TRANSFERRING TRAINING SKILLS IN THE CLASSROOM

A Thesis Submitted to the Department of English Education

In the Partial Fulfilment for the Master of Education in English

Submitted by

Kamal Koirala

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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DECLARATION

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

....

Date: 2012/07/09   **Kamal Koirala**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Kamal Koirala** has prepared this thesis entitled **Transferring Training Skills in the Classroom** under my guidance and supervision.

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ABSTRACT

The present research study entitled **Transferring Training Skills in the Classroom** aims to find out the application of training skills in the classroom delivery. For this, the population of the study was secondary level English teachers from different twelve government-aided schools of Tehrathum district. I purposively selected fifteen teachers from Tehrathum district for replying questionnaires and out of them ten teachers' classes were observed using checklist as the major tools of data collection. The study found out those heterogeneous students' level, need and interest, overcrowded classrooms, loaded periods, insufficient teaching materials and infrastructure, lack of supervision and readymade type of training contents were some problems in transferring training skills in the classroom. It was also found out that low level of transfer was caused by the use of traditional teaching method and techniques, lack of training, lack of regular supervision and monitoring, less concerned SMC, despair of the students in learning English etc.

This study consists of four main chapters. The first chapter consists of general background of the study that includes teacher training, teacher development, importance of transfer of training, review of the related literature, objectives and significance of the study. The second chapter deals with methodology of the study used to carry out this research study. While carrying out the research study, the primary resources were secondary level English teachers selected purposively. The third chapter presents analysis of the data obtained from questionnaires and classroom observation checklist. The data were analyzed and interpreted quantitatively and qualitatively. In the same way, the fourth chapter consists of findings and recommendations followed by references and appendices.

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LIST OF ABBREVIATIONS

CERID	Research Centre for Innovation and Educational Development
ETN	Extensive training Network
GoN	Government of Nepal
HRD	Human Resource Development
MoE	Ministry of Education
NCED	National Centre for Educational Development
RC	Resource Centre
RP	Resource Person
SMC	School Management Committee
TPD	Teacher Professional Development
T_1-T_{15}	Teacher for Responding Questionnaire

CHAPTER-ONE
INTRODUCTION

This study is on the "Transferring Training Skills in the Classroom". This chapter consists of general background of teacher's professional development, review of the related literature, objectives of the study and the significance of the study.

1.1. General Background

Professional development generally refers to the ongoing learning opportunities available to teachers and other educational personnel through their schools and districts. Effective professional development is often seen as vital to schools success and teachers' satisfaction, but it has also been criticized for its cost, often vaguely determined goals, and for the lack of data on resulting teacher and school improvement that characterizes many efforts. Schools today are facing an array of complex challenges from working with an increasingly diverse population of students and to integrating new technology in the classroom. So, goals-observers have continued to stress the need for teachers to be able to enhance and build on their instructional knowledge. Parsing the strengths and weaknesses of the vast array of programs that purport to invest in teachers' knowledge and skills continues to be a challenge. Today, professional development activities include formal teacher induction, the credits or degrees teachers earn as part of recertification or the national-board-certification process, and participation in subject-matter associations or informal networks.

Historically, administrators have favoured the workshop approach in which a district or school brings in an outside consultant or curriculum expert on a staff-development day to give teachers a one-time training seminar on a garden-variety pedagogic or subject area topic. Criticized for their lack of continuity and coherence, workshops have at least in theory fallen out of favor. Hard data on which professional-development models lead to better teaching are difficult to come by. In essence, professional development relies on a two-part transfer of

knowledge. It must inculcate in teachers new knowledge and skills such that they change their behavior, and those changes must subsequently result in improved student mastery of subject matter. Unsurprisingly, the complex nature of those transactions renders the field of professional development a challenging one to study. Much of the research conducted on professional development continues to be descriptive.

It is imperative to ensure competent, capable and committed workface at all levels of functionaries under the education system in order to initiate development efforts for the quality education. Following this conviction, the government has established a system for capacity building of all kinds of cadres working under Ministry of Education (MoE). It was conceived that quality and efficiency of the   service providing agencies were dependent upon capacity building of the human resource employed for the purpose. The training remained the most common approach to capacity building for the last several years. Presently, National Center for Education Development (NCED, 2005) functions as a leading institution under MoE with the responsibilities of capacity building of all level human resource as well as determining training policy in the education sector. NCED designs various types of training as required, develops training materials and implements the training programmes. NCED emphasizes its role on coordinating at center and regional level for providing training and creating country wide institutional network through local institutions under the partnership concept for delivering the training at local level.

In the education governance system of Nepal, teacher development function is not yet governed by an independent policy and it is covered by an overall education policy. Teacher development policy is widely understood as legal and technical guideline that encourages, control and allows implementing agencies to carry out the mandated programmes. It emphasizes proper operation system in terms of adopting intended processes and producing relevant outcomes. Teacher development initiative cannot be separated from the overall education development. National vision and long-term development agenda sets the basis

for education policy within which teacher development can be addressed as an issue. As a teacher plays the pivotal role for delivering educational services, policies for recruiting, developing and mobilizing the teachers would naturally become the constituent of any education policy.

1.1.1 Teacher Development

Teacher development is the process of becoming a perfect teacher in teaching and learning activities. Teacher development is a life long process in which teachers keep themselves engaged in teaching and learning activities and strengthening their own expertise. Teaching is an art which requires a sound knowledge to handle any kind of teaching and learning activities like: the children's' rule and regulations, curriculum, teaching and learning strategies, government expectation, producing materials and using them in the teaching and learning activities in proper way.

According to Head and Taylor (1997, p. viii), "Teacher development is the process of becoming the best teacher you can be." Teacher development means in terms of teachers own understanding of how they go on learning and becoming better at what they are doing. Teacher development involves a teacher in a process of reflecting on experience, exploring the options for change, deciding what can be active through the personal effort and setting appropriate goals. It is based on a positive belief on the possibility of change. So, a teacher should use their every potential reflecting on their experience and practice of teaching and learning.

Teachers are always curious to learn for any new ideal for their own professional development. In this regard, Richards and Farrell (2005) say "Teacher are generally motivated to continue their professional development once they begin their careers". This clearly shows that a teacher is generally motivated to advance their learning, knowledge, skills of handling situations they might face in their careers. Not being motivated to learn and develop, a teacher could not handle the situations he might encounter in the process of learning.

Teachers have a lot of roles to play. So, as they need good knowledge, skills and awareness in order to carry out their works. The teachers are passive technicians for their professional development. They should play active roles in teaching and learning process and for their professional development. Harmer (1991, p. 235) highlights the roles of teachers as: controller, assessor, prompter, participant etc.

> The perspectives of professional development is a life long process, as motioned above, which occur in each part of teaching and learning activities. Teacher development goes continuously in teachers' lives. Teachers develop their professionalism through different kinds of seminars, workshops, journals, peer observation, action research, conference etc.

Teachers develop their professionalism through collaborative learning with peers, colleagues etc. since teachers should have a love of learning, commitment of self development and their career development. Teacher development is lengthy but inevitable process in educational innovation and development.

1.1.2 Teacher Training

The term training refers to the acquisition of knowledge, skills, and competencies as a result of teaching of vocational and practical skills and knowledge that relate to specific useful competencies. In regards to the context of training, training imparts teachers' required knowledge skills, methods and techniques which are essential before teacher starts real teaching. As a result, she/he will be able to make his /her students achieve what the curriculum has aimed at. In this regard, Ur (1996, p.3) states:

> The term teacher training and teacher education are often used apparently interchangeably in the literature to refer to the same thing- the professional preparation of teacher. Many prefer teacher education since training can imply unthinking habit formation an over emphasis on skills and techniques, while the professional teacher needs to develop theories, awareness of options and decisions making abilities.

Regarding the teacher training, Lazar (2009, p. 216) states, "Teachers learn best by being actively involved in the training session. This active involvement might

entail participating in a discussion, brainstorming ideas in a group or simply setting aside time to read and reflect on a new idea".

In the field of teacher education there are two separate views – one is the world of native speaker teachers and teacher trainers who work in small classes with adequate resources and who are responsible for developing new ideas in methodology. The another world of most language teachers who teach in large classes to a set syllabus and who attempt to apply the new methodology to their own teaching.

In this regard, giving views on training, Doff (2008, p. 8) states:

> There is a great difference between these two worlds that account for the failure of much teacher training. They are different not only in resources and physical conditions but also in underlying assumptions (e.g. about language, about learning, about the teachers role) and in degree of freedom (e.g. freedom to experiment, to create materials, to approach class relationships in a new way).

To conclude, teacher training includes different tricks which help the teacher to run classes effectively, efficiently, conveniently and systematically. Teachers and students both are responsible to make teaching and learning process effective. Teacher training programme is considered as one of the most important component in ensuring effective teaching learning in the classroom practices in Nepal

1.1.3 Importance of Teacher Training

Training is an act of increasing the knowledge and skills of an employee for doing a particular job. It is an application of knowledge. In short training =Aptitude + Ability+ Attitude change (Khanal, 2063 B.S). Training requires bridging the gap between required knowledge, skills and attitude and existing knowledge, skills and attitude. Research Centre for Innovation and Educational Development (CERID), (2005) mentions the importance of training as follows:

- Optimum utilization of human Resources – training and development helps in optimizing the utilization of human resources that further helps the

employees to achieve the organizational goals as well as their individual goals.

- Development of Human Resources- Training and development helps us to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.

- Development of the skills of employees - Training and development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.

- Productivity - Training and development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goals.

- Team spirit - Training and development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.

- Organization culture - Training and development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.

- Organization Climate- Training and development helps building the positive perception and feelings about the organization. The employees get these feelings from leaders, subordinate s and peers.

- Quality - Training and development helps improving upon the quality of profession.

- Healthy work –environment - Training and development helps in creating the healthy working environment. It helps to build good employee relationship so that individual's goals align with organizational goal.

- Health and safety - Training and development helps in improving the health and safety of the organization thus preventing obsolescence.

- Morale - Training and development helps in improving the morale of workforce.

- Image - Training and development helps in creating a better corporate image.

Training and development aids in organizational development i.e. organization gets more effective decision making and problem solving. It helps in understanding and carrying out organizational policies. Training and development help in developing leadership skills, motivation, loyalty, better attitude, and other aspects that successful workers and messengers usually display.

1.1.4 Policy of Teacher Training Development

Training is a common approach for capacity building of human resource. Therefore, Ministry of Education (MoE) has established a system for capacity building of its organizations. MoE (2062) has published training policy for teacher in Nepal. This training policy is divided in to four sections.

- Training requirement at the entry level: the basic qualification for primary teacher is Grade12 or certificate level. Ten months teacher preparation course will be mandatory for new teachers. Teaching license will be the mandatory to be a teacher. Teacher selection process will gradually be localized.
- Teacher development program: all the teachers will be trained. Training will be one of the criteria for the role assignment, promotion and other incentive.
- Training quality and standard: there are eight standards mentioned in training policy to define training quality and standard. The policies are framed in relation to curriculum and materials provision of training, professionals training facilities, monitoring and evaluation.
- Equity consideration: this policy area intends to ensure equity in services related to school education and teacher training.

The training policy (2062) is a silver line in the human resource development (HRD) of teacher since there was nothing like this before. The policy targets to improve quality service in education. The policy itself is a good start in HRD of teachers. Despite this, HRDs plan cannot survive alone. Furthermore, the training policy needs to be integrated with human resource management of

teacher. A strong support is required from all level of management (from education department to school level) to implement this training policy. The training policy has tried to cover many aspects of teacher development for quality service. However, it has not discussed on supervision of teachers, which is post-training activity. Transfer of training rate also depends on supervision mechanism in a school. NCED needs to promote concept of clinical supervision in the schools.

Training can only solve the problem of lack of knowledge skills and attitude. Only these three components are not enough for better performance of a teacher to deliver quality service. Basically, a trained teacher needs support from the school management as well as supportive environment to deliver quality service. In case of in-service teacher training for secondary level, the final authority for leading and managing all type of teacher training programs in the country is vested with National Center for Educational Development (NCED) with its allied institutions. Authority related to accreditation and certification of training programmes lies also with NCED system. The pre-service training for secondary level has continuously been depended upon Faculty of Education (FoE)/ Tribhuvan University. Apart from this, Department of Education (DoE) system has been practically engaged in implementing short-teacher training activities through Resource Centre (RC).

Sectoral policies have explicitly mentioned that working teachers are targeted to improve their skills in teaching in the class by in-service training and prospective teaching candidates are targeted so by pre-service training. The policies envision the training curriculum and programme design that would contribute to development of competent and committed teachers. However, the reality simply puts emphasis on skills required for delivering the subject matter in the school curriculum or text books, existing training curricula, both in-service and pre-service training focus on subject teaching concept at the secondary level. Training policies specify 10-months duration for both in-service and pre-service certification training. Duration of short-term training is not mentioned in the policies but normally 7-10 days duration has been adapted as appropriate in

operation. It seems that considerable technical autonomy has been given to the implementing agencies.

At present there is provision of ten months in-service teacher training through NCED system under the Government of Nepal (GoN). The training course is divided into three phases/modules which are as follows:

Table No: 1

Phases/Modules of Training

First phase (2.5 months)	Second phase (5 months)	Third phase (2.5 months)
- One month institution-based - 1.5 month school-based	- Self-learning and distance mode	- One month institution-based - 1.5 month school-based

Source: Monitoring Report of Training Programme: NCED, Sanothimi, Bhaktapur, 2005.

The ten months in-service teacher training programme is divided into three phases. The first and third phases of teacher training programme are considered to be face to face mode and it is delivered through Extensive Training Network (ETN).

The curriculum for lower secondary and secondary level is a bit different from primary level. Two and half months first and third phase of this training is divided into parts: first part is one month face to face of Educational Training Center based and the second part is 1.5 month school based which is considered more practical (ibid.).

Training policies have indicated the provision of face-to-face and distance modes of training delivery scheme. Priority has been given to school-based training policies. The policies have intendsed to link training performance, teaching license, teacher selection examination and career development process.

In reality, they have been treated independently which has created significant dilemma in the way of developing teachers' professionalism.

Training policies and tenth plan have aspired to provide wider training opportunities for all in-service teachers within the given time frame. NCED has now phased out its previous modules and has introduced Teachers' Professional Development (TPD) training. As the preparation for launching, TPD and Training of Trainer (ToT) have already been conducted for Resource Persons (RPs). In the first phase, they collected demand from the teachers about the types of training they needed. Then they develop the training packages locally and implement it. TPD training is divided into four phases (5+10+13+2=30 days) altogether thirty days to be completed within five years. The first phase is demand based for which five days are allocated. The second phase contains ten days face to face Educational Centre based training. The third phase being school based that takes 13 days to complete field and project work. The last phase of training is of two days counseling and contact session conducted at ETC. Similarly, the policies have promised to create pre-service training facilities accessible to the sufficient number of potential teachers.

1.1.5 Transfer of Training Skills

Transfer of training is an effective and continuous process of implementing the knowledge, skills, methods, techniques that are learned in the training programmes. What we call transfer of training is the magical link between training expectations and class room performance. Defining transfer of training Bhatia (2005) states "Transfer of knowledge and skills depends on now the training is designed, delivered and how the manager measures its effectiveness in real- work situation" (p. 4)

Training is useful in every part of teaching learning process. Transfer of training has the close relation and connection between the theoretical aspects and their implementation in the real classroom. So, the main and first place of practising transfer of knowledge and skills gained in the training program is the classroom. Existing policies envisage high level of transfer of training skills into the classroom practices but co-specific policy, in terms of extent to which

application must be ensured. On the other hand, application part is mainly contingent upon school environment management, supervision system, teacher development process etc.

1.2 Review of the Related Literature

Dongol (1976) carried out a research entitled "An Investigation into Teaching Methods, Instructional Materials and Evaluation System in Social Studies Used by Trained and Untrained Teachers". He found that the trained teachers used more significantly various methods like class work, lecture method, illustration, dramatization, demonstration and other activities in comparison to the untrained ones.

Samadarshi (1998) carried out a study on "The Expected Classroom Behaviour of Trained English Teachers". The main objective of his study was to examine the classroom behaviours of trained teachers. He used observation form and questionnaire for teachers and head teachers. He found out that the trained teachers seemed to have performed better in the schools where the environment is favorable and where teaching is a challenge. Some of the good classrooms behaviours of English teachers found by him were command of the target language – English and control of the class.

CERID (2003) studied on "Effective Classroom Teaching and Learning (phase-2: Transfer of training skills)". The study found various gaps in the training in regards to providing skills in a proper manner as well as unconvinced teachers, lack of conducive environment and lack of timely support for the transfer of training skills in the classroom. Moreover, it showed various aspects responsible for the weak or strong transfer of skills such as: teacher's background knowledge, teachers' attitude and motivation, school environment and some causes.

Singh (2003) explained the reasons for non transfer on the study entitled "Transfer of Training skills: Derivation from Cases". The purpose of the study was to find out the contributing factors and some reasons for non transfer. The

study found the reason for non transfer as: unconvinced with newer techniques and methods, inability to easily give up old habits, lack of competence on subject matter, lack of motivation etc. The contributing factors in the transfer were sufficient opportunity to discuss, demonstrate and practice, proper and consistent practice of skills during training, up to date training materials, clarity in the instruction and so on.

Khanal (2006) explained teacher training in his research based article entitled "Trained teacher and Teacher Training". The main purpose of his study was to find out the perception of trained teachers about teacher training. He found out that there were positive perceptions towards training. He also found out that the teachers of both private and government aided schools had similar perceptions towards teacher training as a part of professional development.

DoE (2006) made a study on "Effectiveness of Teacher Training". In regard to preparation for instruction, only one third of the teachers were found to have prepared of planned the lesson plan in some way i.e. either mentally or in written form. This indicates that the trained teacher's professional activity in terms of planning lesson was not satisfactory. A considerable number of teachers did not use teaching materials at all. Thus the training package was found not to have appropriately equipped the teachers with the skills of preparing and using teaching materials.

Regarding classroom management, the overall management of the classroom indicating the seating arrangement was found poor. About 29 percent of teachers were found using group and pair work in the class and only a very small number of them were found using the blackboard properly.

Delivery of instruction was also not found satisfactory. Revision of the lesson and encouragement for students' participation were not found to be satisfactory. A considerable number of the observed classes were found without student's activity and interaction between the students and teachers and vice versa was found to be negligible.

In regards of training package assessment, all the teacher training packages in the opinion of the experts were found 'good' with respect to relation between

training curriculum and training packages, suitability of language to the level of teachers and provision of skill development in the packages. They found of average status in the aspect of evaluation. Therefore, the overall effectiveness of the entire packages was found satisfactory.

Giri (2007) carried out a research on "Transfer of Training skills: A Case of B.Ed. English Graduates". He used questionnaire and check list as major tools. The purpose of his study was to find out the transfer of training skills. He selected B.Ed. English graduates as population of the study. He found that the trained teachers were successful in transferring training skills in the classroom delivery. He also found out that the major barriers to the transfer of training skills were lack of physical facilities, untrained teachers, inability to give up old habits, heterogeneous classes and some inherent problems. Trained teachers were found to have good command over subject matter and they were confident in classroom delivery.

After having reviewed the related literature, it was found that none of the studies focused on the application of training by secondary English teachers. Hence, the study is different from rest of the studies.

1.3 Objectives of the Study

The specific objectives of this study were as follows:

a. to identify the application of training skills in classroom situations;
b. to analyze the aspects that affect transfer of training skills in the classroom delivery and
c. to suggest some pedagogical implications for improvement.

1.4 Significance of the Study

Training is an act of increasing the knowledge and skills for doing the particular job. Application of knowledge into practice is strengthened by training. It is helpful in bringing about changes in aptitude, attitude and ability. Existing policies envisage high level of transfer of training skills into the classroom practices. This study tries to assess the elements that affect/ hinder the transfer training skills in the classroom delivery.

The study is significant for the training providers who will be benefited from the findings of the study. That can also help in bridging the gap between the training skills and its application in the classroom. This study is equally useful to the trained teachers who will become aware of possible elements that cause the gap between training skills and its application. This study is also beneficial for all; educational planners, training package designers, trainers, teachers, and researchers who are responsible for and directly or indirectly involved to improve the quality of education.

CHAPTER: TWO
METHODOLOGY

This chapter on methodology briefly mentions the methods and procedures undertaken to carry out this study. The population of the study, sampling procedure, research tools, and procedures for data collection were applied to carry out this study that is described below:

2.1 Sources of Data

I made use of both primary and secondary sources of data. Thus, the study based on the following sources of information.

2.1.1 Primary Sources of Data

The secondary level English teachers having B.Ed graduate were the primary sources of the study.

2.1.2 Secondary Sources of Data

I used the materials available in the print and electronic media. I consulted books, journals, theses and related web sites to facilitate the study. Some of the secondary sources of data were Hedge (2000), Wallace (2000), James (2001), Singh (2002), Bhatia (2005), Giri (2007), Harmer (2008), Khatiwada (2010), journals, reports, articles, internet etc.

2.2 Population of the Study

Secondary level English teachers from Tehrathum district were the population of this study.

2.3 Sampling Procedure

Fifteen English teachers were selected using purposive sampling procedure from twelve government-aided schools of Tehrathum district for questionnaire. Out of them ten teachers were selected for their class observation using random sampling procedure.

2.4 Tools for Data Collection

Questionnaire was developed to find out their opinions towards the transfer of teachers' training and application of training skills. It included both close-ended and open-ended types of seventeen different questions.

Observation form (checklist) was developed to observe the classes of the selected teachers to find out the problems related to transfer of training skills in the classroom.

2.5 Process of Data Collection

After preparing questionnaires and observation form, fifteen secondary level English teachers were selected purposively from Tehrathum district for questionnaire. I followed the following process for data collection:

- I met authority and teachers with covering letter to collect intended data for my study.
- I requested fifteen English teachers of secondary level to answer the questionnaire.
- I observed ten English teachers of secondary level for three days of each taking in consideration of the problems they faced while transferring training skills into the classroom application.
- I studied different available documents to elicit the required information and record relevant ones.

2.6 Limitations of the Study

I carried out the study under the following limitations and considerations:

- This study was only limited to Tehrathum district.
- This study was only limited to questionnaire and observation checklist as major tools.
- This study was limited to find out the problems prevailing in the transferring of training skills in the classroom by the secondary level English teachers.
- Only the English teachers of Tehrathum district having graduate in English were consulted.
- The population of the study was only fifteen English teachers for answering questions and ten English teachers for their class observation.

CHAPTER-THREE
ANALYSIS AND INTERPRETATION

In this chapter, I have analyzed the data collected from the field visiting under two different headings: classroom observation and the teachers' views regarding application of training skills. To analyze the classroom observation checklists, the information has been tabulated under the following eight headings:

- Instruction
- Students
- Teaching Materials
- Teachers
- Interaction
- School / Classroom Environment
- Evaluation System
- Administration

The obtained information has been tabulated analyzed and interpreted by using simple statistics tools such as: percentage and tables.

3.1 Application of Training Skills

This section deals with the practical classroom observations of ten secondary level English teachers. In order to analyze the teachers' performance and teaching, three rating scales were used-Good, Tolerable and Poor. Transfer abilities of the individual teachers were collected through the observation checklists which are presented under different headings.

3.1.1 Transfer of Training in Instruction

Regarding transfer of training in instruction, the link of previous lesson in teaching, relevance of teaching in terms of students' need, level, psychological instruction and students' previous knowledge were observed in the classroom. Those aspects are dealt with in the following sections.

3.1.1.1 Linkage to the Previous Lesson

The teacher cannot teach any lesson in isolation. There should be a good link between the present lessons with previous one. The classes were observed to see whether there were made links to the previous lesson in teaching or not. The data collected on this has been presented below.

Table No. 2

Linkage to the Previous Lesson

Aspects	Ratings	No of classes	Percentage
Linkage to the previous lesson	Good	-	-
	Tolerable	5	16.66
	Poor	25	83.33
Total		30	100

Among the teachers under the study, 16.66 percent were found tolerable in linking the taught lesson with the previous lesson and the rest of all (83.33 percent) were found poor whereas no one was found good in linking the lesson to the previous lesson.

The above table reveals that most of the teachers were found poor in relation to their presentation with the previous lesson.

3.1.1.2 Relevance to the Students' Need, Level and Interest

To fulfill the learning outcomes of the students, the presentation should be in accordance with the students' need, level and interest. The following table shows the relevance of the presentation to the students' need, level and interest found in the classroom observation.

Table No. 3

Relevance to the Students' Need, Level and Interest

Aspects	Ratings	No of classes	Percentage
Relevance to the previous lesson	Good	-	-
	Tolerable	6	20
	Poor	24	80
Total		30	100

Among the thirty classes of the secondary level teachers, 80 percent were found poor and 20 percent were found tolerable to teach in accordance to the students' need, level and interest. None of them were found good in teaching the students in terms of their need, level and interest.

From the table, it was found that most of the teachers (more than 80 percent) were found poor and very few (20 percent) were found tolerable. No one was found good in teaching students in terms of their need, level and interest.

3.1.1.3 Psychological Instruction

A teacher should consider students' psychology, need and their capacity to learn what they teach. The following table shows the psychological instruction found in the classroom observation by the teachers.

Table No. 4

Psychological Instruction

Aspects	Ratings	No. of Classes	Percentage
Psychological instruction	Good	-	-
	Tolerable	3	10
	Poor	27	90
	Total	30	100

The table shows that out of 30 observed classes, in 90 percent classes, teachers seemed poor for psychological instruction as their expectation, level of knowledge and problems they faced while learning in the classroom. Only 10 percent of the teachers were found tolerable and no one was found good.

The above table shows that most of the teachers were unable for psychological instruction.

3.1.1.4 Teachers' Command over Subject Matter

To be a competent language teacher, a teacher should have good command over the subject matter. The classes were observed to see teachers' command over subject matter. The data collected on this aspect has been shown in the following table.

Table No. 5

Teachers' Command over Subject Matter

Aspects	Ratings	No. of Classes	Percentage
Teachers' command over subject matter	Good	2	6.28
	Tolerable	8	26.66
	Poor	20	66.66
Total		30	100

From the above table, among 30 observed classes of the teachers to see their command over subject matter, it was found that 66.66 percent, 26.6 percent and 6.28 percent of the teachers were poor, tolerable and good respectively in their command over subject matter.

The data shows that most of the teachers were found having poor command over subject matter.

3.1.1.5 Students' Previous Knowledge

Each and every grade requires students to have some previous knowledge to admit and study in the selected grade. To read a book, generally, a student must have knowledge of sounds and the structures. In the observation, whether the students had sufficient previous knowledge or not to study the course they were learning was also observed. The following table shows the previous knowledge of the students to learn the subject matter.

Table No. 6

Students' Previous Knowledge

Aspects	Ratings	No. of Classes	Percentage
Students'	Good	-	-
previous	Tolerable	6	20
knowledge	Poor	24	80
	Total	30	100

The table shows that 80 percent students were found lacking sufficient previous knowledge to learn subject matter. In the same way, 20 percent were found tolerable and none of the students were found having sufficient previous knowledge. What is concluded from the diagram is that most of the students had not had sufficient previous knowledge.

3.1.1.6 Use of Methods in Teaching

A teacher needs to use different teaching methods to achieve the objectives of their teaching and learning. For that, a teacher can use different teaching methods like communicative, deductive, direct indirect etc. But in this study, svery few teachers used different teaching methods in their teaching i.e. lecture and explanation methods only.

The following table shows the use of methods in teaching.

Table No. 7

Use of Methods in Teaching

Aspects	Ratings	No. of Classes	Percentage
Use of methods in teaching	Good	-	-
	Tolerable	7	23.33
	Poor	23	76.66
Total		30	100

The above table reveals that 76.66 percent teachers were found poor in using methods. The rest of them i.e. 23.33 percent were found tolerable and none of them was found good. The data shows that most of the teachers were unable to use different methods in teaching.

3.1.2 Students as Factor in Transferring Training

Students must be active in teaching and learning process otherwise it is difficult to carry out the effectiveness teaching and learning activities. Here, the students' motivation, participation and interaction are presented separately.

3.1.2.1 Students' Motivation

Students should be motivated to learn subject matter and to do the activities in the class. The students' motivation was observed in the class in terms of their students' motivation towards subject matter, teacher and to the activities that is shown in the table below.

Table No. 8

Students' Motivation

Aspect	Ratings	No. of classes	Percentage
Students' motivation	Good	-	-
	Tolerable	3	10
	Poor	27	90
Total		30	100

The table reveals that 90 percent students were not motivated because hey were no actively participated in the classroom activities and only 10 percent were found tolerable whereas none of them were found good. This shows that most of the students were not motivated in learning the subject matter.

3.1.2.2 Students' Participation

In teaching learning, students are supposed to actively participate for inclusive and equity involvement. For the study, I observed 30 classes where English was taught by secondary level English teachers. The data collected on students' participation is shown in the table below.

Table No. 9

Students' Participation

Aspect	Ratings	No. of classes	Percentage
Students' participation	Good	-	-
	Tolerable	4	13.34
	Poor	26	86.66
Total		30	100

The above table shows that 86.66 percent and 13.34 percent of the classes were poor and tolerable respectively in the participation. None of the students were found good in participating in the activities done in the classroom. The reason behind not being

motivated was lack in use of teaching materials and lack in use of different ways of teaching techniques.

3.1.2.3 Students' Interaction

The best way of learning is through interaction. When the students interact each other, they learn easily and in indirect way. In each and every field of teaching and learning interaction is emphasized. The data collected on this has been displayed in the following table:

Table No. 10

Students' Interaction

Aspect	Ratings	No of Classes	Percentage
Students' interaction	Good	-	-
	Tolerable	3	10
	Poor	27	90
Total		30	100

In this present study, out of thirty observed classes, 90 percent classes were found poor and only 10 percent were tolerable in interaction in the classroom. None of the classes was found good. From the above table, it is concluded that most of the students were found less interactive in the classroom. Thus, emphasis on interaction was found very low/ poor.

3.1.3 Teaching Materials as a Factor for Transferring Skills.

Teaching Materials are supposed to help teaching and learning processes. Teaching materials are those motivators which creates a kind of overwhelm in the learners' mind/ activity. In every teaching and learning practice, teaching materials either teacher made or low cost or technologies should be given first priority. But in the class observation, I was unable to find any kind of such materials. There were only daily used materials i.e. chalk, backboard and duster along with textbook. For my study, teaching materials were taken as a factor for

transferring training skills. The data collected regarding teaching materials were as follows:

Table No. 11

Teaching Materials

Aspects of Observation	Ratings			No. of Classes	Percentage
	Good	Tolerable	Poor		
a) Sufficient materials	-	-	30	30	100
b) Materials prepared by teachers	-	-	30	30	100
c) New motivating materials used	-	-	30	30	100
d) Classroom decoration	-	-	30	30	100
e) low or no cost materials used	-	-	30	30	100

The above table shows that out of 30 observed classes, most of the classes were found poor in using teaching materials. The data show that there were not sufficient teaching materials and teachers rarely prepared and used any new motivating materials. Regarding classroom decoration and using low or no cost materials, in all i.e. in 100 percent observed classes, none of them used such materials.

Thus, it is concluded that all of the teachers were found poor in using teaching materials. This also showed that no schools had sufficient teaching materials.

3.1.4 Teachers as a Factor in Transfer of Training Skills

Teachers were taken as a factor in transferring training skills in the classroom. Under which, the teachers' interest in teaching to the students, use of technologies in the classroom, teachers' activeness in teaching in the classroom

and transfer of training in the classroom were observed. This sub aspect is further divided into 5 categories:

3.1.4.1 Teachers' Interest to Teaching

Teachers' main duty is to teach as the students' need, level and interest. If a teacher isn't interested to teach himself, how he can teach effectively. So, a teacher must be interested from heart. He should give all his effort to make the teaching and learning effective. The secondary level English teachers' classes were observed to see how far they are interested them in teaching in the classroom. The data collected regarding teachers' interest in teaching has been displayed in the following table.

Table No. 12

Teachers' Interest in Teaching

Aspect	Ratings	No. of classes	Percentage
Teachers' interest in teaching	Good	-	-
	Tolerable	5	16.67
	Poor	25	83.33
Total		30	100

The above table shows that 83.33 percent teachers were not interested in teaching, 16.67 percent were found tolerable and none of them were found good in giving interest in teaching. The teachers were not teaching whole heartedly in the class. They did not use any new materials in the classroom. From this, it is concluded that most of teachers were found less interested to their teaching.

3.1.4.2 Use of Technology/ Different Techniques

The English teacher's classes were observed to find whether they used technology and different techniques in the classroom teaching or not. It was found that none of the teachers (100percent) used technologies in their classes. Likewise, in using different techniques, all of the teachers i.e.100 percent, were

found using lecture and explanation method in their teaching. None of them used different techniques like pair/ group work, discovery etc.

3.1.4.3 Teachers' Activeness in the Class

Teachers need to be active in the class. Teacher's activeness arouses activeness of the students, too. So, the active teachers' classroom looks better than others, students get motivate and they have different kinds of feeling. So, teachers must be active in the class. I observed 30 classes of teachers and found different in activeness which has been displayed in the following table.

Table No. 13

Teachers' Activeness

Aspect	Ratings	No. of classes	Percentage
Teachers' activeness	Good	-	-
	Tolerable	4	20
	Poor	26	80
Total		30	100

The above table displays that 80 percent teachers were not active in the class, 20 percent were somehow active and none of them were active enough while teaching in the classroom. It showed that most of the teachers were less active in the class.

3.1.4.4 Transfer of Training skills in Real Classroom Teaching

Training becomes effective when the teachers become successful in transferring the theoretical aspects of training learned by them into their class room. Training should facilitate the teachers in transferring their learned knowledge, skills and attitudes into the classroom. The data collected regarding transfer of training in real classroom has been displayed in the table below.

Table No. 14

Transfer of Training Skills in the Class

Aspect	Ratings	No of Classes	Percentage
Transfer of training skills in the class	Good	-	-
	Tolerable	4	13.33
	Poor	26	86.66
Total		30	100

Among the thirty observed classes, it was found that 86.66 percent teachers were unable to transfer their knowledge skills and attitude into the classroom because of lack of students' motivation, level, previous knowledge and unavailability of teaching materials. In the same way, 13.33 percent were found tolerable but none of them were found transferring training in the classroom. From the above mentioned table, it is clear that majority of the teachers (86.66 percent) were unable to apply their training skills in the classroom.

3.1.5 Interaction as a Factor in Transferring Training Skills

Under these skills, I observed the classes of trained teachers to analyze how far the interaction was used in transferring training skills in different ways. The sub aspect is further divided into four sub- types.

3.1.5.1 Students' Question on Practice

In teaching secondary level, the emphasis should be given on the active participation of the students in raising questions and solving the problems. Although the teachers training gives emphasis on the students centered approach to teaching, the domination of the teacher has still been existed in the language classroom. Among the thirty observed classes, only 6.66 percent of the students raised questions to the teachers. The rest of the others (93.66%) were not found asking questions to the teachers. The questions asked by the students to the teachers were not found satisfactory.

3.1.5.2 Practice Emphasized by the Teachers

It ensures successful teaching if the teacher emphasizes practice. In the student centered teaching method, practice of the student is focused much. The data were collected on the practice emphasized by the teachers which have been displayed in the following table.

Table No. 15

Practice Emphasized by the Teachers

Aspect	Ratings	No of Classes	Percentage
Practice emphasized by the teachers	Good	3	10
	Tolerable	3	10
	Poor	24	80
Total		30	100

The given table shows that out of thirty observed classes of the secondary level English teachers, 80 percent, 10 percent and again 10 percent were found poor tolerable and good respectively on the emphasis of practice. From the above figure, it is concluded that most of the teachers were found less conscious and responsible for the language practice of their students. Thus, the emphasis on the practice was not found satisfactory and only 10 percent were found good and tolerable respectively.

3.1.5.3 Group and Pair Work

The trained teachers' classes were observed to find out whether or not they provided work to their classes in the groups or pairs. The data collected on group and pair work has been displayed in the following table.

Table No. 16

Group and Pair Work

Aspect	Ratings	No of Classes	Percentage
Group and pair work	Good	-	-
	Tolerable	2	6.67
	Poor	28	93.33
Total		30	100

The above table shows that 93.33 percent of teachers did not use pair and group works. Only in 6.67 percent of classes, group and pair work were used. None of the teachers' were found using pair and group work in their teaching. It is concluded that most of the teachers were unable to participate students in pair and group work. They haphazardly presented lessons in their own initiations and endings.

3.1.5.4 Context of Learning

Context of teaching and learning should be favourable then only objective could be achieved. Context here means the situation of teaching and learning. Most of the students had enough text books and required stationeries. Students were sitting on benches comfortably; the room was cool and not disturbed by any external circumstances. The board was fixed in front of the class which was visible enough from back, corner etc. So, the context of learning seems tolerable. Out of thirty observed classes, 86.66 percent of the classes were found tolerable 13.33 percent were found good but none of the classes were found poor. This data shows that the context of learning was satisfactory.

3.1.6 School/ Classroom Environment

Under this factor, the classroom size, space in the classroom, classroom's environment whether calm, peaceful or noisy, students' discipline and school environment were observed. It has been dealt with the following sections.

3.1.6.1 Class Size and Space for Practice

The class should be comfortable in terms of its length, width and enough space for practicing as well as brightness. Regarding class sizes, out of 30 observed classes, 100 percent of the classes were found crowded with students and full of desks and benches. The classes were large where students could not see the words written on the board. This data shows that the size of class was not in accordance with the student's friendly classroom. It was found uncomfortable in its size.

In the same way, the classes were observed on the basis of its sizes. Out of thirty observed classes 96.66 percent classes were found poor in having enough spaces for practice whereas none of them were found good. Only 3.33 percent of the classes seemed tolerable but the students in these classes were sitting five in a single bench. This indicates that most of the classes were crowded and not spacious for practice.

3.1.6.2 Classroom Environment and Students' Discipline.

Classroom should be comfortable, calm and peaceful. But, in the time of interaction and group work it becomes a bit noisy. It is teachers' responsibility to conduct each and every work properly and in sound environment. In the observed thirty classes, most of the classes (i.e. 86.66 percent) were found noisy and 13.33 percent classes were found less noisy whereas none of them were found calm and peaceful. The students were talking and there was a kind of buzz in the class. It shows the classes were found noisy and not peaceful.
Similarly, the students' discipline was observed in the time of teaching, where the data showed in 76.66 percent classes the students were found poor in discipline and in 23.33 percent classes, the students were found tolerable

whereas in none of the classes, the students were found good in discipline. In most of the classes, the students were making side talk, they were changing bench, moving to and fro; poking each other etc. It shows the students were not found in discipline.

During the observation, I made the observation of external environment, too, where 86.66 percent external environment seemed calm and peaceful and only 13.33 percent was found noisy and disturbed. This shows that the external environment was found supportive.

3.1.7 Evaluation System as a Factor

Evaluation is a must to know the effectiveness or ineffectiveness of the program executed. Evaluation can be done either in middle or at the end of the program. Under this heading, in the observed classes, the evaluation provision made by the English teacher was observed. It has been dealt with separately under different sub-titles below.

3.1.7.1 Provision of Evaluation

In the classroom observation, the provision of the evaluation system was observed whether teacher made the evaluation of their teaching and learning activities or not. The data regarding this has been shown in the following table.

Table No. 17

Provision of Evaluation

Aspect	Ratings	No. of Classes	Percentage
Provision of evaluation	Good	-	-
	Tolerable	5	16.33
	Poor	25	83.66
Total		30	100

The above table shows that 83.66 percent of teachers were found poor on the provision of evaluation. They rarely evaluated what they taught and what the students achieved/ learned where 16.33 percent were found tolerable. They only used questions to check the students learning only for few students. None of them were found evaluating properly by using different tools and techniques. This shows that most of the teachers were unable to make good provision of evaluation.

3.1.7.2 Use of Evaluation Tools and Techniques

Teachers' gained knowledge in training is expected in transferring to the students teaching in the classroom but most of the teachers seemed using evaluation tools and techniques rarely. The collected data from the classroom observation is as follows:

Table No. 18

Use of Evaluation Tools and Techniques

Aspect	Ratings	No. of classes	Percentage
Use of evaluation tools and technique	Good	-	-
	Tolerable	6	16.33
	Poor	24	83.66
Total		30	100

The above table shows that 83.66 percent, 16.33 percent of the teachers were found poor and tolerable respectively in using different evaluation tools and techniques to evaluate the students learning. None of them were found good on it. Most of the teachers did not evaluate what they taught. Few of them used question - answer techniques to evaluate but they never used project work, pair checking, self evaluating techniques, achievement test etc. It shows the teachers were found unable to use different techniques to judge what was taught; how much was gained and how much not.

3.1.7.3 The Achievement of the Objectives

As regards of achievement of the objectives, if the judgment is not made properly, it will be difficult to say what is achieved and what is not. I observed thirty classes of the English teachers teaching English at secondary level. The data obtained has been presented in the table below.

Table No. 19

Achievement of the Objectives

Aspect	Ratings	No. of classes	Percentage
Achievement of	Good	-	-
the objectives	Tolerable	2	6.66
	Poor	28	93.33
Total		30	100

The above table shows that 93.33 percent of the teachers were found poor and 6.66 percent of the teachers were found tolerable in the achievement of the objectives. None of them were found good in achieving the objectives of their teaching. This is clear that most of the teachers were found unable to judge and achieve the objectives what they had taught for.

3.1.8 Administration as a Factor

Administrative body has a vital role in running schools and creating effective environment of teaching and learning. While studying the data collected in the classroom observation, the administration seemed only in the name and was not able to make the teachers use lesson plan in the classes, too. Out of the thirty observed classes, none of the teachers were found using lesson plan in written form. Regarding supervision of the classes while teaching by the school administration, I never saw a face of head teachers in the classroom premises.

Likewise, in material management, in most of the observed classes, there were only blackboard, duster and chalk for teaching materials. In some classes, there were no dusters found in the classroom. Teachers were using waste paper as duster. It shows that the administration was unable in managing daily materials, too. While observing the behaviours of the administration, it seemed to have made satisfactory cooperation with the English teachers in many respects.

3.2 Analysis of the Data Obtained from the Questionnaires

Under this heading or topic, the responses of the secondary level English teachers' views regarding application problems in transferring training skills are analyzed and interpreted. For this, the fifteen secondary level English teachers were provided seventeen questionnaires (having close and open ended questions) related to the transferring of training skills and its application problems. These are analyzed and interpreted statistically (close-ended questions) and qualitatively (open-ended questions).

3.2.1 In- Service Training Achieved by the Teachers

In Nepalese context in the educational system there are different provision of providing training to the teachers i.e. pre-service, in-service and other refreshment trainings. The questions were asked to fifteen secondary level English teachers. Out of them nearly half of them, i.e. T_1, T_3, T_5, T_7, T_8, T_{10}, T_{13} and T_{15} responded that they had got training while the other responded they hadn't got any training except pre-service training. Among the teachers who had received training said they got training conducted by the government but that was only for short term. T_3, T_8, T_{12} had got Teacher Professional Development (TPD) training. T_1 and T_5 were found to have long term training i.e. 10 months and 2.5 months training respectively. Those who responded 'No', they said they had got training it was short term training like TPD and Refreshing Training for one or two days only. They responded they had not got long term training because they were unknown about it. The data showed most of the teachers were found not having in-service training except short-term training.

3.2.2 Training Helps in Improving Teaching Skills

After training, it is supposed to be very useful in applying in the real classroom situations. This question was asked to all fifteen teachers. They replied and opined differently. Most of the teachers, except T_{11}, T_{13} and $T_{14,}$ responded, the training is helpful. They responded that the training is useful in the following ways:

-) It helps to use teaching learning activities and preparing teaching materials.
-) It helps in improving teaching skills and providing knows 'ultra-modern developed techniques in teaching and learning.
-) It helps for using new methods, techniques and ways of teaching.
-) Training strengthens teaching skills and develops academic excellence.
-) Training helps in developing confidence of the teachers.

Those who responded training was not useful, they said the skills and knowledge and confidence built in pre-service training was not practical. Theoretical skills provided did not work effectively in the classroom. They emphasized pre-service training was only for getting certificate. Other who supported training was also found unsatisfactory about the pre-service training.

This data showed that most of the teachers favoured the training but they were not found satisfactory with pre-service training.

3.2.3 Training is Helpful in Preparing Teaching Materials

Training is conducted to bring effectiveness in teaching and learning, i.e. preparing materials, using variety of techniques and methods, developing professional excellence etc. The question was asked to the fifteen English teachers of secondary level. Most of the teachers, i.e. T_1, T_2, T_3, T_4, T_5, T_8, T_9, T_{10}, T_{12} and T_{15}, responded that the training is very useful. They said that training provides guideline for preparing and using teaching materials, way to develop proper teaching materials, ideas to use low or no cost materials. But what they complained was that the ideas and theoretical knowledge provided in

the training didn't work properly because of lack of budget, time, availability of materials and practical knowledge.

Rest of other teachers, i.e. T_6, T_7, T_{11}, T_{13} and T_{15}, said the training is fairly useful. They responded that theoretical ideas provided in the training failed because of budgetary problem, business of teachers, unavailability of required materials etc. They also emphasized that training should be done frequently with the change of curriculum. This data showed that most of the teacher responded the usefulness of training in preparing teaching materials but they were found unable to prepare because of lack of time, budget, availability of required materials etc.

3.2.4 The Rate of Skills Transferred in the Class

The selected teacher for the study i.e. fifteen teachers were asked the question 'To what extent are the skills transferred?' Most of the teachers, i.e. all fifteen respondents, responded that the training was moderately transferred. They were provided with three options: 'Highly transferred,' 'Moderately transferred', and 'Not Transferred: None of them were found on the side of highly transferred and not transferred. This shows that the rate of training skills transferred in the class was found moderate as all of them responded so.

3.2.5 Responsibility of School Environment in Transfer of Training Skills

School environment should be responsible to create the best situation in transferring training skills in the classroom. This includes both the internal and external environment of the school. Among the fifteen respondents, under this study, more than half of the respondents agreed that the school environment is responsible where as some school environment is responsible where as some respondents, i.e. T_3, T_6, T_7, T_{12}, T_{13}, and T_{15} responded the school environment was not only responsible for transferring training skills . Those who said the school environment is responsible, they argued that school environment should

be responsible for planning, managing, organizing, directing, co-coordinating, controlling as well as budgeting all the activities of stakeholders. Some teacher, i.e. T_4, T_5, T_8, and T_9 responded that school is responsible and it should play role of prompter, encouragement provider, friendly and supportive environment creator etc.

Similarly, rest of the other teachers, i.e. T_6, T_3, T_7, T_{12}, T_{13} and T_{15} responded that school environment was not only responsible. The lack of consciousness of parents, uninterested students for teaching and learning at school and at home, difficult home situations of the students, poverty of the students etc. were also affecting the transfer of training in teaching. They further explained that the anxiety from the above aspects causes a kind of violence in the students and they failed to achieve what was taught at the school. They are not active in the classroom, too.

This showed that school environment as well as students' home environment was found responsible for transferring training skills.

3.2.6 Transfer of Training Depends on the Willingness of Teachers

In transfer of training skills, trainees' involvement is required not only during the training period but before and after the training too. Teacher is the key point for the transfer of training skills. Transfer of training depends on the willingness of teacher because it is the teacher who is the key agent for the transfer of training. I tried out to what extent the willingness of teacher is required for transfer of training. The respondents of my research study were asked 'Does the transfer of training skills mainly depend on the willingness of the teachers?' Most of the respondents, i.e. T_4, T_5, T_7, T_8, T_9, T_{10}, T_{11}, T_{13}, T_{14} and T_{15}, responded that transfer of training was depended on the willingness of the teachers. They said that the teachers' determination and willingness was most necessary for the transfer of training skills. Without the willingness of teachers, it was not possible to achieve the goals of the curriculum. The teacher was responsible to mould the behaviors of the children. They also said that the teachers' readiness and

willingness come first then other. They further emphasized that if the teacher was a driver then the students were passengers.

Some teachers, i.e. T_1, T_2, T_3, T_6 and T_{12} disagreed and responded that both the students and teachers should have willingness. If the context of learning and economic condition was to be poor the whole system remained passive or not motivated. Some of them said that willingness didn't only play vital role but the availability of the teaching materials, students' sufficient previous knowledge, and students' motivation were some responsible factors in transferring training skills. This showed that the transfer of training skills mainly depended on the willingness of the teachers but other factors would also be helpful.

3.2.7 Highly Crowded Classroom Causes Difficulty in Transferring Training Skills

The size of class is one of the most influencing factors for the transfer of training skills. The number of the students and size of the class should be good otherwise there does not seem to be effective teaching and learning. To verify the highly crowded classroom causes difficulty in transferring training skills, the fifteen respondents of my research study were asked 'Highly crowded classroom causes difficulty in transferring training skills. Do you agree on this statement?' Most of them, i.e. T_1, T_2, T_3, T_4, T_5, T_6, T_7, $T_{10,}$ T_{12}, T_{13} and T_{14} supported the statement. They responded that in the highly crowded classroom a teacher could not care the students who had different capacity interest and need. The equity inclusion in learning was impossible in the crowded classroom. Some other responded that crowded classroom had been obstacle to maintain discipline.

Similarly, T_8, T_9, T_{11} and T_{15} disagreed on the statement. They said that it was the responsibility of the teachers to impart his gained knowledge either in individual or in mass.

This showed that most of the teachers agreed that highly crowded classroom caused difficulty in transferring training skills in the classroom.

3.2.8 Availability of the Teaching Materials in the School

The data was collected to know whether or not there were sufficient materials in the school since teaching materials were vital thing to transfer of training in the classroom. The collected data regarding availability of the teaching materials in the school has been shown in the table below.

Figure No. 20

Availability of Teaching Materials in the School

Aspect	Ratings	No. of classes	Percentage
Availability of teaching materials in the School	Good	-	-
	Tolerable	4	20
	Poor	26	80
Total		30	100

The above table displays that in most of the cases teaching aids and materials were partly available, i.e. 80 percent, while 20 percent of the teachers said that teaching materials were not available in the school. From the data, it was found that none of the schools had sufficient teaching materials in the school.

3.2.9 Readiness of School Administration to Manage Teaching Materials

Without the support from the management, training cannot be transferred into the workplace. Beside other, school administration is mainly responsible for the management of teaching learning materials to enhance the quality education. Teachers cannot manage all kinds of teaching aids and materials in their individual efforts. The materials which cannot be managed by the teachers should be managed by the school administration. Regarding the readiness of school administration in managing teaching materials, the respondents were asked 'Is school administration ready to manage teaching materials in the school?'. Very few teachers, i.e. T_9 and T_{11} said that the school was ready to

manage materials. Likewise, more than this number, i.e. T_6, T_7, T_{10} and T_{15} responded the school was not ready to manage the materials because of lack of qualified and trained management committee members, lack of budget and lack of teachers' enthusiasm towards it.

Most of the teachers, i.e. T_1, T_2, T_3, T_4, T_5, T_8, T_{12}, T_{13}, T_{14} responded that the school administration was ready to some extent to manage teaching aids. They said the school administration was ready to manage the daily teaching materials like chalk, duster, pen, ink. They had poor financial status, remoteness, lack of electricity etc. Some of them responded that the administration knew nothing more than recruiting teachers because of presence of unqualified personalities in the post, i.e. headmaster, management committee etc. They further responded that the administration did not know the value of teaching materials for effective teaching. From this, it is clear that the administration was not found ready because there were not sufficient materials in the school.

3.2.10 Use of Low / No Cost Materials in the Classroom

The respondents of this study were asked ' can the low /no cost materials be used in the classroom? ' . Most of the respondents responded that the low/ no cost materials could be used in the classroom. They said that the materials made of wooden sticks, clay pieces, bamboo- sticks, flowers, leaves etc could be used as locally available materials. They also responded that the cut- out of old newspaper covers of materials to teach instruction, mobiles' games instruction, could be used in the classroom.

Similarly, some teachers, i.e. T_8, T_9, T_{10}, T_{11} and T_{13}, responded that through low or no cost materials are useful in teaching and learning activities, they were found unable to use them in the classes. They explained their reasons that the locally available materials didn't fit in language teaching. They said that there were not found such materials as the requirement of the lesson.

Though most of the teachers were positive in using low or no cost materials in the teaching and learning activities, no teachers were found using in the classroom.

3.2.11 Preparation of Daily Lesson Plan in Teaching

Planning what we teach helps us to present the lesson effectively, psychologically and helps us achieving the goals. Not only for this, lesson plan brings confidence in teaching and helps in completing the course in time limit. Under the study, out of 15 respondents, except T_9, all were found to prepare lesson plan sometime. The only one teacher, i.e. T_9, was fund to prepare lesson plan daily. The said it was good for effective and good teaching. The other responded that they sometime prepared lesson plan when the subject matter in difficult. They referred that they were unable to prepare lesson plan daily due to; limitation of time no strict rule, difficulty to finish   the course on time and business of other work.

It showed that most of the teachers did not prepare lesson plan in teaching and learning in the classroom.

3.2.12 Preparation of Materials in Own Initiation

Teachers are the key person to make the teaching and learning interesting. A teacher can construct lots of materials using locally available no/ low cost materials in his own initiation. The respondents of the study were asked ' have you prepared any material in your own initiation? Most of the teachers responded they sometimes prepared the materials in their own initiation. They said they prepared materials like word card, number card, pictures, stick figure to arouse motivation in the students. Some said they sometimes prepared materials due to lack of budget and time.

Other respondents, i.e. T_6, T_7, T_{10}, T_{13} and $_{15}$ responded that they never prepared materials in their own initiation. They further explained that they had not sufficient ideas about preparing materials, and due to the lack of time and

budget. Only T_9 (single respondent) was found to prepare materials frequently in his own initiation. Most of the respondents were found to prepare materials sometimes only. It showed that most of them didn't prepare materials frequently as the requirement of the lesson.

3.2.13 Problems Faced by Teachers in Transferring Training Skills

Teachers may have faced lots of problems in transferring training skills in the classroom. Though the teachers worked inherently, some problems appear in their teaching. Fifteen respondents of this study were asked the question 'what kinds of problems have you faced in transferring training skills in the classroom?' The teachers responded various problems based on their experiences. The responses were given on problems faced by the   teachers which are listed as follows:

) Traditional organization of the class

) Lack of sufficient teaching materials

) Heterogeneous of students ' level, need and background.

) Lack of previous knowledge of the students

) Overcrowded classroom.

) Loaded class periods

) Multilingual classes

) Irregularity of the students

) Lack of physical facilities

) Lack of supervision of the teachers

) Lack of financial support.

) Lack of supervision

) Lack of reward system

3.2.14 Supervision of Teachers' Teaching

Supervision helps in bringing supportive change in teaching and learning. Supportive and creative changes are expected to bring by the supervision but

very few are able to do so. In language education, teachers supervisor have many different roles. Some are senior and successful teachers with responsibilities for guiding less experienced or less capable colleagues. Others hold position as department chairpersons, program directors, co- coordinators or headmasters. For this study, the respondents were asked the questions ' Has upper body ever supervised your class?' Most of them, except T_2, T_3 and T_8, responded there classes were not supervised till now. They further expressed that sometimes the face of Resource Person (RP) appeared in the school but they never supervised the classes. Regarding headmasters, they said that sometime he went round the school whether to supervise their class teaching or the external aspects. They said that they wanted supervision of their teaching for improving their instruction.

The others i.e. T_2, T_3 and T_8 responded that their classes were sometimes supervised by the RPs and headmasters. This clearly showed that most of the teachers were not found to have supervision from the upper body.

3.2.15 Appropriateness of Training Contents

The contents of training should be based on the needs of the teachers. It should be able to address the requirements of the teachers. The teachers were asked whether the training contents were appropriate or not. All of the respondents of my research study, all together fifteen for questionnaire, responded that the training contents were appropriate to some extent. They complained that the training contents were appropriate to some extent; the contents couldn't meet need of the teachers, newly changed curriculum, rapid changing time and technology. They said that the readymade contents of training were no more applicable in the classroom application which couldn't respect multicultural and heterogeneity of the classroom.

What this data showed that the training contents were not found appropriate enough though they were useful to some extent.

3.2.16 Points for Making Training Skills Applicable into Classroom Activities

The sample teachers were asked to provide some points which could be supportive to make the training skills applicable in the classroom. The points provided by the teachers are as follows:

- Enough teaching materials should be provided.
- Teachers and students should be well motivated.
- Continuous supervision, assessment and feedback should be made
- Student-centered method should be applied so that students' participation increases.
- Training contents should be need-based, level-based and applicable enough in the classroom.
- Good classroom management.
- Provision of appropriate long term training should be made.
- Extra facilities should be provided to teacher
- Supportive and co-operative staff.
- Teachers should be highly motivated and dedicated.
- Provision of short term refreshment training.
- Appropriateness in using materials.

3.2.17 Major Factors for Low Level of Transfer

There are certain factors that cause low level of transfer. The sample teachers were asked to provide some factors that were responsible for los level of transfer. The points provided by the teachers are presented below.

- Weak academic environment, teachers' carelessness, carelessness of administration and supervisors.
- Incomplete training, overcrowded classroom and insufficient previous knowledge of the students.
- Inapplicable training
- Heterogeneous class

- Insufficient time
- Unfavorable home environment of students
- Use of traditional methods   in teaching
- Lack of training, knowledge and idea of teachers as curriculum change.
- Teachers' passiveness; teacher do not apply training skills in the classroom.
- Lack of regular supervision
- Lack of willingness of the teachers to act.
- Training for training Bake only, less effective training
- School Management Committees, (SMC) only for name not for managing physical facilities and other academic help.
- No facilities, reward and respect to the good teachers.
- Less interested students in learning
- Students' despair to learn difficult subject.
- No way of evaluating teaching by the teacher.
- Lack of use of training skills in teaching.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of analysis and interpretation of the data, the following findings and recommendations have been made:

4.1 Findings

The major concern of this study was to find out the application of training skills in the classroom delivery. Similarly, it also tried to find out the factors affecting in transferring training skills in the classroom. The major findings of this study are listed below.

i. Traditional ways in organizing class, heterogeneous students' level, need and interest, overcrowded classrooms, loaded class periods insufficient teaching materials and infrastructure, lack of supervision, lack of need-based training and reward for good teachers were found as the problems in transferring training skills in the classroom delivery.

ii. It was found that low level of transfer was caused by teachers' carelessness, incomplete and insufficient training, heterogeneous class, use of traditional teaching methods and techniques, lack of need based training, lack of regular supervision and monitoring, overcrowded classroom, less concerned SMC, despair of students in learning, no use of evaluation etc.

iii. Lack in use of different techniques, lack of confident and lack of command over subject matter were found in the instruction.

iv. The students were found less motivated, less participated and less interactive in the class.

v. It was found that no schools had sufficient teaching materials except daily used materials.

vi. Most of the teachers were found using lecture and explanation method and lacking of training skills in the class.

vii.   The practice aspect was found poor in most of the classes.

viii.   Most of the classes were found not having proper class size no space for practice and not calm and peaceful.

ix.   The evaluation system was found limited only in question answer. Most of the teachers were not found evaluating their classes.

x.   The school administration was not found concentrative in supervising, managing materials and making use of lesson plans.

xi.   Most of the teachers were found having short term training, i.e. a week, only.

xii.   Though training was found useful, most of the teachers were not found satisfied due to inappropriate contents of training, provision of training and readymade type of training.

xiii.   Training skills were found moderately transferred.

xiv.   School environment as well as students home environment was found responsible in transferring training skills.

xv.   The willingness of the teachers was found responsible in transferring training skills in the classroom.

xvi.   Low or no cost materials were found useful in transferring training skills but none of the teachers were found using and preparing such materials.

xvii.   Supervision of the teachers' teaching was found rare.

xviii.   The training contents provided were found out of need-based insufficient and not contextual.

xix.   Teaching materials and additional knowledge incentive to teachers, willingness of the teachers, manageable class size, change in curriculum, refreshment training to the teachers, co-operation among etc. were found enabling factors that help high level of transferring training skills.

xx.   The training was found inapplicable.

4.2 Recommendations

On the basis of the above findings, the following recommendations have been made:

i. School administration should manage all the required materials. There should be made the provision of supervision, need based training and reward for good teachers, teaching based on the need of learner and rapidly changing time. The class size and teachers' period should be reduced.

ii. SMC should make evaluation of the teachers, it should give reward for good teachers and punishment for careless. SMC should be ready for the school's academic progress, students' achievement, managing opportunity of training teachers and monitoring and supervising the program with biasless eye. The government should increase grants to manage teaching learning materials in the schools.

iii. The teachers should be trained properly and there should be student-centered teaching learning activities to motivate the students in teaching and learning activities.

iv. The practice should be emphasized and the teachers should apply training skills in the classroom. The teachers should also check what they taught and what learner learned. The teachers should not be passive; they should be creative, explorative and model for the students.

v. The classroom in the school should be made wide enough so that students can practice easily. For that, government should be conscious and provide grants to build physical infrastructure in the schools.

vi. The teacher who have pre-service training only should have chance to get training. It should be managed by the school administration. The school administration should also make the teachers use lesson plan and low or no cost materials in the classroom teaching and learning activities.

vii. There should be good inter-relation between school and parents.

viii. There should be supervision of the teachers' classes and should give feedback to them. Teachers who conducted teaching properly should be awarded so that bring positive attitude towards teaching.

ix. Teaching materials and additional knowledge, incentive to teachers, willingness of the teachers, manageable class size, change in curriculum, refreshment training to the teachers, co-operation among the teachers etc are enabling factors that help high level of transfer of training skills in the classroom. So, these factors should be considered by all from their own place.

x. Training contents should be appropriate, contextual and sufficient to the curriculum. Training should also be need based and frequently.

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