useful is teaching through ICT. Likewise, he shared that if he would not participate in his in-service teacher

training he would miss such kinds of knowledge. He added that he learned one app through his in-service teacher training which he found most useful in his classroom. In his experiences he has learned other knowledge as well suppose; improve his own teaching performance, change positive attitudes towards teaching profession. Furthermore, respondent 'E' shared that, in-service training enhances his all four teaching skills. He responded:

Obviously! There is no any doubt; my in-service teacher training enhances my both knowledge and skills. But I found more useful is all four skills. Because after my in-service teacher training I had to prepare report, likewise I had to presents my training knowledge after returning from my training sessions in front of my all colleague. Similarly, I took some feedback from my colleagues. So I think my in-service teacher training build all four skills rather than any one particular skill. Beside this I learned how to co-operate with my colleagues, how to facilitate myself and how to listen other as well. So through my in-service teacher training I have learned more knowledge but I found most useful all four skills through my training.

Here, the respondent has the experiences that, his in-service training was more useful, from where he has learned all four skills equally. Furthermore he added that after his training he had to prepare report, received feedback from his colleagues, and sometimes present his training in front of his colleagues from that he has learned all four skills.

Finally, from these all experiences narrated by the five respondents it is found that in-service teacher training is really beneficial for all the teachers. It helps all trained teachers to enhance different kinds of knowledge such as, content knowledge, pedagogical knowledge, ICT knowledge, and way of sharing and transfer of training. Likewise teacher can also enhance all teaching skills for example listening skill, speaking, reading and writing skills. So, all respondents

had positive attitudes towards in-service teacher training for their successful professional development.

4.1.3 Theme 3: Knowledge of Classroom Management

Classroom management is crucial in the classroom because it supports the proper execution of curriculum development, developing best teaching practices and putting them in to action. Moreover, the main intend of classroom management is to create a successful teaching learning environment and to reduce misbehavior of the students in the classroom. In the classroom, there are students with different social, economic, cultural, educational, physical and emotional background. In this case teacher has to manage the classroom keeping this diversity in mind for the successful teaching learning activities. So trained teachers' thought is that training brought change in classroom management knowledge and skills. In this regard, respondent ' A' says:

Really, knowledge of classroom management is important, without managing classroom well even a brilliant teacher cannot teach his/her classroom. Beside this my training taught me a lot in terms of how to create a child friendly environment, how to use teaching materials, how to make my classroom more interactive, how to use white board. Beside this my training taught me how to cope with different background students in the same classroom.

Here, the teacher shared that, knowledge of classroom management is really essential. Without knowledge of classroom management even a brilliant teacher cannot present his/her ideas in front of students. Furthermore, he shared that; through his in-service teacher training he has learned ample of knowledge to manage his classroom. Suppose, how to arrange a proper classroom, how to used materials inside the classroom according to content, how to used white board and how to make classroom disciplined. Likewise he added that we don't have same kind of student's in terms of age, gender ability, learning style and

even same motivation. So here he meant to say that his training taught me, to cope with such diverse classroom. Similarly teacher ' B' narrates:

Teaching doesn't mean just entering the classroom and start to teach; moreover being a teacher I have to manage my classroom at first. Before my training I just entered the classroom and start to teach but later when I participate my in-service training my colleagues shard different techniques regarding effective classroom management after that I learned how can I make my classroom successful with these verities of classroom management knowledge which I have learned through my training.

According to her experiences knowledge of classroom management is really essential for the all teachers. She added that teaching doesn't mean just entering the classroom and starting a teaching but moreover, being a teacher s/he has to manage well classroom before starting teaching. She included that, before her training she had just entering the classroom, finishing the chapter and returning home. As she narrated, she has learned so many knowledge and skills through her training. Like, engaging students in learning, arranging students' sit properly, listening students' voices and most importantly creating good teaching and learning environment. Similarly, in this theme, respondent ' C' shares:

Humm,, In-service teacher training taught me a lot related to my classroom management. I think teacher must be as an artist in terms of managing classroom before teaching his/ her content. Being an English education background student, I was little bit practiced in my teaching practice to arrange classroom but later when I participate my training I think I got proper knowledge towards effective classroom management. I have learned different kinds of knowledge towards classroom management but moreover I impressed by how to arrange projector is essential while teaching.

These experiences signify that, effective classroom management paves the way for the teacher to engage the students in learning. He shared that teacher must be an artist in terms of managing classroom. It means without classroom management effective teaching cannot take place. So, being a teacher they have to manage classroom. Moreover, he added that being an English education student he had practiced in his teaching practice but proper knowledge he gained after his in-service teacher training. He shared that he has learned more knowledge through his in-service teacher training but among them he was much impressed the way to arranging projector. He also mentioned that he always treat his students not as students but moreover as a friends and supporter. In this reference, respondent 'D' said:

In my opinion, knowledge of classroom management is really needed for the successful teaching learning activities. Some time to manage my classroom I tried to sing a song, even my students knew that I cannot sing well but they had respect on my practice. It means exposure is also necessary to manage our classroom and motivate students in learning. Beside this, to manage my classroom some time I try to learn student's culture, language, festival to cope with them.

Here, he added more knowledge regarding classroom management. According to him, in-service teacher training is not only provided content and skills knowledge but as a teacher we can enhance different kinds of classroom management skills. Likewise, he shared that to manage our classroom some time teachers have to sing a song; we have to dance to motivate students towards learning. Similarly he states that to manage and respect student's diversity he tried to learn student different language, festival and culture to manage effective classroom. According to him, his in-service training really supports to bring effective change in his classroom management skills. So knowledge of classroom management is really essential. Likewise, respondent 'E' narrates:

In, my experience before my in-service teacher training I felt little bit difficult to manage heterogeneous classroom. Even I had no idea about classroom management 'Gayopadayosakiyo'. So at that time I did not found my teaching effective after that I think to make teaching learning activities effective I have to manage classroom effectively. Likewise I divided them in different groups while teaching learning activities. Basically I have learned these ideas from my training.

Here, he added more experiences related to classroom management problem. He expressed that before his in-service teacher training he felt difficult to manage his heterogeneous classroom. Similarly he shared that even he had no ideas about how to manage his classroom properly, he had just used to teach his students without classroom management. But later after his training he has got more ideas about it.

In this way, from all experiences narrated by the five teachers it is found that, knowledge of classroom management is really needed for effective teaching learning activities. Even a brilliant teacher cannot teach his/her classroom without managing classroom. Most of the experiences shows that in-service teacher training develops knowledge and skills to manage diverse classroom, teaching activities, child friendly environment, ways of using white board, presenting teaching materials, arranging sit and respecting all students' diversity. It shows that a disorganized classroom without routines and expectations makes teaching difficult for his/her job. From this it is clear that, the main goal of classroom management is to reduce misbehavior on the classroom. Effective classroom management gives the students little time to misbehave. So teacher training always supports to manage good classroom which may create an effective teaching and learning activities.

4.1.4 Theme 4: School Administrative bodies and Principal Supports to Receive In-service Teacher Training

Within schools, the principal and administration are in a unique position to influence and to affect the overall quality of teacher professional development. School administration and principal always try to create and maintain positive and healthy teaching and learning environment for every school including the professional staff. According to respondents, teacher gets huge supports from school administration and principal to receive in-service teacher training. In this regard, respondent 'A' presents:

*Yes, I was fully supported by my principal and school administrative bodies to receive my in-service teacher training. If I had not supported by them I think I could not attain in my training. I still remember at that time my principal called meeting and told us in nepali; "**mauka ma chauhahanuparxa sir!**". So basically my principal encouraged me to receive my training as an opportunity after that I participate on my training.*

From the respondent's experiences, there is no doubt that, there is huge number of supports from his principal school administration to receive his in-service teacher training. Furthermore, he presents that first of all his principal called all staffs of the school and provided ideas that in-service teacher training is an opportunity for the all teachers to update knowledge and reflect themselves. Similarly he also added that, his principal and administrative bodies gave tips like how to participate in training, how to presents themselves and how to listen other teachers as well. So, yeah! I think to receive his in-service teacher training his principal and administrative bodies had played vital role. In this way respondent 'B' also carries the main ideas on this theme:

Hahaha.....I myself managing all because i myself is an assistant principal of my school. I am always encouraging my teachers to

participate in training. In fact I provided them who need what. Beside this I also ask them what materials they need either low cost, no cost or easily available materials. Some time I buy and provide them.

From these experiences, it is found that, there is huge number of supports from school administrative bodies and principal to attained in-service teacher training. According to his narration he is himself assistant principal of his school. So he is managing his school. Beside this he presented that he provides teachers who need what. He is also asking teachers about materials which kinds of materials they need, either low cost, no cost, local or easily available materials to his teachers. He states that, principal and administrative bodies are responsible person of any schools, so s/he has to more conscious and encouraging towards all the staff for the effective teaching learning activities. Similarly, respondent ' C' responded:

*Umm, interesting questions, yes, there is big support from my principal and administrative bodies to receive my training. I wanted thank them for their encouragement and advice to receive this training. Beside this, my principal made me feel that school staffs are like our family and it is all team work, so we have to cooperate and encourage each other for the betterment of learning. Many time ok in nepali," **hamro principal le ta katipatakafnai pocket bata paisa tirnuvaxa school kolagi**". She is really inspiring principal for me.*

Here, the respondent ' C' had shared that, without principal and school administrative supports there is hard to receive in-service teacher training. And without receiving in-service teacher training teacher cannot transfer their knowledge and skills inside the classroom properly. It means school is like a family and team work where there are always principal and administrative bodies supports to receive in-service training to the all staffs. Beside this, she narrated that, her principal some time paying from her own pocket for the school and they are also followed her. So there is always good support to her

from her principal and administrative bodies. She included that she has a huge respect for her principal. She said that her principal is ideal teacher for her, who always supports and provided positive feedback. In this way respondent D says:

Yes, they are always encouraging me, not only to receive in-service teacher training but also to transfer my training properly inside my classroom. After my training whenever I teach to my students my principal always observing my class and at last he is providing me feedback. He encouraging me like sir, you r doing good job, man your training works now.

In his experiences, his principal and administrative bodies are always motivating him a lot to boost his knowledge and skills. According to him, his principal is not only encouraging him to receive in-service teacher training but, moreover he is encouraging to transfer his training properly inside the classroom as well. He mentioned that after his training his principal always observed his classroom about his teaching at last he is providing positive feedback. He said that his principal always motivated like you r doing good job man go on. From that he is really motivated to transfer his training inside the classroom. So his main focus is here, his principal and administrative bodies are not only supporting to receive in-service teacher training but also giving equally importance to transfer of training as well. In this way respondent 'E' narrates his experiences:

Yeah! I am really thankful for their supports to receive my in-service teacher training. I remember when I was going to attend my training they told me sir, training is like a clear way for the teacher so we have to attain it. The more we participate in training the more we can enhance our knowledge and skills.

According to presented experiences, it is found that his principal and administrative bodies are more supportive and motivated. Similarly, he added that, his principal always encouraging him by saying in-service teacher training is like an opportunity for all the teachers to enhance knowledge and skills. So the more we participate in training the more we can get knowledge.

Incorporating these all experiences of five respondents regarding school administrative bodies and principal supports to receive in-service teacher training, it is found that, there are huge number of supports and motivation to all these respondents from their principal and administrative bodies to receive their in-service teacher training. Beside this, as narrated by respondent 'D', if the teachers are fully motivated from their principal they can not only participating on training and enhancing knowledge but moreover they can also transferring their training properly inside the classroom.

Similarly, all the teachers had narrated that school staffs should be like one family where everyone should provide supports if anybody needed. In school there should be team work and good co-operation and collaboration. They also mentioned that there are some schools where principal are not informing other teachers about training they always participating own, which is really measurable. This is only exceptional case but most of the principal and administrative bodies are supporting their teachers to receive in-service teacher training. So according to their narratives I found that, principal and school administrative bodies are always providing feedback and supports to their teachers. They can play vital role to make their teaching learning activities more successful.

4.1.5 Theme 5: Teachers' Learning through Strategies of Professional Development

This theme is developed from the analysis of the five respondents on the basis of experiences regarding their learning through strategies of professional

development. These strategies are workshop, seminar, teacher support groups, analyzing critical incidents and teaching journals. All respondents shared that teachers can learn, motivated and inspired by their strategies of professional development. I have asked all the teachers that, from which strategies you have learned more and which one do you prefer to develop your professional development. In this regard all the teachers had narrated their experiences differently. Respondent 'A' narrates:

I think all strategies are important and suitable for teacher professional development. But among them I found 'workshop' is more useful and I prefer to practice it more. Because in my view, workshop where all the teachers have to work actively. Being a teacher I have to play role like; monitor, sometime presenter and sometime facilitator as well. From that I have gain so many knowledge so, I prefer workshop for my learning.

According to these presented experiences, teachers can learn different knowledge from strategies of professional development. He shared that there are so many strategies that he can practice for his learning and professional development but among them he found most useful is 'workshop'. He further included that in the workshop all the teachers have to work actively and they are working. Beside this he mentioned that they have to play different role like monitor, facilitator, guider and presenter. So, according to him there are so many strategies which we can use for teacher learning but he found most useful is workshop for his learning. Similarly, respondent 'B' said:

*Umm, all strategies are best but actually, I like to prefer 'teacher support group' for my learning. **Because I know "two heads are always far better than one head"**. We are not perfect all in all subjects. So I think in teacher support group where I have learned lots of knowledge from sharing. I noticed that whatever I have known it may not other by my colleagues and whatever they known I may not so, it's all about sharing and developing knowledge.*

Here, the teacher has better experiences about teacher support groups. He had narrated that he was much impressed by teacher support groups. Beside this he mentioned that teacher support groups where two or more teachers are collaborating to achieve either individual or shared goals. Furthermore, he shared that the main purpose of teacher support group is to put forward, discuss and negotiate the subject matter, pedagogical and professional problems among the teacher community. He states that in teacher support group whatever he have known may not be his colleagues and whatever they know he may not so it's kind of sharing from where he have gained many knowledge in his career. Likewise, in the case of teachers learning through strategies of professional development, respondent 'C' presents:

Umm, through all strategy we can learn but I prefer analyzing critical incident for my learning, because it is unanticipated and unplanned event that occurs during our teaching learning activities. I recall one incident where I was teaching my lesson at that time suddenly one student started laugh, after that we took her in hospital. Later I knew that she had suffering from hysteria. So some time as a teacher we have to face such incidents so I learn how to tackle such incidents later.

It means, critical incident is unplanned and unanticipated incidents that occur during teaching in the classroom. She recall her past where one day her students started to laugh continuously at that time she was shocked, after that they took her in hospital but later she knew that she had a hysteria. She included more that being a teacher we have to learn to handle such incidents so she has got knowledge through her in-service teacher training. So it is students' unexpected behaviors which occur during our teaching. Similarly, respondent 'D' shares:

I basically prefer keeping teaching journal for my learning I found it most useful than other strategies. My keeping teaching journal makes me to become more reflective in my both professional and personal

career. Basically I am writing all my activities in my diary and I myself asked so many questions about my teaching method, techniques and such reflection which has supports me a lot to learn more.

According to his experiences he found more useful is keeping teaching journal for his learning. He mentioned that a keeping teaching journal is a first person account where a teacher can enhance more knowledge from his/ her reflection. Beside this, he narrated that teacher can inquiry themselves about their way of teaching and learning, students' satisfaction, methods, from that teacher can reflect themselves. It means the main purpose of keeping teaching journal is to develop reflective way of teaching and learning and bringing positive changes in teachers' professional career. Furthermore in this reference, respondent 'E' narrates:

Workshop is one of the most important and useful strategies of professional development for enhancing teachers' learning. It is an activity from which I have learned how to solve classroom problems, how to check copy, how to prepare mark skim, I have gained such knowledge from my workshop.

Workshop is the most important and useful for enhancing teachers' learning. Likewise, he added that from his workshop he had learned to solve classroom problems, to prepare mark skim and to check students' papers as well. Such knowledge he has learned from his workshop so, he prefer workshop for his learning.

From these all experiences narrated by the five respondents, it is found that, teachers can learn so many knowledge and skills through strategies of professional development. Most of the experiences shown that, all strategies are equally important but respondent A and E found workshop is more useful and they like to prefer workshop for enhancing their knowledge. Beside this, otherrespondentslike teacher support group, critical incidents and keeping

teaching journal for enhancing their knowledge. In this regard some teacher found workshop useful, some teacher seminar, some teacher action search some, teacher support groups, but fact is that these all strategies are equally important and useful according to the context and situations.

4.1.6 Theme 6: Students' Educational Achievement through In-service Teacher Training

This theme is developed on the basis of narratives narrated by respondents regarding the students' educational achievement through in-service teacher training. According to this theme in-service teacher training provides a lot of opportunities to the teachers to learn information and accomplish different teaching methods and strategies. It is considered to be one of the improvements to develop quality education and to enhance effective knowledge of the teachers. When teachers get more knowledge and skills he/she can easily transfer inside the classroom and when teacher transfer their skills that reflect on students' educational achievements. Regarding this, respondent ' A ' responded:

As an English teacher my in-service teacher training really taught me a lot and which reflect my students' results as well. Through my in-service teacher training I learned how to make classroom more interactive, how to engage them in effective learning and how to make students practice more, which I applied in my classroom. After that I found positive results towards students' educational achievements.

Here, the respondent experienced that, in-service training is really important for both teachers and students as well. According to him he learned from his training how to make his classroom more interactive, how to engage his students in learning, how to make students practice inside the classroom for their educational achievements. He added that from training teachers are learning how to make his teaching effective, likewise how to engage their

students in learning from that students are benefited by teachers through their teaching. So through in-service teacher training not only teachers are benefitted but at the same time students as well. Similarly, respondent 'B' narrates the same experiences:

After receiving my training, I started teach my students through different methods and techniques. I teach my students through audio-video materials after that I found positive change in my students' learning. Some times to motivate them, I provide them reward like; you will get five marks extra in upcoming board exam, but for that you have to participate actively in my classroom. Recently I checked students' paper forty eight students were passed out of fifty, which is really a good result.

According to these presented experiences, in-service teacher training is really essential for the successful career and students positive results as well. In course of sharing she said that being a teacher we have to apply new methods and strategies inside the classroom for the students' educational achievements. She also added that some time teachers have to utilize reward system which also motivates students towards learning. According to her, she has informed her students that anyone who involve in learning actively s/he can get extra five marks in their final results. After that when she checked her students' copies recently, forty eight students were passed out of fifty, which is really good achievements of students. And she is also happy and satisfies with this result. Furthermore, respondent 'C' presents:

Before my training I was not so close with my students, some time they asked me repeat the same thing at that time in nepali ;"doraunupardapitna man lagthyohernus!". But later I change my teaching strategies. I became very close with my students. Every Friday I start to take a test whatever they learned in whole one week, later in board exam I found their results was better than previous.

In this experiences, the teacher is found himself positive behavior after his training. According to his experiences he felt angry and irritated if students asked him to repeat the same thing time and again. But later he became very closed with his students. After that his students also starts to share everything when they feel confused in learning. Beside this, he shared that before his training he had a less ideas about how to teach effectively and bring good results in his students. But later he started took test every Friday to know how much his students had learned. So in this way in board exam he found positive changes in students' educational achievements. Similarly, respondent 'D' states:

Umm, I think being a teacher my work is not just teaching my students, but teach them their social values. I am not telling them just open the book inside the classroom, beside this I am creating some fun,jokes related to the topic which I have learned from my training. So basically I am always trying to transfer my training inside the classroom whatever I have learned, which directly connected to my students' educational achievements.

Here, the respondent focus is that teacher job is not just entering the classroom and ask the students to open the book. Beside this, he/she can teach so many social values, they can teach practical behavior to their students. Likewise, being a teacher, he is playing different role to create fun in his classroom. He believes that for the successful students' educational achievements he is transferring his training properly inside the classroom. Furthermore, he shared that, every Friday he is taking test to know whether the students has learned or not what he expect, which seems very effective in board exam. So in this way, he shared his experiences. Likewise, respondent 'E' narrates:

Before teaching reading skills, I just used to read all line by line and explaining but later after my in-service training I gave the task of reading to my students. And I just support them by giving difficult

vocabularies. Where students improve their reading skills and at the same time speaking skills as well.

In his experiences, the teacher has experienced that, before his training he just used to read all line by line and explaining while teaching his classroom. But after his in-service teacher training he gave the task of reading to his students and he just supports them by giving difficult vocabularies. From that, his students improved reading and speaking both skills at the same time.

From the experiences analyzed under this theme, it is found that students' educational achievement is fully possible from practices of teachers' in-service training. In this regard respondent ' D' shared that, teacher job is not just entering the classroom and ask them just open the book; moreover a good teacher can teach them their social values and norms. Furthermore he added that being a teacher we have to understand students' psychology, some time being a teacher they have to play different roles like ;singer, joker, dancer, monitor, presenter to motivate students in learning.

As narrated by the other respondents viewed that, if the teachers' transfer their training properly inside the classroom, which is directly, connected with the students' educational achievements. Likewise, respondents' shared that trained teachers are always try to create child friendly environment. S/he knew about which strategies works for the students' educational results, they knew how to engage their students in learning, how to encourage them through reward, how to listen their voices. So, such teachers' abilities always bring successful results to the students. Finally, respondents' main focus is teachers have to transfer their training properly inside the classroom; they have to teach social values, practical behavior not only the pedagogical knowledge for our students, which bring positive vibes and long lasting learning to the students' achievements.

4.1.7 Theme 7: Relationship between In-service Teacher Training and Professional Development

In-service teacher training is the part of teacher professional development. Teacher training influences teachers' professional development. It means if the teacher can get in-service training properly, it makes ease to them for their successful professional career. All the respondents are positive towards this theme; they presents that there is deep relationship between in-service teacher training and professional development. Most of the respondents' narrated that, without a proper training teacher cannot enhance their knowledge and skills properly. So, there is no any doubt that there is perfect relationship between these two. In this reference, respondent ' A' states:

Obviously, there are very close relationship between in-service teacher training and professional development. I found if I have to say in Nepali; "naangramaasukojastosamandhaxa". Beside this, professional development is cover term, and in-service training is parts of professional development, where in-service teacher training always try to foster develop teachers' professionalism.

Here, the respondent opinion is that, there is very close relationship between in-service teacher training and professional development. He shared that, professional development is cover term, and in-service teacher training is parts of professional development, where in-service training always foster to develop teachers' professionalism. According to him when teachers are attending training they are enhancing different kinds of knowledge and skills, when they develop knowledge that may influences professional development of the teachers. Furthermore, he added that through his training he has developed knowledge and skills, which supports him to create a successful future career. Very similar experiences are narrated by the respondent ' B':

Yes, I think in-service teacher training and professional development are co-related with each other. In the sense after receiving training teachers can be very confident, updated, and reflective and also a good classroom manager, when the teacher has such command, they can obviously develop their professionalism automatically. So, I think they are very co-related.

According to these presented experiences, he found that in-service teacher training and professional development are co-related with each other. He further added that, in-service training or any kind of training makes teacher more confident, reflective, self- updated and a good classroom manager, when teacher creates such abilities they can automatically develop their professionalism. Likewise he shared that, in-service training is a part of teacher development, and teacher development is a process of becoming best kind of teacher. So teacher training and teacher development both helps to contribute the teachers' performance. Similarly, respondent 'C, D and E,' shares:

In-service teacher training and professional development are interrelated. Being a teacher my training has brought positive attitude towards my teaching profession. Beside that my training has developed my creativity, my punctuality towards teaching, which supports my professional career. So, I think without training professional development may not develop and without professional development there is no any essence of training. So, both are interrelated.

Here the respondent experienced that; in-service teacher training and professional development are interrelated. Furthermore they added that, being a teacher their training has brought positive attitude towards their teaching. Besides that, their training has developed their creativity, punctuality towards their teaching and supports for their professional development.

From these ideas, it is found that most of the respondents are positive towards the relationship between in-service teacher training and professional development. As narrated by the respondents teacher training influences teachers' professional development. It means if the teacher can get chance to participate in training that makes them ease to their professional development. According to them, the main intent of in-service teacher training is to reflect, update knowledge, and refresh them, so that there is a visible change in their professional career. Both in-service teacher training and professional development intent is to make teachers' professional successful, bring positive attitude towards teaching profession and for the students successful educational achievements.

Finally, all the respondents added that, in-service teacher training is a part of professional development, which always try to makes teacher to import quality education by making them more confident reflective, updated and knowledgeable. In-service teacher training helps in dealing with their subject matter, acquisition of knowledge, sharpening skills and enhancing their performance of the teachers. So when the teacher has such quality they can automatically enhancing their professionalism. So, there are deep relationship between in-service teacher training and professional development. So it is found that there is really long lasting bonding between in-service teacher training and professional development.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented summary of findings, conclusion and recommendation on the basis of presentation, analysis and interpretation of collected data and drawn findings. Likewise, I have recommended some pedagogical implications for the practice level and also suggested some applications for the policy level and further research related.

5.1 Findings

The main objective of this study was to find out the role and benefits of in-service teacher training for secondary level teachers' professional development. Secondary level English trained teachers who completed in-service teacher training were taken as informants to fulfill the objectives. After the analysis and interpretation of the data provided by participants, the findings of the study are summarized as follows:

-) All of the five respondents shared their experiences that, in-service teacher training is the education which the teacher receives after she/he has entered the teaching profession. Furthermore, all of the teachers are experienced and realized that in-service teacher training is really important and necessary, which is mainly designed to fulfill the needs of serving teacher and tackle the inadequacies of pre-service teacher training.
-) All of the informants of this research study viewed that, in-service teacher training is really beneficial and has a positive role from this; they got knowledge, skills, teaching techniques, methodologies, ICT knowledge, students' educational achievements, create better teaching learning environment and most importantly positive attitude towards teaching profession. Beside this, trained teachers viewed that in-service teacher training supports them to become more reflective, updated,

confident and transfer their training properly inside the classroom for their professional development.

-) Similarly, through the teachers' narratives, I have found that earlier in-service teacher training was provided only to the community school teachers, but later it is provided to institutional school teachers as well.
-) Likewise, from the research I found that, knowledge of classroom management is also really important for the successful professional development. Teachers viewed that in-service teacher training helped them to reduce misbehavior of the students inside the classroom, arrange students' sit properly, use teaching materials according to content, use white board, respect students' diversity and finally treat them according to their level, need and interest. So respondents viewed that their in-service training brought such knowledge and skills to manage their classroom properly.
-) Furthermore, it has been found that, most of the teachers' used different strategies of professional development for their learning. In this regard some teachers viewed that, workshop is more useful and they prefer workshop for their future career, another teacher viewed that teachers support group is most useful and he wants to practice it, likewise another teacher prefer critical incidents and another teacher prefer keeping teaching journal for their learning and professional career. But I found that, all strategies are equally important for teachers' learning according to context and situations.
-) Respondents' viewed that, to receive in-service teacher training their principal and administrative bodies were encouraged them a lot. According to teachers' experiences, I found that, principal and school administrative bodies are playing vital role to receive in-service teacher training and to create successful teaching and learning environment in schools.
-) Likewise, I found that through in-service teacher training not only teachers are benefitted, but at the same time students as well. In the

sense that after receiving in-service teacher training teachers are Applying new strategies in the classroom which is directly connected to the students' educational achievements. Beside this, teachers viewed that, after their training they have learned how to engage students in learning, how to motivate them, how to make them participate in interaction and create a child friendly environment. From this, they have got positive results in students.

) It was found that; in-service teacher training made them more responsible and positive towards their teaching profession. From this research, it has been found that in-service teacher training also helped them to select and use appropriate methods in the classroom; select suitable teaching aids and develop more confident and expected positive competence to them.

) Similarly, from the teachers' narratives it has been found that, there is really deep relationship between in-service teacher training and professional development. From the respondents' experiences I have found that, professional development is cover term and in-service training is a platform from where teachers can enhance their knowledge and skills. Beside this, when teachers become trained they can enhance so many knowledge from this, they can easily develop their professional career. So I found that between these two has interconnected relation. Because without training teacher may not enhance knowledge and skills properly, likewise without professional development there is no any essence of teacher training so they are deeply connected.

5.2 Conclusion

The major concern of my study was to find out the benefits and role of in-service teacher training for the secondary level teachers' professional development. I selected five secondary level English in-service trained teachers. On the basis of analysis, discussion and interpretation of the collected findings were derived, as a form of qualitative research.

The major findings of this study were drawn through seven themes: teachers' understanding on in-service teacher training, enhancement of knowledge and skills, knowledge of classroom management, teachers' learning through strategies of professional development, students' educational achievement through in-service teacher training, principal and administrative bodies supports to receive in-service teacher training and relationship between in-service training and professional development. From the synthesis of the study I came to conclude that, in-service teacher training is really insightful, beneficial and has a positive impact for the secondary level English language teachers and their professional development. I found that, in-service teacher training has developed different kinds of content knowledge, pedagogical knowledge, skills, ICT knowledge, classroom management knowledge, using materials related to content, self-reflection and updated to the teachers. Further I conceptualized that; in-service teacher training has developed the sense of cooperation and mutual understanding between teachers and students. It means in-service teacher training has developed positive attitudes towards teaching profession.

Similarly I came to conclude that, teachers were highly benefited from in-service teacher training to apply new version of teaching method, to address classroom management problems, to increase the students' educational achievements. Beside this, my own understanding from the study is, in-service teacher training is not only part of teaching profession, moreover it is a platform for the teachers from where they can enhance new horizons of

knowledge, new dimensions of teaching methods, reduce students' misbehavior in the classroom and finally make them confident while presenting their ideas.

Finally, this research was completed by providing recommendation at policy level, practice level and further research in the separated headings, so that it will be comprehensible for the concerned readers.

5.3 Recommendations

Being based on the findings drawn from the analysis and interpretation of the teachers' narratives, I have found summarized and concluded my research study. On the basis of these conclusion and summary I have recommended the major implications of the study in to following three different subs –headings:

5.3.1 Policy level

Policy is the government's action to formulate the rules, regulation and systems regarding any particular institution, person or nation. Rules and regulations from the government help to systematize the every activity regarding in-service teacher training for this study. On the basis of the findings of the study, the following policy level recommendations can be made.

- i. There should be the system of monitoring and supervision of the teachers from the responsible person like Head teacher, trainers with full of supportive intentions.
- ii. In-service training agencies like Resource center, DEO, NELTA should conduct more in-service teacher training to the teachers with the coordination of Department of Education and ministry of Education.

5.3.2 Practice level

Classroom is the practice arena for teacher professional development. This study shows that, many of the teachers agreed that in-service training helps to enhance the teachers' knowledge, skills and students' educational achievements.

So, government should have well on in-service training policy and practice to get better teaching and learning activities. To develop teachers' professional development through in-service training, some practice level suggestions have been made in the following ways:

- i. In-service teacher training content should be developed according to students' curriculum.
- ii. Sufficient teaching strategies should be included to in-service teacher training to make teachers more confident and support teachers' professional development.
- iii. To reduce students' misbehavior trainers should provide effective classroom management knowledge to the teachers, to handle their class room properly.

5.3.3 Further Research Related

The new researcher can carry out their study with the help of this study. This study was limited to identifying the benefits and role of in-service teacher training for secondary level teachers' professional development. This research, as a narrative design, could not include large-scale of sample, therefore, there are limitations in this study in terms of its area, as only one district (Kathmandu) was included. So, further researcher may focus on the following areas.

- i. Further researcher can investigate on perceptions of in-service trained teachers towards benefits and its implications for the professional development.
- ii. Similarly, they can research on challenges on transfer of in-service training for professional development.
- iii. Likewise, they can research on role of teacher support group for professional development
- iv. Further researcher can investigate on improvement of speaking skills through in-service teacher training.

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APPENDIX-1

Teacher Narrative Guidelines

These teacher narrative guidelines have been prepared to draw data/information for the research work entitled, "**Role of In-Service Teacher Training for Secondary Level Teachers' Professional Development: A Narrative Inquiry**". The researcher hopes that you all cooperate by providing information required by these subjective questions.

Thank you!

Researcher

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Guidelines for Interview

In order to collect real data I, have conducted Semi-structured interview with five secondary level in-service trained teachers. There were eight guidelines, where I have broken down each guideline within five questions. I prepared forty questions on the basis of following interview guidelines:

- 1) Teachers' perception on in-service teacher training
- 2) Benefits of in-service teacher training for professional development
- 3) Teachers' perceptions towards need and importance of critical thinking and classroom management
- 4) Policy and practice of teacher training in Nepal
- 5) Strategies of professional development
- 6) Role of in-service teacher training to achieve students' educational achievement
- 7) Supports from school administration and management committee to receive in-service teacher training
- 8) Relationship between in- service teacher training and professional development

APPENDIX- II

Interview- 1

Name: A

Qualification: Master in English Education

Experience: 20 years

1. Could you please, share your ideas on in-service teacher training?

Respondent

In my view, in-service teacher training is provided from different sectors of government, this is while job training which is most useful to develop our professionalism. Basically it is provided to those teachers who are in their teaching profession. Umm, it helps teacher to increase their knowledge and skills in their field of teaching and learning activities. Previous it was provided to only community school teachers but later it is provided to institutional school teacher as well for their successful professionalism.

2. What kinds of knowledge (content, pedagogical or skill based) did you learned from in-service teacher training?

Respondent

Ahh! Definitely, through my in-service teacher training I got more knowledge suppose how to teach literature for example, poem, essay, drama and. Beside this in-service teacher training also supports me to develop my speaking skill as well. Because before my in-service training, I was like I have only limited knowledge towards English vocabulary. But later when I participated in my training I observed my colleagues way of talking, I tried to copied them and I practiced more after that I found myself well English speaker.

- 3. What kinds of classroom management knowledge and skills have you learned from your in-service teacher training? And do you think knowledge of classroom management is really important?**

Respondent

Really, knowledge of classroom management is important, without managing classroom well even a brilliant teacher cannot teach his/her classroom. Beside this my training taught me a lot in terms of how to create a child friendly environment, how to use teaching materials, how to make my classroom more interactive, how to use white board. Beside this my training taught me how to cope with different background students in the same classroom. So yes, knowledge of classroom management is really needed for the all professional teachers.

- 4. In what ways your principal and school administration supports you to receive in-service teacher training? How they encouraged you to receive this training?**

Respondent

Yes, I was fully supported by my principal and school administrative bodies to receive my in-service teacher training. If I had not supported by them I think I could not attain in my training. I still remember at that time my principal called meeting and told us in nepali;" **mauka ma chauhahanuparxa sir!**". So basically my principal encouraged me to receive my training as an opportunity after that I participate on my training.

- 5. Which strategy (workshop, action research, teacher support group, and critical incidents) do you prefer for your professional development?**

Respondent

I think all strategies are important and suitable for teacher professional development. But among them I found' workshop' is more useful and I prefer to practice it more. Because in workshop all the teachers have to

work actively. Being a teacher I have to play role like; monitor, sometime presenter and sometime facilitator as well. From that I have gain so many knowledge so, I prefer workshop for my learning.

6. Could you please share, how do you transferring your in-service teacher training on promoting students' educational achievement?

Respondent

As an English teacher my in-service teacher training really taught me a lot and which reflect my students' results as well. Through my in-service teacher training I learned how to make classroom more interactive, how to engage them in effective learning and how to make students practice more, which I applied in my classroom. After that I found positive results towards students' educational achievements.

7. Would you mind to say something, about relationship between in-service teacher training and professional development? Does in-service training enhancing teachers' professional development?

Respondent

Obviously, there are very close relationship between in-service teacher training and professional development. I found if I have to say in nepali; "**naangramaasukojastosamandhaxa**". Beside this, professional development is cover term, where in-service teacher training always try to foster develop teachers' professionalism.

Researcher: Thank you very much sir for your kind support in my task. I am always indebt toward you.

Respondent: Ok you are really doing good task. I wish best wishes for your further success.

Researcher: Sure Sir.

Interview- 2

Name: B

Qualification: M. ED & M. A

Experience: 18

1. Could you please, share your ideas on in-service teacher training?

Respondent

Okay! In my perception in-service teacher training is a training which is given to those teacher while they are on their professional career. It is given to the teachers to update new dimensions of knowledge, to build new horizons of skills, to update them, for the collaboration. For example being an English teacher if I have learned something new strategies to teach my learners, I can share with my colleagues. And also some time I can learn from them. So, in my view in-service teacher training is a platform where teacher can share their experiences, they can update new version of teaching style and most importantly successful professionalism.

2. What kinds of knowledge (content, pedagogical or skill based) did you get from in-service teacher training?

In-service teacher training had positive vibes in my career, in the sense that, before my training my teaching was so superficial, I just taught the lesson no any kind of reflection, but later after my in-service teacher training, I found my level was some extent inferior that the other teachers made me. After that I realized I must develop my every skills, knowledge and teaching methods. But among them I basically focus my content knowledge. To develop my content knowledge and skills I studied different kinds of books, way of visiting Google. So this knowledge I developed from my training.

3. What kinds of classroom management knowledge and skills have you learned from your in-service teacher training? And do you think knowledge of classroom management is really important?

Teaching doesn't mean just entering the classroom and start to teach; moreover being a teacher I have to manage my classroom at first. Before my training I just entered the classroom and start to teach but later when I participate my in-service training my colleagues shard different techniques regarding effective classroom management after that I learned how can I make my classroom successful with these verities of classroom management knowledge which I have learned through my training.

4. In what ways your principal and school administration supports you to receive in-service teacher training? How they encouraged you to receive this training?

Hahaha,,, I myself manage all because i myself is an assistant principal of my school. I am always encouraging my teachers to participate in training. In fact I provided them who needs what. Beside this I also ask them what materials they need either low cost, no cost or easily available materials. Some time I buy and provide them.

5. Which strategy (workshop, action research, teacher support group, and critical incidents) do you prefer for your professional development?

Umm, all strategies are best but actually, I like to prefer 'teacher support group' for my learning. **Because I know "two heads are always far better than one head"**. We are not perfect all in all subjects. So I think in teacher support group where I have learned lots of knowledge from sharing. I noticed thatwhatever I have known it may not other by my colleagues and whatever they known I may not so, it's all about sharing and developing knowledge.

6. Could you please share, how do you transferring your in-service teacher training on promoting students' educational achievement?

After receiving my training, I started teach my students through different methods and techniques. I teach my students through audio-video materials after that I found positive change in my students' learning. Some times to motivate them, I provide them reward that, you will get five marks extra in upcoming board exam, but for that you have to participate and active more in my classroom. Recently I checked students' paper forty eight students were passed out of fifty, which is a good result.

7. Would you mind to say something, about relationship between in-service teacher training and professional development? Does in-service training enhancing teachers'' professional development?

Yes, I think in-service teacher training and professional development are co-related with each other. In the sense after receiving training teachers can be very confident, updated, and reflective and a good classroom manager, when a teacher has such command, they can obviously develop their professionalism automatically. So, I think they are very co-related.

Researcher: Thank you very much sir for your great passion, it is really valuable cooperation for me.

Respondent: Ok. It's my pleasure, Do the best.

Researcher: Ok Sir.

Interview- 3

Name: C

Qualification: M. Ed

Experience: 15 years

1. Could you please, share your ideas on in-service teacher training?

Respondent

Listen! In-service training is basically provided to the serving teachers. It is both formal and informal sort of training, which is provided during their work duration. Umm, in this training teachers become more involved in order to broaden their knowledge, improve their skills and attitudes towards teaching profession. So in-service teacher training is mainly designed to fulfill the needs of in-service teacher and this program may be used to help and to tackle the inadequacies of pre-service training to support the implementation of new changes and to promote teachers' professional development.

2. What kinds of knowledge (content, pedagogical or skill based) did you get from in-service teacher training?

There are so many tips I got from my in-service teacher training, but among them I developed my teaching skills. Umm, my training taught me all four skills but among them I was impressed by listening and speaking skills. After my training I got ideas that as an English teacher I have to focus listening skills after that speaking. Because I got that, without listening we can't speak. Similarly I got some knowledge towards different teaching activities such as role play, dramatization, group work and pair works to develop my students' skills as well.

3. What kinds of classroom management knowledge and skills have you learned from your in-service teacher training? And do you think knowledge of classroom management is really important?

Humm,, In-service teacher training taught me a lot related to my classroom management. I think teacher must be as an artist in terms of managing classroom before teaching his/ her content. Being an English education background student, I was little bit practiced in my teaching to arrange classroom but later when I participate my training I think I got proper knowledge towards effective classroom management. I have learned different kinds of knowledge towards classroom management but moreover I impressed by how to arrange projector is essential while teaching.

4. In what ways your principal and school administration supports you to receive in-service teacher training? How they encouraged you to receive this training?

Umm, interesting questions, yes, there is big support from my principal and administrative bodies to receive my training. I wanted thank them for their encouragement and advice to receive this training. Beside this, my principal made me feel that school staffs are like our family and it is team work, so we have to cooperative and encourage each other for the betterment of learning. Many time ok in nepali, "**hamro principal le ta katipatakafnai pocket bata paisa tirnuvaxa school kolagi**". She is really inspiring principal for me

5. Which strategy (workshop, action research, teacher support group, and critical incidents) do you prefer for your professional development?

Umm, through all strategy we can learn but I prefer analyzing critical incident for my learning, because it is unanticipated and unplanned event that occurs during our teaching learning activities. I recall one incident

where I was teaching my lesson at that time suddenly one student started laugh, after that we took her in hospital. Later I knew that she had suffering from hysteria. So some time as a teacher we have to face such incidents so I learn how to tackle such incidents later.

6. Could you please share, how do you transferring your in-service teacher training on promoting students' educational achievement?

Before my training I was not so close with my students, some time they asked me repeat the same thing at that time in nepali ;

"doraunupardapitna man lagthyohernus!". But later I change my teaching strategies. I became very close with my students. Every Friday I start to take a test whatever they learned in whole one week, later in board exam I found their results was better than previous.

7. Would you mind to say something, about relationship between in-service teacher training and professional development? Does in-service training enhancing teachers' professional development?

In-service teacher training and professional development are interrelated. Being a teacher my training has brought positive attitude towards my teaching profession. Beside that my training has develop my creativity, my punctuality towards teaching, which supports my professional career. So, I think without training professional development may not develop and without professional development there is no any essence of training. So, both are interrelated.

Researcher: Thank you very much Madam for your great support for my research.I will be missing these moments forever.

Respondent:It's my pleasure. I am also happy to share my ideas and experiences with you.

Researcher: Ok Madam. See you.

Interview- 4

Name: D

Qualification: M. Ed, M. A.

Experience: 22 years

1. Could you please, share your ideas on in-service teacher training?

Respondent

Umm, in-service teacher training is a training, which is provided to the serving teachers. On in- service training where teachers are getting different kinds of training among them TPD training is one of them. Earlier TPD training was provided in three phases which I have taken. So I think in-service teacher training is an activities or session which supports every individual teacher to develop different kinds of knowledge and skills while they are in their teaching career.

2. What kinds of knowledge (content, pedagogical or skill based) did you get from in-service teacher training?

Ummm! Exactly, I have enhanced so, many knowledge through my in-serviceteacher training like co-operation, teaching literature, vocabulary, doing action research. But I felt quite knew about teaching through ICT, .i.e. " quizzes app". It is a kind of app which I have learned from my mentor while I was in my in-service teacher training. Later I tried to apply that app in my class, and the result seems very effective. Here, I meant to say that if I would not participate in my training I wouldn't learned that app. So, what I can say is through my in-service teacher training I have learned more. Beside this, it helps me to change positive attitude towards my teaching profession and professional development. But among them I learned how to teach through ICT, to my learners.

3. What kinds of classroom management knowledge and skills have you learned from your in-service teacher training? And do you think knowledge of classroom management is really important?

In my opinion, knowledge of classroom management is really needed for the successful teaching learning activities. Some time to manage my classroom I tried to sing a song, even my students knew that I cannot sing well but they had respect on my practice. It means exposure is also necessary to manage our classroom and motivate students in learning. Beside this, to manage my classroom some time I try to learn student's culture, language, festival to cope with them.

4. In what ways your principal and school administration supports you to receive in-service teacher training? How they encouraged you to receive this training?

Yes, they are always encouraging me, not only to receive in-service teacher training but also to transfer my training properly inside my classroom. After my training whenever I teach to my students my principal always observing my class and at last he is providing me feedback. He encouraging me like sir, you r doing good job, man your training works now.

5. Which strategy (workshop, action research, teacher support group, and critical incidents) do you prefer for your professional development?

I basically prefer keeping teaching journal for my learning I found it most useful than other strategies. My keeping teaching journal makes me to become more reflective in my both professional and personal career. Basically I am writing all my activities in my diary and I myself asked so many questions about my teaching method, techniques and such reflection which has supports me a lot to learn more.

6. Could you please share, how do you transferring your in-service teacher training on promoting students' educational achievement?

Umm, I think being a teacher my work is not just teaching my students, but teach them their social values. I am not telling them just open the book inside the classroom, beside this I am creating some fun, jokes related to the topic which I have learned from my training. So basically I am always trying to transfer my training inside the classroom whatever I have learned, which directly connected to my students' educational achievements.

7. Would you mind to say something, about relationship between in-service teacher training and professional development? Does in-service training enhancing teachers' professional development?

Ummm,, I think so.... in-service teacher training and professional development are inter-related with each other. In- service teacher training is the part of professional development. When teacher participate in their training that makes them more confident, reflective, updated and transfer their training effectively in- side the classroom, which makes every teachers professional, means they are connected. So, I think they are interrelated with each other.

Researcher: Thank you for your cooperation sir.

Respondent: It's my pleasure. Do best.

Researcher: Sure, Sir.

Interview- 5

Name: E

Qualification: M. Ed

Experience: 20 years

1. Could you please, share your ideas on in-service teacher training?

Respondent

Yeah! In-service teacher training is a platform which is basically designed to provide while job teachers. I think in-service teacher training is not only for enhancing knowledge and feedback beside this; it is also kind of refreshment for the serving teachers.

2. What kinds of knowledge (content, pedagogical or skill based) did you get from in-service teacher training?

Obviously! There is no any doubt, my in-service teacher training enhance my both knowledge and skills. But I found more useful is all four skills. Because after my in-service teacher training I had to prepare report, likewise I had to presents my training knowledge after returning from my training sessions in front of my all colleagues, similarly I took some feedback from my colleagues. So I think my in-service teacher training built all four skills rather than any one particular skill. Beside this I learned how to co-operate with my colleagues, how to vacillated myself and how to listen other as well. So through my in-service teacher training I have learned more knowledge but I found most useful all four skills through my training.

3. What kinds of classroom management knowledge and skills have you learned from your in-service teacher training? And do you think knowledge of classroom management is really important?

In, my experience before my in-service teacher training I felt little bit difficult to manage heterogeneous classroom. Even I had no idea about

classroom management '**Gayopadayosakiyo**'. So at that time I did not find my teaching effective after that I think to make teaching learning activities effective I have to manage classroom effectively. Likewise I divided them in different groups while teaching learning activities. Basically I have learned these ideas from my training.

4. **. In what ways your principal and school administration supports you to receive in-service teacher training? How they encouraged you to receive this training?**

Yeah! I am really thankful for their supports to receive my in-service teacher training. I remember when I was going to attained my training they suggest me sir, training is like a clear way for the teacher so we have to attain it. The more we participate in training the more we can enhance our knowledge and skills.

5. **Which strategy (workshop, action research, teacher support group, and critical incidents) do you prefer for your professional development?**

Workshop is one of the most important and useful strategies of professional development for enhancing teachers' learning. It is an activity from which I have learned how to solve classroom problems, how to check copy, how to prepare mark skim, I have gained such knowledge from my workshop.

6. **Could you please share, how do you transferring your in-service teacher training on promoting students' educational achievement?**

Before teaching reading skills, I just used to read all line by line and explaining but later after my in-service training I gave the task of reading to my students. And I just support them by giving difficult

vocabularies. Where students improve their reading skills and at the same time speaking skills as well.

7. **Would you mind to say something, about relationship between in-service teacher training and professional development? Does in-service training enhancing teachers' professional development?**

Of course, why not, I think these two in-service teachers training and professional development has really close bonding. Because I think training encompasses different kinds of knowledge and skills, which is directly connected with the teacher professionalism. So in my perception they are very close to each other.

Researcher: Thank you very much for your great support sir.

Respondent: It's my pleasure. DO best.

Researcher: Sure, Sir.