

**FACTORS AFFECTING IMPLEMENTATION OF
TEACHER TRAINING**

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

**Submitted by
Birendra Prasad Bhatta**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2012

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated
to
My Parents

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Jestha, 2069

Birendra Prasad Bhatta

ABSTRACT

The study entitled "**Factors Affecting Implementation of Teacher Training**" was an attempt to find out and analyze the factors contributing to raise questions regarding implementation of teacher training skill by trained teachers. Teachers are trained, they have got both academic and professional qualification but mostly their professionalism is not satisfactory in public schools. In this context, the researcher has tried to find out and analyze different factors affecting the implementation of teacher training skills in classroom teaching by the trained teachers. The researcher has used both class observation and questionnaire as the tools of data collection for the study at secondary level schools of Kailali district. The major findings of the research shows that, teachers were unable to implement (more or less) the skills received from teacher training in classroom situation completely. The reasons behind this phenomenon were different factors related to: training design; training delivery; training transfer; work place or institutional climate and individual teacher characteristics. Poor relevancy of training to real needs of teacher, lack of sufficient practice on specific skills during training, weak monitoring and supervision system, lack of proper support mechanism, lack of collaborative culture among teachers, poor physical facilities in school, unavailability of instructional materials are some factors to mention here as example. Looking at these factors the researcher has suggested some potential situations to maximize the implementation of teacher training skills by teachers.

This thesis consists of four chapters. The first chapter consists of introduction, the general background, different views regarding implementation of training skill, review of related literature, objective of study and the significance of study. The second chapter deals with methodology of the research and limitations of the study. The third chapter deals with analysis and interpretation of collected data. The fourth chapter presents the findings and recommendations of the study. References and appendices form the end part of the thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

CUP	-	Cambridge University Press
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
B. Ed.	-	Bachelor of Education
M.Ed.	-	Master of Education
MoE	-	Ministry of Education
NCED	-	National Centre for Educational Development
ETC	-	Educational Training Centre
NESP	-	National Educational System Plan
NELTA	-	Nepal English Language Teacher's Association
T.U.	-	Tribhuvan University
INSET	-	In-Service Training
PRESET	-	Pre-service Training
NGO	-	Non Governmental Organization
INGO	-	International Non Governmental Organization
HSEB	-	Higher Secondary Education Board
TPD	-	Teacher Professional Development
NELTA	-	Nepal English Language Teachers Association

CHAPTER ONE

INTRODUCTION

This section begins with the background of the study. It tries to describe the notion of training and teacher training, which provides the foundation of the study. Similarly, it tries to provide information about English language and teacher training in Nepal. It also describes about training delivered by NCED, its functions, objectives, modules and structure of training curriculum. In the same way, this chapter provides information about in-service teacher training and significance of INSET, transfer or implementation of teacher training and different views on factors that affect in transfer or implementation of teacher training. Furthermore, the chapter includes the review of related literature and significance of the study.

1.1 General Background

The term training generally refers to the professional preparation of a person in any field of his/her work. Training is regarded as pre-requisite phenomenon for handling any responsibility for anybody. Defining the term "training" Bhatia (2005, p.5) states:

Training is an act of increasing knowledge, skill and attitude of an employee for improving his/her performance on the job. Training is concerned with imparting special skill for doing particular job. For example, a clerk on typing. It is a task oriented activity. It is for job related purpose and short-term.

As mentioned in the definition by Bhatia, training provides necessary skill, abilities, methods and techniques to perform particular job/task. Regarding "training" Wallace (1991) also writes: training prepares anybody for a particular job or task (as cited in Khanal, 2006, p.121). In this way, training

refers to the preparation of a person in any field to perform his/her job effectively and efficiently.

The teacher is a person who has the key role to foster learning genuinely and naturally. It is intellectually challenging job to execute according to the classroom situations and demand. A teacher needs special kind of knowledge, skills and expertise for which he needs both training and practice. Only a trained and competent teacher can teach effectively. So that teacher training is necessary before and after entering the profession. To clarify the term teacher training, Farrell and Richards (2005, p.3) write:

Training involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom ...training refers to activities directly focused on teachers present responsibilities and is typically aimed at short – term and immediate goals. Teacher Training also involves trying out new strategies in the classroom, usually with supervision, monitoring and getting feedback from others on one's practice.

Balsara (2004) states that, "teacher training provides the practical knowledge with emphasis on methods and techniques of classroom teaching and management" (as cited in Khanal, 2006, p.120).

As already mentioned, teacher training is necessary to know how to put theoretical knowledge into practice. So teacher training is a professional preparation of a teacher to face real classroom problem. In this regard, Ur, (1996, p.3) states that:

The term "teacher training" and "teacher education" are often used apparently interchangeably in the literature to refer to 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 decision making abilities.

IN the words of Lazar (2009) "teachers learn best by being actively involved in the training session. This active involvement might entail participating in a discussion, brain storming ideas in a group or simply setting aside time to read and reflect on a new idea" (p.216).

From the ideas given above by different scholars, we can say that teacher training is a part of teachers professional development. Training helps teachers to learn theories which help teachers to acquire practical knowledge. Here, practical knowledge implies ability of the teachers to handle the classroom and activities as they happen in it. Therefore, teacher training is useful to learn how to solve practical problems that arise during actual classroom teaching.

As the teachers are important stakeholders of whole educational process, their performance plays vital role to change the entire society as per the nations or societies needs. It is obvious that knowledge is obtained through experience and study hence forth, the teacher cannot remain untouched from the fact that their professionalism is enhanced through training. They are required to be efficient to impart knowledge with suitable methods and techniques how their learners learn effectively with having certain goals. Therefore, training helps to strengthen the professionalism of a person of any field. In the case of teachers, training is a must since the teachers have very crucial role in the field of education and the classroom is considered as a laboratory where the teachers

can test their theoretical knowledge i.e. principles and techniques to find out how efficient they are.

1.1.1 English Language and Teacher Training in Nepal

The practices of teacher education and teacher in Nepal have almost a six decade history. Regarding the history of teacher education in Nepal Awasthi, (2003, p.16) states:

The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training Centre in Kathmandu in 1948 to train primary school teachers. This centre discontinued its function after the recommendations of Nepal National Educational Planning Commission (NNEPC) in 1954 for the establishment of College of Education in 1956 to provide two year and four-year teacher education programmes for the lower secondary/secondary level teachers of Nepal. Concurrently, mobile normal schools ran a ten-month teacher training programme for primary school teachers. These schools were later converted into Primary School Teacher Training Centers (PSTTC) in 1963.

The National Education System Plan (NESP, 1971-76) brought a new impetus in teacher education making teacher training mandatory to obtain tenure in schools. This policy created a favorable environment for the expansion of teacher education throughout the country. All these institutions such as College of Education, National Vocational Training Centre, and Primary School Teacher Training Centers come

under the single umbrella of Institute of Education (IOE) under Tribhuvan University. This institute was solely entrusted to conduct both pre-service and in-service teacher education/training including the very short term packages.

Talking about the history of English education and English teacher training, Sharma, (2006) States:

The first British who came to Nepal were missionary people. Father Craybrawl arrived here in 1628 and Father Dorbil in 1661; and their mission was to convert people into Christianity. In those days, Nepal was not very open to religious matter, so the missionary stopped their work and left Nepal. So far the history of official entry of English language in Nepal is concerned; it is with the establishment of the first modern school Durbar High School in 1954 A.D. It was particularly established for the children of the Ranas and had the objective of making the Rana sons know English and there by the Rana rule in Nepal would have easy access to British Empire. The Ranas had seen unless they please the British Empire their rule in Nepal would not be safe. Thus, the introduction of English in Nepal had a deep vested interest of the Rana autocrats.

From 1854 A.D. to 1947 A.D. only 13 secondary schools were opened (as cited in Sharma, 2006). There was no college and university for higher education in Nepal until Tri-Chandra College was opened in 1918. English for higher level was introduced with the opening of Tri -Chandra College. However there was no provision for teacher training. ELT in Nepal started in 1971 with the

implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B. Ed programme in English education.

Regarding the training institutions in Nepal, there are mainly three existing training institutions. They are:

- (a) National centre for Educational Development (NCED)
- (b) Different Universities
- (c) Higher Secondary Education Board (HSEB)

In addition to NCED, different Universities and HSEB, Teacher Trainings are also run by different sectors (NGOs and INGOs) like: Nepal English Language Teachers Association (NELTA), British Council etc.

These different training institutions mainly run two types of teacher training programmes: in service and pre-service teacher training programmes. NCED launches training for both in-service (INSET) and pre-service (PRESET) teachers, different Universities run degree programmes as PRESET and HSEB runs training to both INSET and PRESET teachers.

1.1.2 National Centre for Educational Development (NCED)

NCED was established in 1993 under the Ministry of Education (MoE), as an apex body for human resource development. Since then, the centre is undertaking activities related to teacher development, capacity development of educational personnel under Ministry of Educational and conduction of research activities in education.

In the past, training programmes were conducted by different institutions/organizations and it was difficulty in coordination and avoiding duplications. As a result, it was realized that the integrated and coordinated approach and efforts could be more realistic, effective and efficient. Therefore, previous Distance Education Centre and Secondary Education Development

Centre were merged with NCED in 2004 to form a greater NCED which deals with all aspects and levels of teacher training and management and professional trainings. NCED has Thirty Four Educational Training Centers (ETCs) established at different strategic locations of the country to carryout training programmes. Together with these, with a view to expediting the training delivery to cover the backlog of untrained teachers and staffs, NCED has established extensive training network with different training providers. These are the family of educational campuses (T.U.), higher secondary schools, private teacher training centers and mobile teams with the partnership concept for the implementation of training programmes.

Objectives of NCED

The main objectives of National Centre for Educational Development (NCED) are as follows:

-) To enhance the capacity and quality of teachers for effective classroom practices in order to improve the quality of Education and enhance the training achievement of students.
-) To build institutional as well as individual capacity at all levels by implementing appropriate Human Resource Development Programmes for enhancing the efficiency and effectiveness of educational management.
-) To conduct research on different Educational and training issues.
-) To make policy recommendations to the MoE for strategic decisions related to the teacher and personnel development issues (Source: www.nced.gov.np).

Functions of NCED

The main Functions of National Centre for Educational Development (NCED) are as follows:

- J Helping the Ministry of Education in formulating educational policies in teacher and educational management training, distance education/open learning programmes, educational research.
- J Conduct and monitor teacher, and educational management training.
- J Developing curriculum and materials for in-service, pre-service teacher training and educational management.
- J Granting affiliation to the institutions to provide pre-service teacher training.
- J Cooperating with governmental, semi-governmental and private institutions and organizations to conduct in- service teacher training.
- J Developing and implementing short term curriculum and training materials for human Resource involved in training from community level to central level.
- J Collaborating and cooperating with the institutions involved in gender sensitization and social capability upliftment to develop and implement the programmes
- J Maintaining Teacher and Educational Management Training Information System (Source: www.nced.gov.np).

At present, National Centre for Educational Development (NCED) functions as a leading institution under MoEs with the responsibilities of capacity building of all level human resources as well as determining training policy in education

sector. NCED designs various types of training as required, develops training materials and implements the in-service teacher training programme (INSET).

Among several training programmes conducted by NCED, TPD (Teacher Professional Development) programme is one of them. Analyzing past achievements and discussing on needs of TPD, TPD Handbook (2066) mentions:

NESP (2028) brought a new policy making academic qualification and professional qualification mandatory to obtain tenure in schools. So, academic qualification with professional qualification of ten- month (one year) was made compulsory for teacher. But the policy could not implemented because government was unable to enroll the candidates having both qualification and government could not make environment to resign by untrained teachers.

In this condition, most of the teachers were untrained (without professional qualification). For such teachers a training (10 days to 2.5 months) was conducted. The aim of training was to provide them survival skills (basic skills of teaching) to maintain minimum quality of teaching and learning.

Education Development Project (1992) made comprehensive programme to conduct teacher training. The project developed policy, physical, institutional, curriculum/ materials and programmed infrastructure to conduct ten months teacher training programme. The goal of the programme was to make secondary teacher trained as decided by Education for All National Work Plan (2001 - 2015).

Under Teacher Education Project (2002 -2009) and Secondary Education Support Programme (2003-2009), to conduct teacher training in comprehensive way, Extensive Training Network was established to clear the backlog of untrained teacher. As a result, the goal of making all teacher trained was achieved (under this programme it is claimed that all secondary teacher, i.e. 98.2% received 10 months professional qualification).

Discussing on needs of TPD, TPD Handbook (2066) further says:

Bringing factual change in classroom teaching to improve students level by updating and empowering teachers ability is a compulsory condition for good education system. Making self-evaluation, making access to the knowledge and skills which help in classroom teaching, involving in meaningful exercise and developing study culture are taken as worldwide methods in tradition of continuous professional development. By looking this fact in mind, TPD (Teacher Professional Development) programme has been developed under School Sector Reform Programme (SSRP) to make progressive improvement in educational sector.

The modules under TPD programme have been formed to practically prove to be responsive intervention for solving immediate pedagogical problems of teachers and for empowering them to optimally apply the existing professional capacities into the teaching performance. The structure of the TPD module is as follows:

Part-I: Training Cum Workshop (Face to face events to be conducted at the training hub) -5 days.

Part-II: Self-Study Exercise (School based event upon completion of the part-I. Course runs for 30 days' gross period by engaging the participants independently in the structured sets of assignment and counted towards credits of 3-days equivalent).

Part-III: Instructional counseling (School based upon completion of the part II. Course runs for two- days under complete guidance of the same set of trainers. Invariably mobilized to check and collect the assignment and to provide on-site professional support).

At its design it includes three independent modules of ten days each that constitute thirty days TPD course. Formation of the TPD design has followed field based training model. The module is developed on the basis of completely

demand and professional needs of teachers reported by themselves. The needs are documented on the form of “Need Profile”.

1.1.3 In-service Teacher Training and Significance

In-service teacher training, INSET in short, is the training given to in-service teachers. Pre-service training doesn't feed teachers with everything they need. Thus, teachers are given in-service trainings time and again to keep their knowledge fresh and lively. INSET is necessary for the implementation of effective teaching techniques in the classroom. It makes teacher aware about child psychology, instructional tools, evaluation tools and so on. Defining INSET Bolan, (1986) writes: "Education and training activities engaged by ... teachers and principles following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children ...and learners of all other ages ...more effectively"(as cited in Roberts, 1998, p. 221).

The working conditions and the demands from society are not always same for professionals like teachers. The pre- service training prepares them for entering the profession with basic knowledge and skills. Once they start their work, teachers have to face different changes which, in the Nepalese context, are beyond the control of teachers: curriculum renewal, new textbooks and materials, new concepts in teaching learning etc (Gnawali, 2004, p. 33).

All types of professionals require change and growth once they start their careers. The growth starts from the very beginning and continuous until the retirement professionally, and until the deathbed personally. So, as the usual saying goes learning in any profession is a lifelong process.

The pre-service training prepares the professional, in our case teachers, for the basic things to start the career. It is never complete enough for the whole career period. The pedagogic knowledge and skills a trainee teacher gets at the pre-service trainings are not adequate for his lifelong career for a number of

reasons. Firstly, there are always new ideas and concepts coming up in the discipline which the teacher will have to keep up with. Secondly, learners needs and wants will be changing with time and economic, social and technological change the teacher will have to cater for them. Thirdly, without change, the profession will be monotonous. So, teacher development is the process of becoming the best kind of teacher that one can be (Underhill, 1986, as cited in Gnawali, 2008, p. 36).

Becoming a teacher is really a demanding experience and involves learning how to survive and how to cope with the complex world of the classroom. Employing their practical knowledge and thinking on their feet, teachers learn to handle everyday affairs. Gaining experience means learning what to look for and how to respond to what they find. Responding to various situations and handling them away, teacher finally develop their own 'theory of action': the theory that intuitively and implicitly guides teachers' behavior. However, when the curriculum changes and new textbooks are prescribed, and through these changes the new concepts in language teaching and learning to get introduced teachers may feel threatened. Teachers face changes not only in curriculum but also in the social, economic, technological and ideological spheres. To manage the changes to enhance professional development, in-service training can be one of the ways towards such development (Easen, 1985, p.4, as cited in Gnawali, 2004, p. 33).

1.1.4 Transfer or Implementation of Teacher Training

Teacher training is an important fact of teacher development. It helps teacher to be professionally strong and best teacher in the sense of effective presentation. Teacher training is mainly related with methodology, skills and techniques that enhance teachers to be capable with the contents to be taught. Equally it is concerned with the ways of giving and taking feedback facilitating students in their study, importance of collaborative learning and the ways to solve the professional problems likely to occur in the teachers career and inside the

classroom which is obtained through the teacher training so that only the trained teachers are familiar with those aspects, skills methodology, techniques which help them to impart quality education.

As discussed above, training is important part of teacher's professional development. But it is most important that whether the teacher is implementing or trying to implement the skills he/she has gained from training. It is related to transfer of teacher training, transfer of teacher training is process of implementing the knowledge, skills, methods and techniques that are learned in training programmes. In this way we call transfer of training is the link between training expectations and classroom performance.

Regarding transfer of training Bhatia (2005, p.4) states, "Transfer of knowledge and skills depends on how the training is designed, delivered and more over how the manager measures effectiveness in real work situation."

Training is useful in every part of teaching learning process. Transfer of training has the close relation and connection between the theoretical concept and their implementation is the real classroom. So, the main and first place of practicing transfer of knowledge and skills gained in the training programme is the classroom.

Teacher training should help teachers to teach effectively in the classroom by transferring the knowledge and skills acquired in the training. Teachers' teaching activities can be enhanced through effective training received by them. Trained teachers are expected to contribute to quality of learning and teaching. The professional activities of the teacher are defined in terms of competencies needed for organizing teaching learning activities in the classroom. Regarding expected performance behavior of trained teacher, Lower Secondary/Secondary Level Teacher Training, Master Trainer/Teacher's Training Guide (2062) mentions following indicators for trained teachers' evaluation:

Preparation

-) preparing lesson plan/weekly plan
-) writing the objectives
-) writing activities
-) consulting reference materials
-) selecting and preparing proper instructional materials

Instruction

-) introducing the topic/lesson
-) linking the lesson/topic to the prior knowledge
-) consulting textbook
-) using students name properly
-) using blackboard and notice board properly
-) encouraging students for silent reading
-) encouraging question and students participation
-) relating terms and concepts and students daily life
-) motivating students to learn the lesson
-) using selected and prepared materials properly
-) conducting group discussion
-) associating stories and experiences with lesson
-) creating the environment for critical thinking
-) encouraging students for creative work
-) communicating students by nonverbal techniques
-) maintaining voice rule
-) using humor to make class interesting
-) using clear and correct hand writing

-) maintaining good eye contact with students
-) making clear the different terms and concepts
-) using appropriate methods and techniques
-) paying attention and encouraged to the passive students
-) using resource person in the classroom
-) discussing about the several activities gave in the textbook
-) encouraging students to do community oriented activities
-) summarizing the lesson

Evaluation

-) using variety of evaluation tools, written, oral, observation group activities etc.
-) providing immediate feedback
-) evaluating self-teaching
-) checking home assignment and other assignment
-) providing home assignment
-) maintaining the record of students evaluation
-) assuring the objectives have been achieved

Management

-) managing classroom activities
-) arranging appropriate seating for students
-) managing classroom time
-) involving students in preparing and decorate the classroom walls
-) organizing students seminar/presentation/debate
-) maintaining classroom discipline

Attitude and Performance Behavior

-) showing interest in continuous self-development
-) accountable for responsibilities
-) maintaining relationship with colleagues
-) punctuality
-) showing interest in collecting, prepared essential materials
-) using leisure time appropriately

1.1.5 Factors Supporting and Affecting Transfer of Training

To do any job/work effectively, a person needs training, because training is an essential activity of supporting employees to bring effectiveness in their present or future work. Training creates a feeling of confidence in the mind of employee. So, the training is needed to fill the gap by developing, upgrading and updating the employees' skill, knowledge, attitude and behaviour.

When we talk about applying the skills or knowledge acquired from training, there are various variables which contribute to raise the question in implementation of these skills in a practical situation. In this regards, Holton et al. (2000) studied entitled "Development of Generalized Learning Transfer System Inventory", they introduced the concept of transfer system which encompassed factors in person, training and organization that influence transfer of learning to job performance. Different sixteen factors of the Learning Transfer System Inventory (LTSI) which affect transfer of training given by them are:

-) Learner Readiness: extent to which trainees are prepared to enter and participate in training.
-) Motivation to Transfer: trainees' desire to use the knowledge and skills mastered in the training program on the job.

-) Peer Support: extent to which peers reinforce and support use of learning to the job.
-) Supervisor Support: extent to which supervisors/managers support and reinforce use of training on the job.
-) Personal Outcomes-positive: degree to which applying training on the job leads to outcomes that is positive for the trainees.
-) Personal Outcomes-negative: extent to which individuals believe that not applying skills and knowledge learned in training will lead to negative personal outcomes.
-) Supervisor Sanctions: Extent to which individuals perceive negative responses from supervisors/managers when applying skills learned in training.
-) Content Validity: extent to which trainees' judge training content to accurately reflect job requirements.
-) Transfer Design: degree to which (1) training has been designed and delivered to give trainees the ability to transfer learning to the job (2) training instructions match job requirements.
-) Personal Capacity to Transfer: extent to which individuals have the time, energy and mental space in their work lives to make changes required to transfer learning to the job.
-) Opportunity to Use: extent to which trainees are provided with or obtain resources and tasks on the job enabling them to use training on the job.
-) Performance Self-Efficiency: trainee's general belief that they are able to change their performance when they want to.

-) Transfer Effort-Performance Expectations: expectation that change in job performance will lead to valued outcomes.
-) Feedback: formal and informal indicators from an organization about an individual's job performance.
-) Openness to Change: extent to which prevailing group norms are perceived by trainees' to resist or discourage the use of skills and knowledge acquired in training.

(Source: <http://wallaby.vu.edu.au/adt-VVUT/uploads/approved/.../03Chapter2.pdf>)

From the above mentioned views of Holten, it can be concluded that factors related to employee (i.e. teacher) are not only responsible for implementation but factors related to training and institution/organizations are also responsible for implementation of training skills into work situation.

Similar to Holten, other scholars have also given their views related to training (teacher training) and implementation of training. Their views can be categorized under following headings:

-) Effectiveness of training design
-) Successful planned change
-) Input during training
-) Support during implementation
-) Social and contextual influences
-) Social dimension and institutional climate
-) Teachers own personal goals
-) Teacher perceptions

-) Teacher motivation
-) Physical infrastructure
-) Heterogeneous classes

1.1.5.1 Effectiveness of Training Design

Effectiveness of INSET design is taken as a factor in contributing or affecting the implementation of teacher training skills. In reviewing effective INSET programmes, (Fullan, 1982; as cited in Roberts, 1998, p. 90), suggested some negative feature of INSET design which are influencing in implementation/transfer of INSET. They are as:

-) Topics of INSET are often decided by people other than those for whom it is intended;
-) Follow – up support in the use of ideas and practices presented in the INSET experience rarely occurs;
-) The most INSET programmes fail to address the positive and negative factors with in each teachers school that will effect the teachers attempts to apply them;
-) Evaluation of INSET by assessing its impact on schools rarely occurs;
-) INSET programmes rarely address individual needs of teachers;
-) There is no conceptual basis for the planning and development of INSET programmes.

1.1.5.2 Successful Planned Change

Successful Planned Change is equally important to implement the change. In the words of Roberts (1998):

Planned innovations tend to be implemented effectively when the change itself is recognized as necessary and relevant by teachers. At school level, change is supported where the head teacher gives active and visible support; where there are collegial teacher relationships (where they exchange ideas and offer mutual support); and where teachers have the skill necessary to implement the new curriculum. Beyond the school, innovations are supported by positive previous experience of innovation by insiders, by the perceived support and involvement of central authorities; by the integration of change with staff development needs; by a high level of teacher participation, at least in dealing with implementation issues; and the perceived use of evaluation findings to fine – tune the innovation. At a wider level, positive forces included the general disposition of community to change; support and resources from national administration; and external assistance when needed (p. 91).

While designing the training curriculum/ package the needs of individual teacher and needs of institution should be considered. Training that doesn't relate to real classroom world, examination system, local context and trainees' mental constructs, needs and expectations can't achieve the desired goals. Training that takes place away from the school environment without monitored school – based practice or follow up can't be transferred to the classroom.

Training contents based on trainees' needs and participant – centered experiential learning approach in the training can make a difference in teacher learning (Gnawali, 2008).

1.1.5.3 Input During Training

Sufficient and appropriate amount of description of skills and optimal time for practicing these skills leads to effective implementation. If the input is not sufficient, ambiguous and insufficient time for practice, the teacher will face difficulties in real classroom. Joyce and Showers (1980; 1984) suggests some conditions for effective skill training which can be generalized to INSET are:

-) A close match between conditions of training and those of actual use;
-) Unambiguous description of skills;
-) Demonstration or modeling of skills;
-) Establish the basic skills before going on to finer tuning;
-) Optimal practice time;
-) Individual skill- focused feedback on task performance;
-) Multiple context of demonstration and use

(as cited in Roberts, 1998, p. 73)

1.1.5.4 Support During Implementation

Support during implementation also plays significant role in applying skills in practical classroom situation. Regarding importance of support Roberts (1998, p. 91) writes:

A particularly significant finding of innovation and INSET research is that teachers need support in the early stages of 'going it alone' with a

new practice. Fullem (1982) and Lamb (1995) note that teachers face unexpected difficulties in early stages of introducing changes in classroom. This is because the training situation can't possibly anticipate the particular difficulties, confusions and misunderstanding that will be revealed once each teacher goes back to his/her own class. If he/she is not helped to get past his 'critical hump' he/she is likely to abandon the innovation and fallback in familiar ways. This indicates that teachers need a social framework of support and discussion, a design which keeps in touch with them as they began to introduce changes.

Practical classroom support by a trained and experienced fellow teacher, over a period of weeks or months also plays significant role in implementation / transfer of teacher training. Individual planning, reflection and discussion with a more skilled peer at school; offers best condition for transfer of new training.

1.1.5.5 Social and Contextual Influences

Talking about teacher training (INSET) Roberts (1998, p. 230) presents different social and contextual influences on teachers which affect their approach to INSET. Different social and contextual influences on teachers presented by him are:

- i. Non-teaching Priorities: - if teachers are underpaid, they may perceive occupational improvement primarily in terms of a better work situation or better pay rather than change in their practice. Also, teachers entered teaching unwillingly because they see it only as a temporary occupation. In this case, they may see, INSET initiatives as personally irrelevant.

- ii. **Morale:** - where work and employment conditions are poor or if teachers are held in low esteem, morale may be too low for them to engage seriously with work – related development activities.
- iii. **Time:** - where pay is poor, teachers may be too busy getting extra income. They may be engaged in other extra income activities and they give few or no time for their professional development activities.

1.1.5.6 Social Dimension and Institutional Climate

While talking about different contributing and affecting factors in implementation of teacher training, another crucial factor is the social dimension and institutional climate. Social values go on changing and teachers ability to change himself with the changing environment and situation helps him/her to adjust with the situation .But not only teacher other stakeholders also need change. In this regard, Roberts (1998, p. 227) writes:

A person’s sense of a need for change will be influenced by social climate. A context of economic and political renewal can carry teachers along on a tide of change: ‘Life is changing very rapidly and you must keep up with it’ (Latvian teacher, Ellis, 1994). INSET effectiveness often depends on this ‘following wind’ of change as much as providers’ expertise and enthusiasm.

INSET work has placed staff development in the context of whole-school improvement rather than simply treating transfer of training as an individual matter (Hopkins, 1985; Wideen and Andrews, 1987; as cited in Roberts, 1998, p. 228).

1.1.5.7 Teachers own Personal Goals

Teachers own personal goals in teaching profession (i.e. teachers attachment to the teaching profession so that he/she tries to do something better) plays important role. It is related to teacher's strong commitment and devotion to the profession. In the words of Farrell and Richards (2010):

Teachers are generally interested in adding to their professional knowledge and keeping up to date with theory and practice in the field, in improving their teaching skills so that they feel more confident about what they teach and achieve better results with their students. They may also be interested in clarifying and understanding their principles beliefs and values, as well as the nature and values underlying the schools in which they work, so that they can be empowered (p. 9).

1.1.5.8 Teacher Perceptions

Teachers perceptions of training and implementation of skills acquired in training are also taken as a factor that contribute or affect in implementation of teacher training.

Discussing on teacher perception, Saka (1995) shows that the secondary – school teachers in her study construed (interpreted) teacher less tasks quite differently from outsider consultants. While the received view of teacher less tasks is that they enable greater pupil practice time and degree of creativity, the teachers perceived them as management problem. They characterized pair work in such terms as 'difficult to give feedback; noisy; less control; difficult to manage; out of order; discipline is a problem; I can't use the blackboard' while also

noting that the 'administration asks us to use it very often'. They perceived these activities as problematic and imposed on them by central authorities.

These examples suggest that as providers we need to understand teachers and students in their own terms before we make any attempt to introduce change (as cited in Roberts, 1998, P. 65).

Among various factors that are supporting or affecting, motivation is also a prominent factor in transfer of training skills. Motivation works as a catalyst not only for teachers for every human being. If a teacher is rewarded for his success and hard-work, and feedback and sufficient support in difficulties, the enthusiasm to do the job will be increased and it will certainly brought a positive result in implementation of innovation. If there is not any provision of reward and feedback they may not be interested in implementation of innovation.

Physical inappropriateness like narrow classrooms with too much students, which is not appropriate to conduct student centered or task-based activities may cause teacher not to use his/her training skills. In the same way, if the school or school administration does not provide financial support for making different teaching materials or there is not availability of teaching materials which the teacher can not prepare on their own, may affect the implementation of training skill.

Similarly, the heterogeneous class in the sense of student's level, interest, age, religion, belief systems and social status also cause difficulty in implementation of training skill. Among all these factors, teachers own personal habit or teacher related personal characteristics like: introverted ness, moodiness and other personal habits may affect in implementation of innovation.

1.2 Review of Related Literature

Samadarsi (1998) carried out a study on 'The Expected Classroom Behaviors of Trained English teachers'. The main objective of the study was to examine the classroom behavior of trained English teachers. The research tools used by him were classroom observation from and questionnaire for teachers and head teachers. He found out that the trained teachers seemed to have performed better in schools where the environment is favorable and where teaching is a challenge. Some of the good classroom behaviors of English teachers found by him were – command of the target language – English and control of the class.

Neupane (2001) carried out a research work entitled "An investigation into short-term English Language Training provided by SEDUs". The main objectives of his study were to see the impact of short - term English language training provided by SEDUs and to examine whether or not the knowledge and skills acquired by the trainers are implemented in the classroom practices. From the study it was found that there was positive impact of SEDUs training on speaking skills towards the teaching learning activities.

In the same way Giri (2007) carried out a study on 'Transfer of Training skill: A case of B. Ed English Graduates'. She found out that trained teachers were found successful in transferring a number of training skills to the classroom delivery as well as she pointed out the barrier to transfer the training skills were lack of physical facilities, inability to give up old habits, heterogeneous class and some inherent problems. Trained teachers were found to have good command over subject matter and confident in their subject.

Basnet (2009) carried out a research work entitled "Transfer of Teacher training in teaching vocabulary". The main objective of the study was to examine the transfer of training in teaching vocabulary by trained teachers. She used two research tools observation and questionnaire for data collection. It was found that majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.

It seems that the above mentioned research studies have been carried out in the field of teacher training and transfer of training for various purpose. The purpose of present study is different from the previous study in the sense that it is an attempt to find out different factors that are affecting in implementation of teacher training provided by NCED, especially in case of secondary teachers teaching in public schools. It is said that the teachers of public schools are more trained than that of private schools and government of Nepal has given much emphasis in teacher training but when we see the result of S.L.C. (final examination of school level), the result of private school is better. In this case, though the teachers of public schools are trained but they may have difficulty in implementation of teacher training skills. Mainly, the study will be limited to find out and analyze the factors that are affecting in implementation of teacher training skills by secondary public school teachers. Thus, this study is different from the rest of studies carried out in the department till present date and the researcher hopes that this research will be fresh research in the department.

1.3 Objectives of the Study

This study has the following objectives:

(a) To find out and analyze the implementation of teacher training skill in teaching by trained teachers in terms of:

) Preparation for lesson

) Creating learning environment and commencing the lesson

) Instructional skills

) Communication skills and

) Evaluation

(b) To find out and analyze the factors affecting implementation of teacher training skills by trained teachers.

(c) To suggest some pedagogical implications.

1.4 Significance of the Study

The research is expected to be significant and helpful for teachers', educational administration, training institutions, trainers, training curriculum designer, schools, school administrations, school management and student teachers also. The findings of this work will suggest some pedagogical implications in the field of teaching and learning. This research work will be equally significant for those who want to study further in this field in the future.

CHAPTER TWO

METHODOLOGY

This chapter deals with the research methodology adopted to carry out the study. The following methodology has been adopted to fulfill objectives of the study.

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objective of this research.

2.1.1 Primary Sources of Data

The primary sources of data for this study were secondary level trained teachers of the public schools of Kailali District.

2.1.2 Secondary Sources of Data

The secondary sources of data for this study were the related books: Roberts (1998), Ferrel and Richards (2005), Lazer (2009), Wallace (2010), NELTA Journals, theses etc.

2.2 Population of the Study

The population of the study was the thirty secondary level trained teachers from different public schools of Kailali District.

2.3 Sampling Procedure

Fifteen secondary schools and the trained Secondary teachers teaching at different schools of Kailali district were purposively selected for this study.

2.4 Tools for Data Collection

The main tools for data collection were the questionnaire and class observation.

2.5 Process of Data Collection

In order to collect data for the research study, the researcher went to the different schools and selected thirty trained secondary teachers from fifteen schools. The researcher himself visited the teachers teaching in the selected school and briefly explained the purpose of visit. After seeking agrees from the teacher the researcher requested him/her to answer the questionnaire and observed their class. Finally the researcher thanked for his/her co-operation.

2.6 Limitations of the Study

The study had the following limitations:

- (I) The number of sample was thirty for each (class observation and questionnaire).
- (II) They were thirty secondary level trained teachers from fifteen public secondary schools.
- (III) This study was limited to secondary teachers who have taken in-service teacher training provided by NCED (mainly TPD).
- (IV) Class observation was limited to fifteen secondary English teachers (two classes for each).
- (V) The study was limited to Kailali District only.

CHATER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from primary sources. The data were collected from thirty trained teacher teaching in secondary public schools of Kailali district. The primary objective of this study was to find out and analyze the factors affecting implementation of teacher training skills in classroom by trained teacher. The information obtained from the collected data has been tabulated and analyzed under the following main headings:

-) Analysis and interpretation of data obtained from class observation. (Implementation of teacher training skills in teaching by trained teachers).
-) Analysis and interpretation of teachers views obtained from the questionnaire (factors affecting implementation of teacher training skills by trained teachers).

3.1 Analysis and Interpretation of Data Obtained from Class Observation

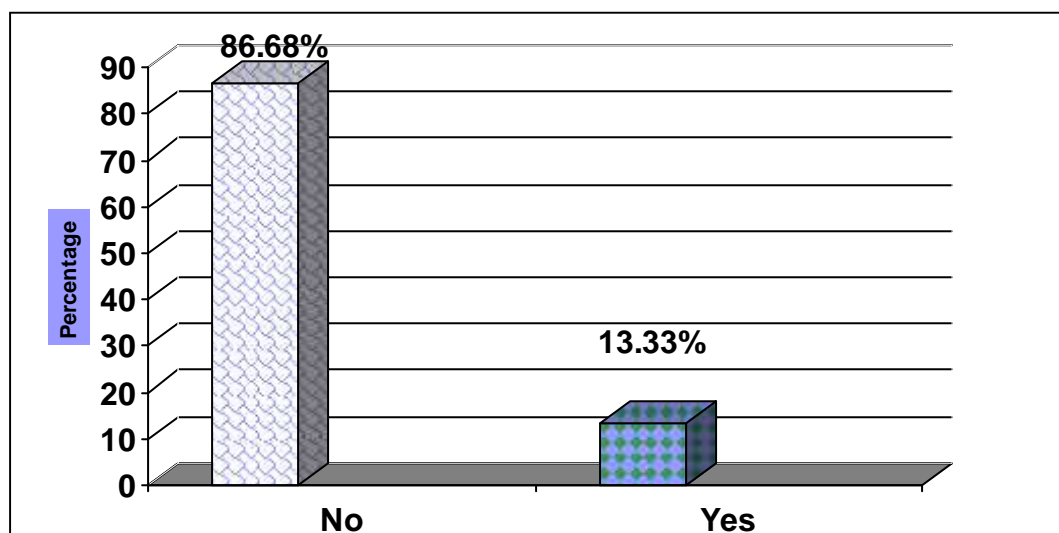
This section primarily deals with the observation of thirty classes taught by trained teachers of secondary public school to find out whether the teachers really implemented inside the classrooms what they had learned in their teacher training course. For analyzing the implementation of teacher training skill in classroom teaching and classroom performance of trained teachers, the researcher has used check list. The implementation of teacher training skill in classroom teaching activities by trained teacher of secondary public school has been discussed under the various headings.

3.1.1 Preparation for the Lesson

3.1.1.1 Written Lesson Plan

Lesson plan is the teachers' preparation of a particular teaching item to guide his students towards achieving determined objective within a short period of time. It includes written objective that state what students will be able to perform after the completion of the lesson, a description of appropriate activities that students will be involved in, the resources or materials children's will use and the methods of evaluation to see how well the students have learnt. The classes of trained teacher were observed by the researcher to see the use of written lesson plan. The result has been presented in the following bar chart:

Figure No. 1 : Use of Written Lesson Plan by Trained Teachers



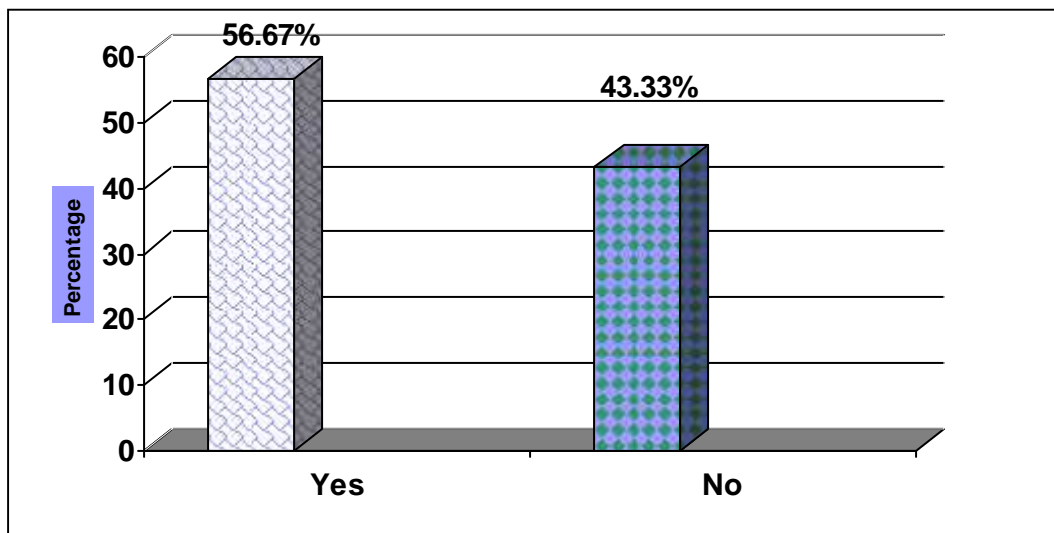
The above bar graph presents that most of teachers, i.e. 86.67 % did not use written lesson plan and only few, i.e. 13.33 % teachers used written lesson plan. This shows that the implementation of teacher training skill in terms of using written lesson plan was very poor.

3.1.1.2 Lesson Note/ Teacher Note

Everything related to the lesson can not be included or written in the lesson plan, so that lesson note or teacher note is prepared by teachers. Important / key

points which are related to the lesson are noted in teacher note. The use of the teacher note / lesson note by trained teacher was as presented in the following bar chart:

Figure No. 2 : Use of Lesson/Teacher Note



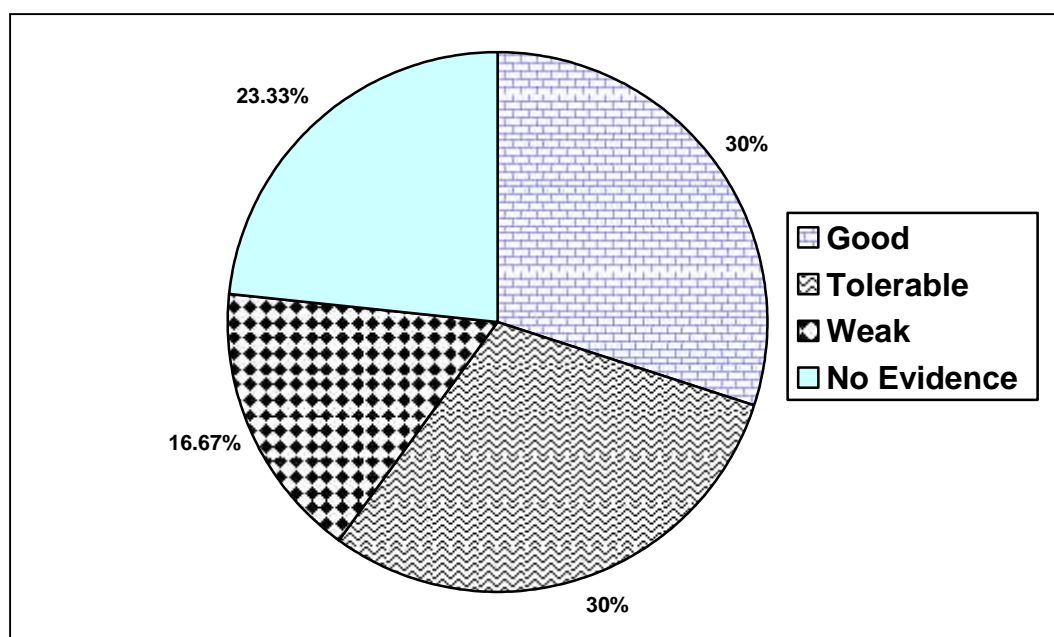
The above figure shows that majority of teachers, i.e. 56.67 % used lesson note in teaching and 43.33 % did not use. It indicates that, majority of teachers were able to fulfill the indicator of trained teacher related to the use of lesson note or teacher note.

3.1.1.3 Preparing Appropriate Teaching Materials

Preparation of materials is related to initial phase of classroom teaching.

Teaching materials are necessary to make teaching effective. They play vital role for making classroom interesting and live. Teaching materials help to shorten the teaching learning time and avoid monotony of the practice work by creating variety of activities. They are also helpful to contextualize the teaching learning environment. So, preparation of appropriate instrument or material is taken as an indicator for trained teacher. The observation result was as shown in the pie chart on the next page:

Figure No. 3 : Preparation of Appropriate Materials



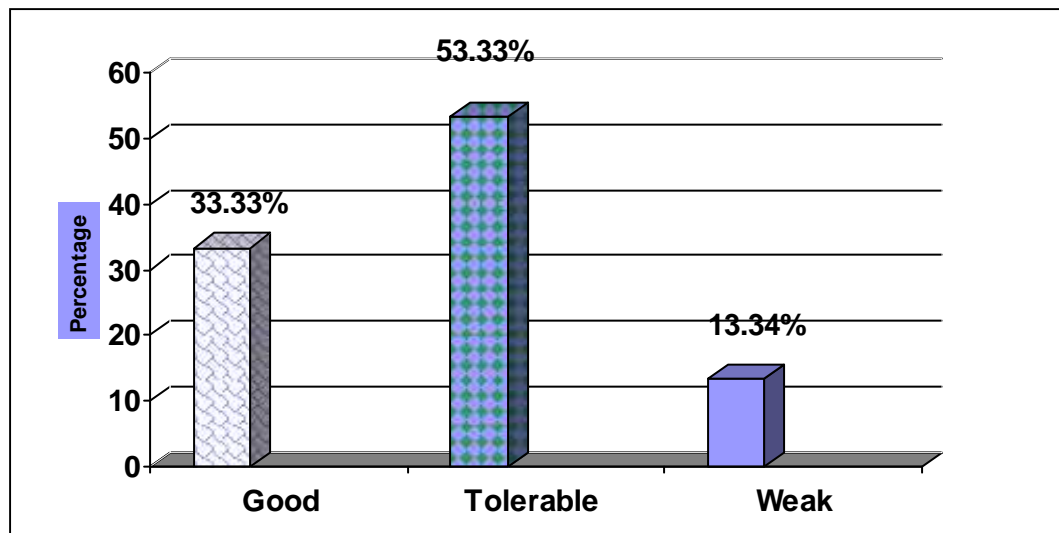
As shown in the above pie chart only 30 % of the teachers prepared good teaching materials while 30 % of class were found tolerable, 16.67 % seem weak and 23.33 % did not prepared any materials.

3.1.2 Creating Learning Environment and Commencing the Class

3.1.2.1 Arranging Physical Environment

Physical environment is related to physical setting that allows the students to observe the focus of instruction, to engage in activities without disruption, to obtain materials, to move about easily, to monitor student's activities by teacher etc. So, physical environment plays important role in creating learning environment. Keeping this fact in mind, the physical environment of classrooms were observed. The result of observation has been presented in the diagram on next page:

Figure No. 4 : Physical Environment Arranged Appropriately

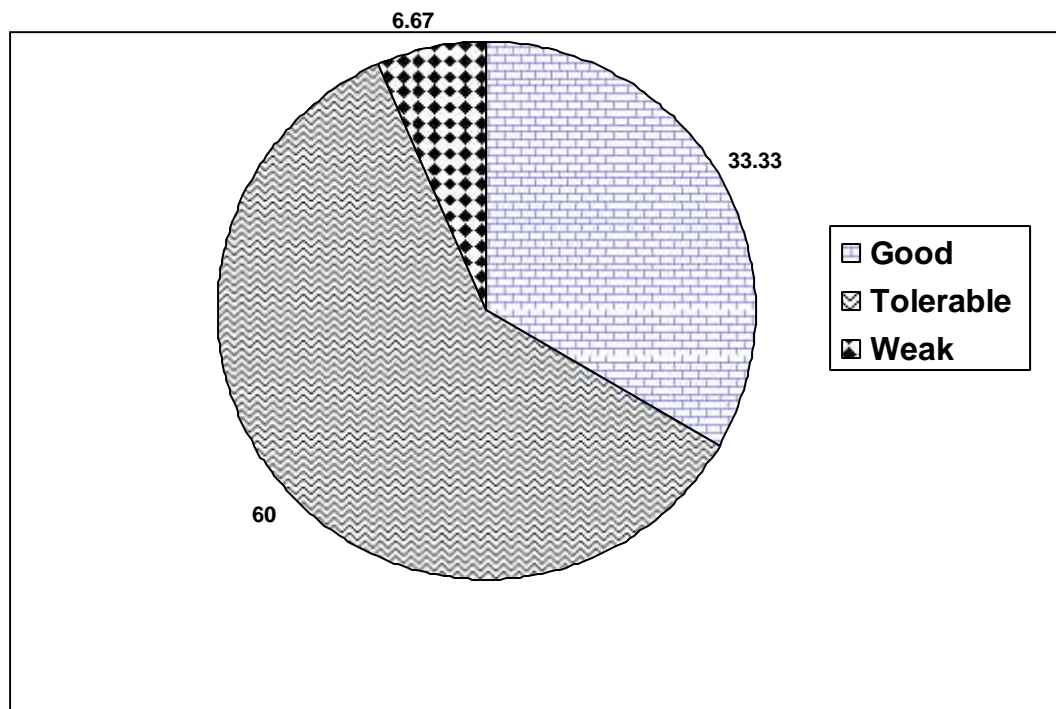


As seen in the diagram, 33.33 % of the classes were found good, majority , i.e. 53.33 % were found tolerable and 13.34 % were found weak in managing physical environment. It reveals that the status of physical management in classroom was tolerable.

3.1.2.2 Discipline in the Classroom

Discipline is indispensable for students. It is related to both mind and behaviour. It aims at self control, obedience, sincerity, honesty, truth, gentility etc. In terms of classroom, teacher instructions followed by students, active participation in activities without disrupting others, good relationship and cooperative behaviour among students can be taken as indicators of classroom discipline, but it depends upon school environment, teacher's personality and students motivation towards learning. Regarding discipline the outcome of the classroom observation was as presented in the pie diagram on next page:

Figure No. 5 : Discipline in Classroom

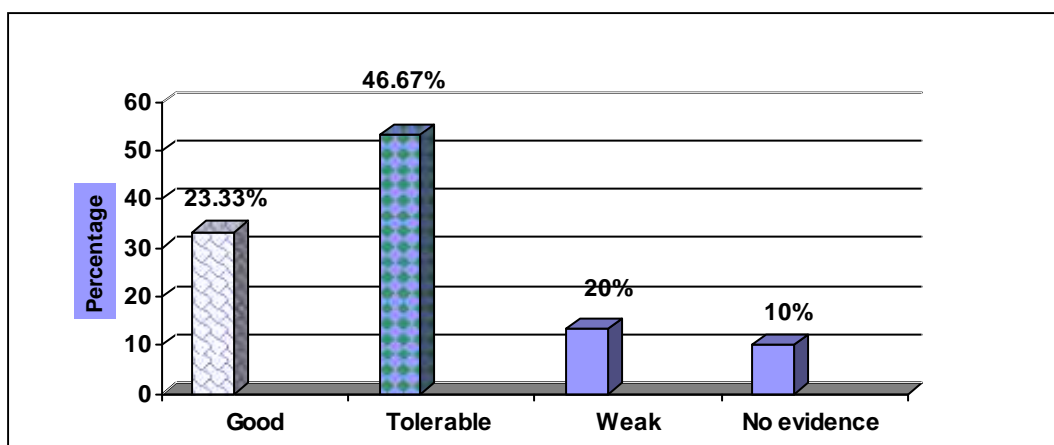


Above figure shows that 33.33 % of the classes were found good in maintaining discipline, 60 % were found tolerable and 6.67 % were found weak in maintaining discipline in classroom. Hence, maintaining discipline in classroom by trained teacher was found tolerable.

3.1.2.3 Pleasing and Enjoyable Opening

Pleasing and enjoyable opening related to the lesson creates learning environment and students may be motivated towards learning. If teacher talks quietly and slowly and, does not hesitate to smile, it will certainly maintain relaxed and non-threatening environment so that students will actively involve in learning activities. Teacher can make a joke, sing song, recite a poetry or other activities (related to the lesson) will make pleasing and enjoyable opening. Keeping this fact in mind, the class of trained teachers were observed. The outcome of the observation is as shown in the bar diagram on the next page:

Figure No. 6 : Pleasing and Enjoyable Opening



The above diagram shows that only 23.33 % classes were found good, majority i.e. 46.67 % were found tolerable 20 % of the classes were weak and in 10 % of the classes, teachers directly entered to the subject matter of the teaching topic.

3.1.2.4 Lesson Linked with Previous Lesson

If the teacher starts lesson by making an overview of the previous lesson or asks question related to the previous lesson, it will help students to link the pervious lesson to later one because one lesson is related to the other. The complexity of the matter presented in the textbook successively increases, i.e. the earlier parts are the easier than the later. So, linking the lesson with previous lesson was also an indicator for class observation of trained teacher. The result of the observation has been displayed by the following table.

Table No. 1 : Lesson Linked with Previous Lesson

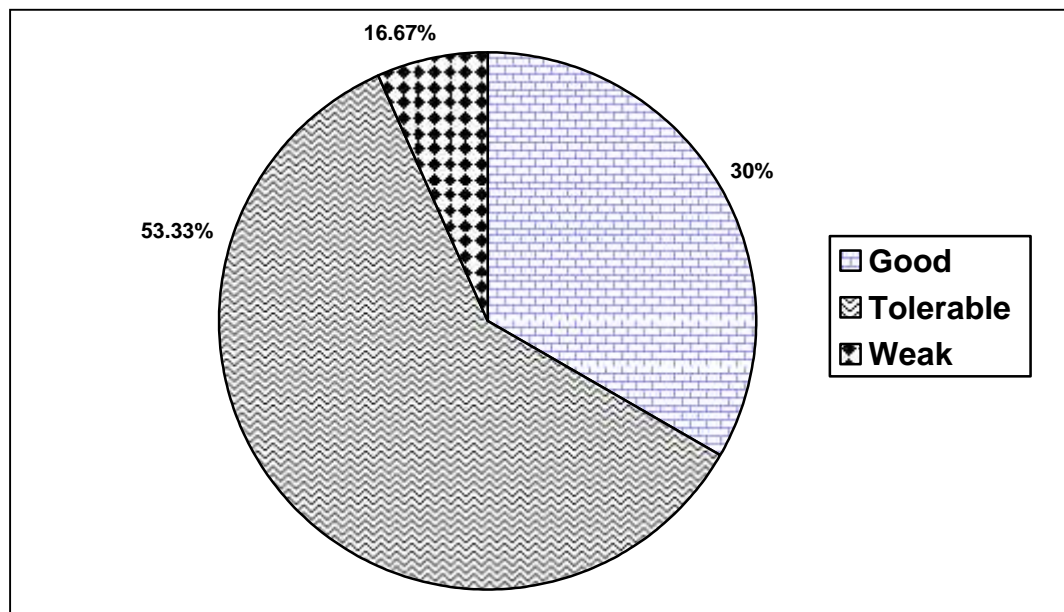
Rating	No. of classes	percentage
Good	18	60
Tolerable	8	26.67
Weak	4	13.33
No evidence	-	-

The preceding table displays that a high proportion of the classes, i.e. 60 % of the classes were found good, 26.67 % were found tolerable and 13.33 % were found weak. It shows that the practice of linking lesson with previous lesson was found good.

3.1.2.5 Lesoon Related with Students Experience

The content of the lesson should be linked with students own life experiences, so that the students could understand easily. For this purpose, trained teachers are expected to give concrete and appropriate examples that are related to students experience and ask question to the students to relate the contents to their experiences. So that relating lesson with students experiences is taken as a indicator for a trained teacher. The result of class observation regarding the indictor is as presented in the following figure:

Figure No. 7 : Relating Lesson with Students Experience



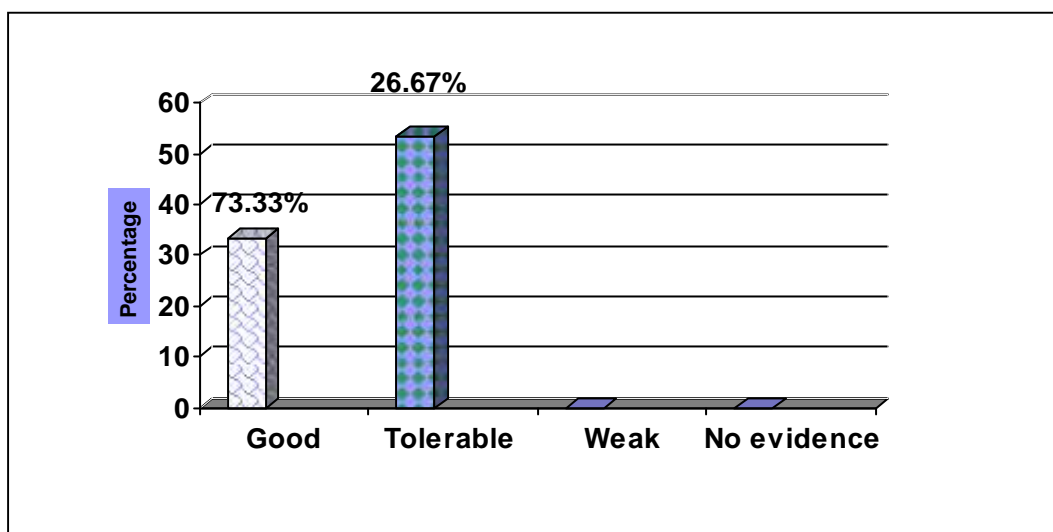
As shown in the above pie diagram, majority of the classes were found good, i.e. 53.33 %, 30 % were tolerable and 16.67 % were found weak. This shows that the use of this indicator by trained teacher was satisfactory.

3.1.3 Instructional Skills

3.1.3.1 Accurate Subject Matter/ Command over Subject Matter

To be a competent teacher, a teacher should have good command over the subject matter. What to teach comes before how to teach. So that, until or unless a teacher has command over subject matter, no effective and fruitful teaching and learning exists. In this regard, the classes of trained teachers were observed to see their command over the subject matter. The following diagram presents the result of the observation.

Figure No. 8 : Command over the Subject Matter



As shown in the above bar diagram, high proportion, i.e. 73.33 % classes were found good in command over subject matter and 26.67 % were found tolerable. This shows that trained teachers command over the subject matter was good.

3.1.3.2 Challenging and Joyful Environment

Trained teachers are expected to deliver the lesson by motivating students towards learning by creating challenging and joyful environment. In the challenging environment students get opportunity to think about situation so that they can develop their ability to adjust with new situation. So it is taken as an indicator for a trained teacher. The result of the class observation in terms of

creating challenging and joyful environment has been shown in the following table:

Table. No. 2: Creating Challenge and Joyful Environment

Rating	No. of classes	percentage
Good	8	26.67
Tolerable	16	53.33
Weak	6	20
No evidence	-	-

As shown in the above table, 26.67 % of the classes were seemed good regarding creating challenging and joyful environment. Similarly, 53.33 % of the classes were found tolerable but 20 % classes were weak in creating challenging and joyful environment. Therefore, majority of trained teachers performed good in creating challenging and joyful environment.

3.1.3.3 Encouraging Question and Students Participation

Students are the main component of the classroom teaching learning activities. Students are motivated toward learning when they themselves get chance to become part of their learning rather than being a passive listener. So, encouraging students to raise question and the teachers ability to make students active in learning are taken as indicators of trained teacher. So the researcher has observed trained teachers classes in terms of students participation . The outcome of the observation has been displayed in the table on the next page:

Table. No. 3: Encouraging Question and Students Participation

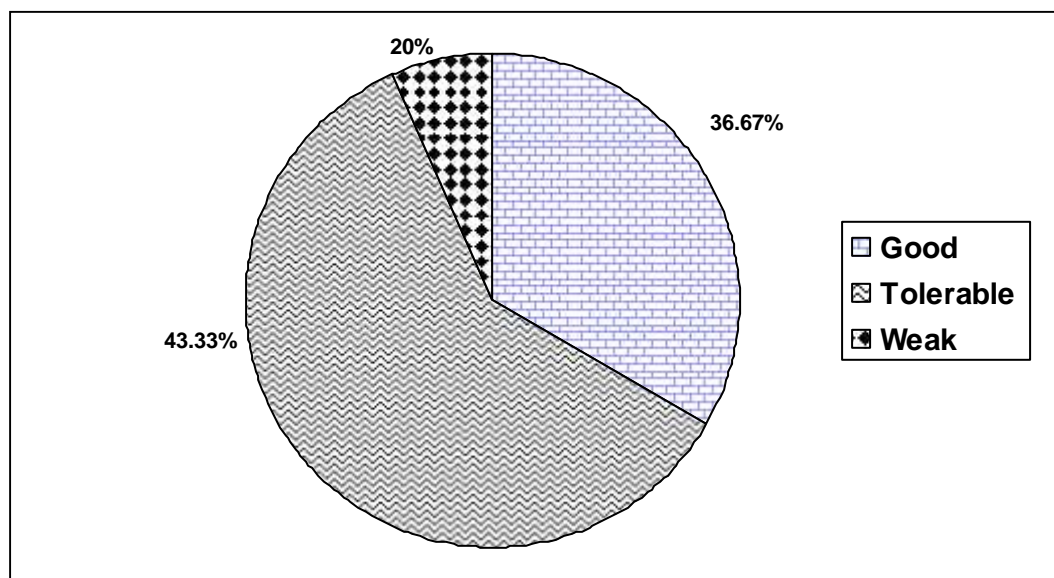
Rating	No. of classes	percentage
Good	12	40
Tolerable	14	46.67
Weak	4	13.33
No evidence	-	-

As the preceding table reveals , among all the classes observed for the study, 40 % of the classes were found good regarding the students participation, whereas majority, i.e. 46.67 % were seemed tolerable and in only 13.33 % of the classes the teachers made students poorly participate in practice. Concludingly, majority of the classes were found tolerable regarding the students participation in practice.

3.1.3.4 Encouraging Students in Interactive Learning

Professional activities of the teacher are also related to the organization of classroom practices through encouraging students for interactive learning. Students learn many things by sharing experiences in each other. Teaching and learning in the classroom should be interactive and more student centered. To make teaching more student centered, students equal and maximum participation in learning is essential. The result of observation regarding interactive learning environment was as shown in the figure on the next page:

Figure No. 9 : Making Students Participate in Interactive Learning



On the basis of result revealed by preceding figure, 36.67 % of the classes were found good in making students participate in interactive learning (discussion in group or pair) while in 43.33 % of the classes, it was found tolerable. Similarly, only 20 % of the classes were found weak. From the diagram, it can be concluded that the status of participating students in interactive learning was satisfactory.

3.1.3.5 Proper use of Selected and Prepared Materials

Teaching materials play vital role in making interesting and live classroom. Teaching materials should be related to the subject matter or the lesson and the materials should be presented in a right way and in right time. The result of observation regarding the indicator is as displayed in the following table:

Table. No. 4 : Proper Use of Selected and Prepared Materials

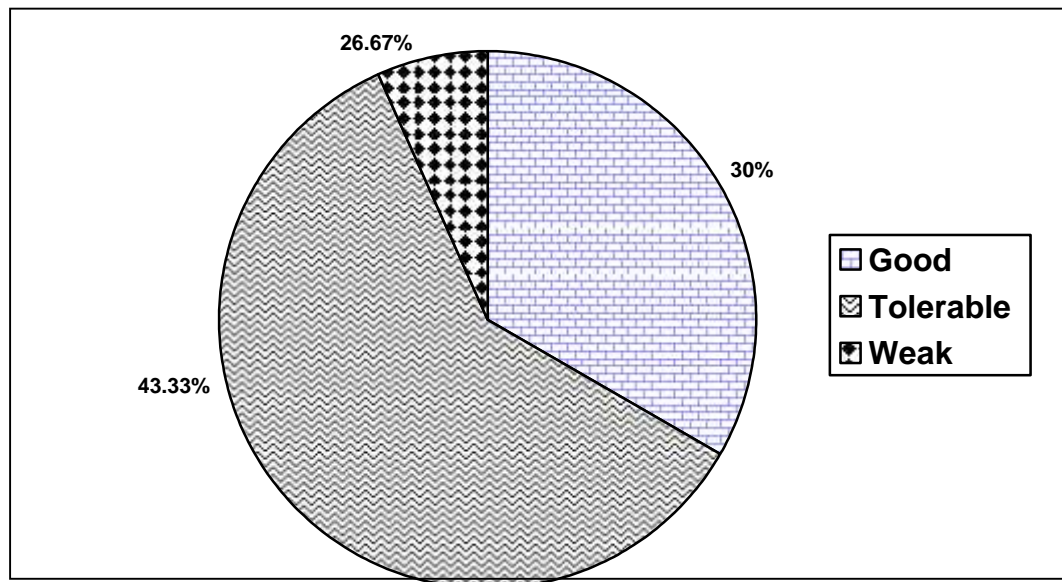
Rating	No. of classes	percentage
Good	19	63.33
Tolerable	11	36.67
Weak	-	-
No evidence	-	-

According to the result obtained, out of total classes, 63.33 % of the classes were found good in using selected and prepared materials properly whereas, 36.67 % found tolerable. So, the result can be taken as good.

3.1.3.6 Use of Interactive and Student Centered Method and Technique

Teaching and learning in the classroom should be interactive and student centered. To make teaching more students centered, the teacher should encourage students for interactive learning by giving opportunity to discuss in group or pair under supervision. Use of interactive and students centered methods and techniques is taken as an indicator for trained teacher. So the researcher has observed the class in terms of interactive and students centered methods and techniques used by trained teachers. The result of observation can be shown as follows:

Figure No. 10 : Use of Interactive and Students Centered Methods and Techniques



The above pie chart presents that 43.33 % of the class were found good regarding the use of interactive and students centered, methods and techniques, 30 % were found tolerable and 26.67% were found weak. From above

mentioned result, it can be concluded that majority of the classes were found good in use of interactive and student centered methods and techniques.

3.1.3.7 Using Humour to Making Class Interesting

The teaching learning becomes effective, if the teacher's presentation is interesting. It also inspires the students to learn attentively. Use of humour related to the lesson or subject matter attracts student's attention towards teaching instruction and will avoid monotony of the classroom. It is also observed by the researcher as a indicator for trained teacher. The outcome is as presented in the following table:

Table. No. 5: Use of Humour to Make Class Interesting

Rating	No. of classes	percentage
Good	10	33.33
Tolerable	14	46.67
Weak	6	20
No evidence	-	-

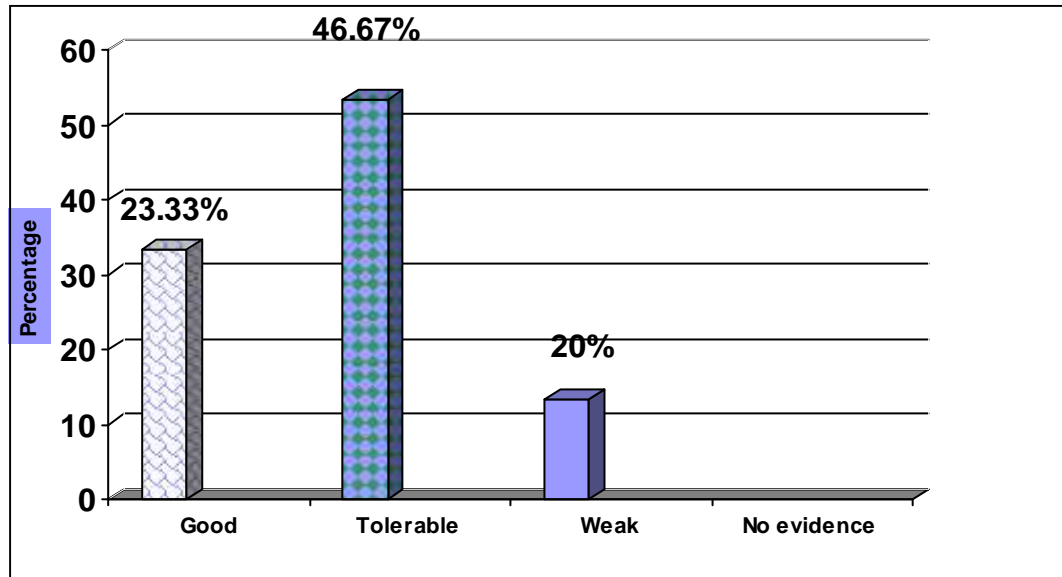
From the table above, 33.33 % of the observed classes were good in making class interesting. Likewise, it was found that in 46.67 % of the classes, the teachers were able to make their presentation tolerable in terms of using humor and making class interesting and 20 % of the classes were weak. In short, it can be revealed that trained teachers performance regarding the indicator was satisfactory.

3.1.3.8 Assessment Undertaken During the Lesson

Generally, evaluation is under taken in the beginning, middle or at the end of the class, any ways the teacher should evaluate his/ her students . The importance of assessment under taken during the lesson is that the teacher knows whether students are getting the subject matter properly or not, to control students attention towards subject matter, to check students clarity, to

emphasize on key points etc. The result of trained teachers class observation regarding assessment undertaken during the lesson has been shown in the following figure:

Figure No. 11 : Assessment Undertaken During the Lesson

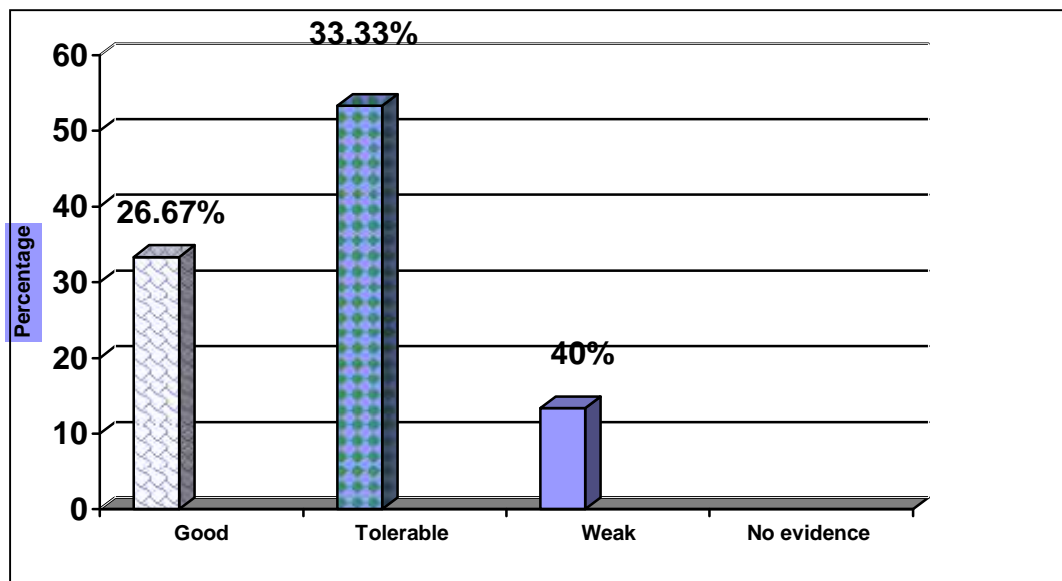


As preceding bar chart reveals, 36.67 % of the classes were good regarding assessment under taken during the lesson. Similarly, 43.33 % classes were found tolerable and 20 % found weak. So, it can be concluded that the performance of trained teachers regarding the indicator is tolerable.

3.1.3.9 Teachers Attention and Encouragement towards Passive Students

Class is taken as miniature society. There is always difference among students interest, level of knowledge and habit etc. Some students are active (extrovert) and some are passive or less active (introvert) . So the teacher should take care of passive students and should be encouraged to take part actively. The researcher has observed the class of trained teachers in terms of teachers attention and encouragement towards passive students. The result of the observation has been shown in the bar diagram on following page:

Figure No. 12 : Teacher's Attention and Encouragement Towards Passive Students



The above displayed bar graph presents that low proportion, i.e. 26.67 % of the classes were found good regarding trained teachers attention and encouragement towards passive students. Similarly 33.33 % of the class were found tolerable. On the other hand, a high proportion, i.e. 40 % of the classes were found weak. In this regard, the performance of the trained teacher was found weak.

3.1.3.10 Summarizing the Lesson

If the teacher summarizes, provides the gist or theme of the lesson at the end of the lesson, helps students to understand better. The teacher should conclude the lesson interestingly so that students can keep in the mind whole learning . So, summarizing the lesson at the end of lesson is taken as a indicator of a good teacher. The researcher has observed the class of trained teachers in terms of summarizing the lesson. The outcome of the observation has been displayed in the table on next page:

Table. No. 6: Summarizing the Lesson

Rating	No. of classes	percentage
Good	16	53.33
Tolerable	11	36.67
Weak	3	10
No evidence	-	-

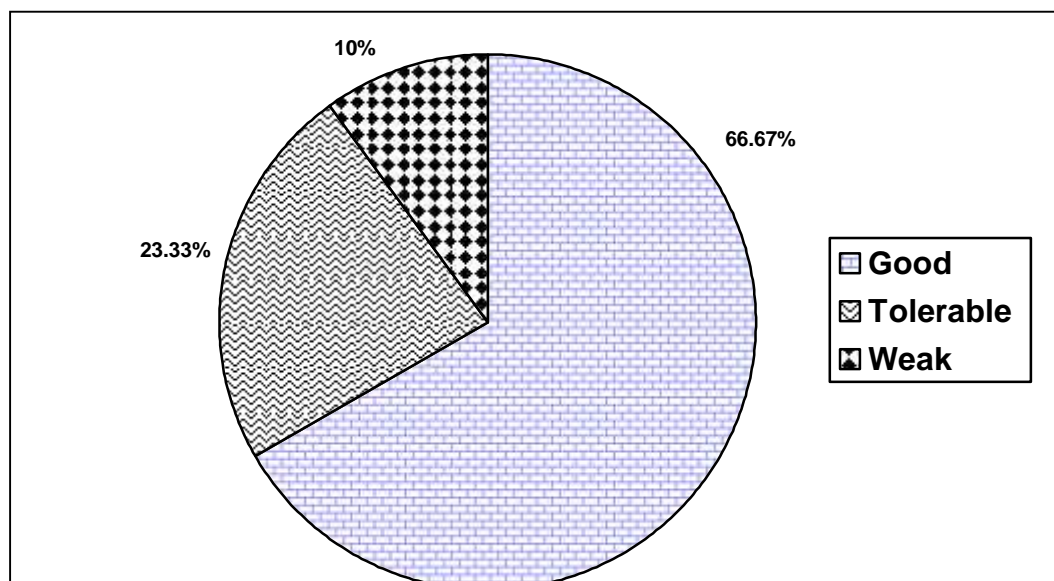
Among the classes under study, 53.33 % of the classes were found good regarding summarizing the lesson. Similarly 36.67 % of the classes were found tolerable and 10 % were found weak in the performance of summarizing the lesson. It reveals the fact the majority of the classes were found good.

3.1.4 Communication Skill

3.1.4.1 Clear and Understandable Language

Communication is an expression, transmission and interpretation of message or idea in skillful manner. Trained teachers are expected to possess effective and sound communication skill. They are expected to use verbal and non verbal language at an appropriate level of students understanding. Oral as well as written expressions make the communication effective and live. The result of observation regarding clear and understandable language used by teacher is as shown in the pie chart on following page:

Figure No. 17 : Clear and Understandable Language Used



As shown in the above chart, majority of the teachers, i.e. 66.67 % performed good (clear and understandable with loud enough, not too fast), 23.33 % of the teachers performance was tolerable but 10 % were found weak. So, it is clear that majority of the classes were good.

3.1.4.2 Polite and Non Threatening Language

Use of polite and non threatening language is taken as an indicator of a trained teacher. The disruptive and ill behaviour of students should be controlled by using polite language so that students realize their mistakes themselves. Impolite and threatening language may hinder students' participation and encouragement. The result of the observation regarding this indicator is as displayed in the table on the next page:

Table. No. 7: Polite and Non Threatening Language Used

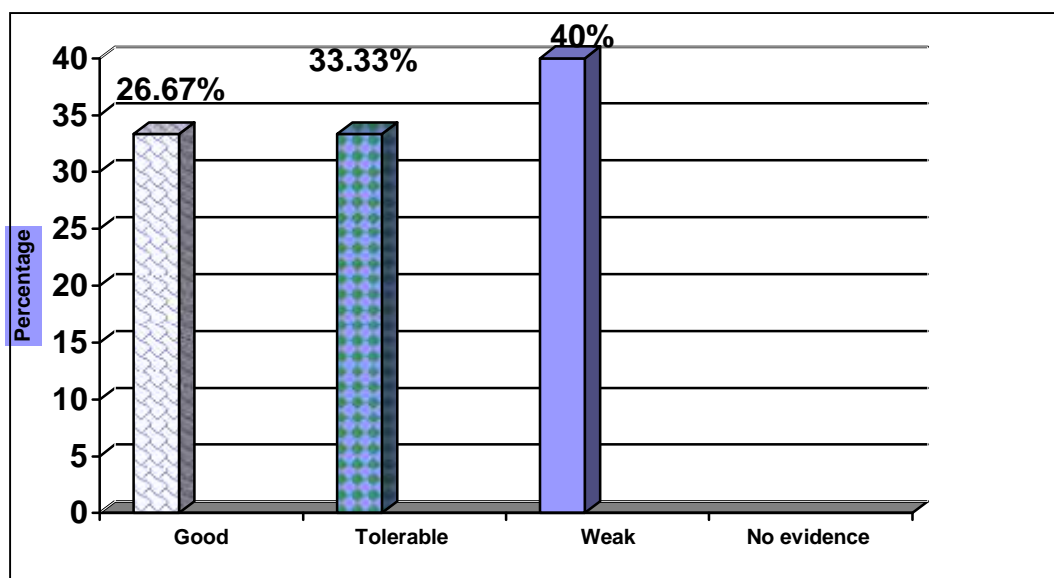
Rating	No. of classes	percentage
Good	21	70
Tolerable	7	23.33
Weak	2	6.67
No evidence	-	-

The above table displays the performance that 70 % of the classes were found good regarding the use of polite and non threatening language and only 6.67 % were weak. So it can be concluded that majority of the classes were found good in terms of the indicator.

3.1.4.3 Appropriate Actions and Gestures

Use of action and gestures make spoken language more understandable and live. While providing instruction, teacher should use appropriate action and gestures so that s/he could attract students attention towards him/her . The result of the observation regarding this indicator was as shown in the following bar graph:

Figure No. 14 : Appropriate Action and Gestures Used



The preceding bar graph displays that low proportion of classes, i.e. 26.67 % were found good in terms of use of appropriate action gestures, 33.33 % were found tolerable and high proportion, i.e. 40 % of the classes were found weak. From the bar graph, it is concluded that relatively more teacher were found weak in their performance regarding the indicator.

3.1.4.4 Proper Use of Questioning Techniques

Questioning is an important technique used in teaching. Teachers use questions during teaching to stimulate thinking, assess students progress, check their clarity, motivate students to pay attention, maintain classroom control, provide repetition, emphasize key points etc so that skill of using questions is an indicator for trained teacher. The result of class observation regarding different types of questioning technique used by trained teacher was as shown in the following table:

Table. No. 8: Questioning Technique Used Properly

Rating	No. of classes	percentage
Good	19	63.33
Tolerable	8	26.67
Weak	3	10
No evidence	-	-

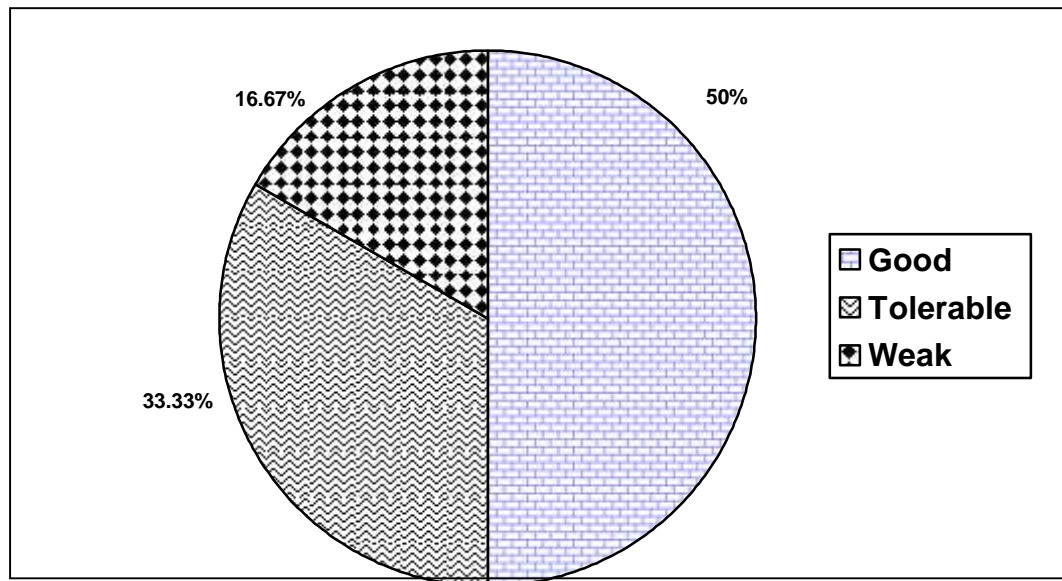
The table given above displays that, 63.33 % of the classes were seemed good in use of questioning techniques by trained teachers, whereas 26.67 % classes were found tolerable. On the other hand, 10 % of the classes were found weak regarding the use of questioning techniques. Ultimately, it is seemed that the trained teacher's performance was satisfactory.

3.1.4.5 Opportunities Provided to Answer to the Students

A teacher should provide opportunity to answer to the students. He/she should listen carefully and provide equal opportunity also. A teacher should take care

of passive (introverts) students while providing opportunity to answer. If the teacher does not take care of the fact, only few students will be benefited. The outcome of the observation regarding the indicator has been displayed in the following figure:

Figure No. 15 : Opportunities Provided to Answer to the Students



As shown in the pie chart, the majority, i.e. 50 % of the classes were found good regarding providing opportunity to answer, where as 33.33 % were seemed tolerable and only 16.67 % of the classes were poor. From the above mentioned information, it can be concluded that majority of the classes were found good regarding providing opportunity to answer to students.

3.1.5 Evaluation

3.1.5.1 Correspondence of Evaluation with Objectives

Evaluation is done to know whether the objective specified were achieved or not. So the evaluation should correlated to the objectives specified , otherwise the purpose of evaluation will not be fulfilled. Therefore, the classes of the trained teachers were observed to analyze how far the evaluation was in correspondence with the objectives. The result obtained from the observation has been presented in the following table:

Table. No. 9: Correspondence of Education with Objectives

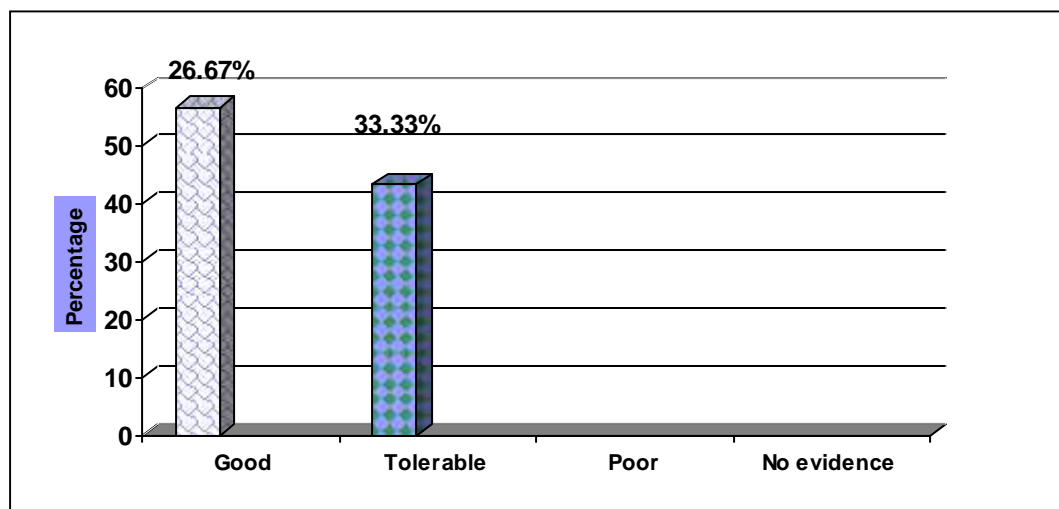
Rating	No. of classes	percentage
Good	20	66.67
Tolerable	10	33.33
Weak	-	
No evidence	-	-

The table above presents that majority of the classes, i.e. 66.67 were found good regarding correspondents of evaluation with objectives and rest of the classes, i.e. 33.33 % were found tolerable. But, no classes were found weak regarding the indicator. Therefore on the basis of the result, it can be concluded that the correspondence of evaluation with objectives was good.

3.1.5.2 Use of Feedback

After evaluation, teachers provide feedback. Feedback may be positive or negative and immediate or delayed. Any ways students make mistakes and they should be corrected but when to correct is still a question of debate. The researcher has observed the classes of the trained teachers regarding the use of feedback. The following bar chart presents the result clearly:

Figure No. 16 : Use of Feedback by Teacher



The preceding bar graph presents that the majority, i.e. 56.67 % of the classes were found good regarding use of feedback, 43.33 % found tolerable and no classes were found weak. So, it is concluded that use of the indicator in classroom practice was relatively good.

3.1.5.3 Checking and Providing Home Assignment

Providing home assignment to the students and checking them in right time is essential. In our context many students do not repeat the lesson taught at home, when the students do not repeat the same lesson at home, they may forget what has been taught at school. So, providing and checking of home assignment by trained teacher was observed by the researcher during the class observation. The result was as displayed in the following table :

Table No. 10: Checked Home Assignment

Response	No. of classes	percentage
Yes	11	36.67
No	19	63.33

Table. No. 11: Provided Home Assignment

Response	No. of classes	percentage
Yes	23	76.67
No	7	23.33

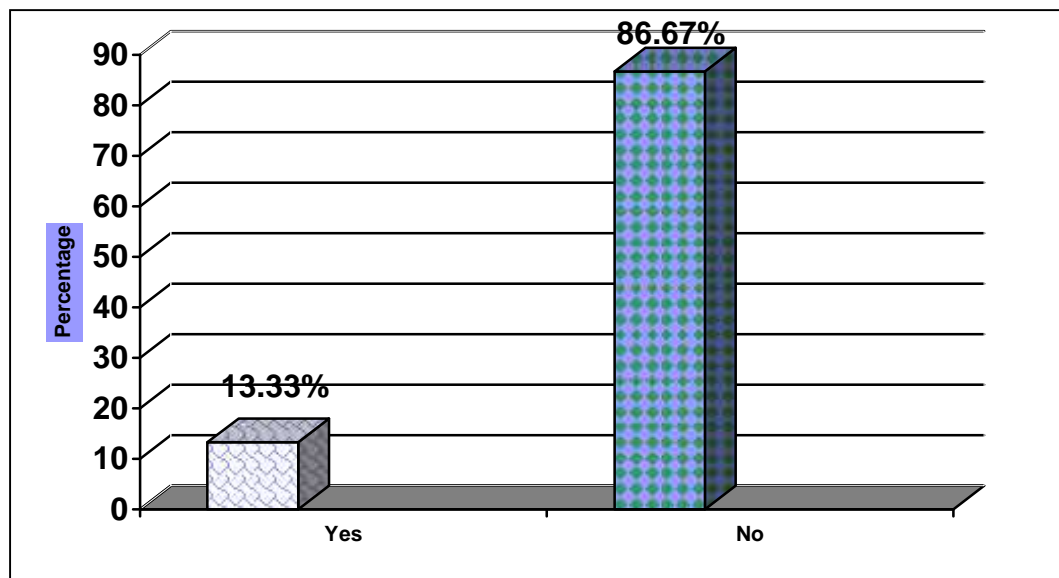
From the comparison between table no. 10 and table no. 11, the percentage of the class, where the home assignment was checked were 36.67 %, whereas the percentage of home assignment provided by teacher was 76.67 %. The percentage of classes where home assignment was not checked and not provided was 63.33 and 23.33 % respectively. Hence, it can be concluded that,

in majority of the classes homework was provided but in few classes homework was checked.

3.1.5.4 Keeping the Record of Students Evaluation

The responsibility of the teacher is to provide equal opportunity to their students to bring out hidden capacities. There is difference among students. All students may not perform well and they lack something in them so they should be treated especially. When a teacher keeps records of students evaluation then he will be able to analyze particular difficulty and treat students accordingly. Keeping records of students evaluation also helps to find out and analyze students progress condition. So, keeping records of students evaluation plays significant role in teaching and learning. Taking it (keeping record) as an important indicator of trained teacher, the researcher has observed the classes of trained teachers. The result of observation was as displayed in the following figure:

Figure No. 17 : Kept the Record of Students Evaluation



The above bar diagram shows that, in few classes, i.e. 13.33 % teachers kept records of students evaluation, whereas a high proportion, i.e. 86.67 % classes

they did not keep the record of students evaluation. So, it is concluded that, classes observed were found very poor in terms of the indicator.

3.2 Analysis and Interpretation of Teachers Views Obtained from the Questionnaire

This section mainly concerns with the trained teachers responses towards factors affecting in implementation of teacher training skills by trained teachers. The analysis here is mainly based on the questionnaire in which the responses of the trained teachers are analyzed and interpreted in detail. The systematically collected data has been presented and analyzed under the following main headings:

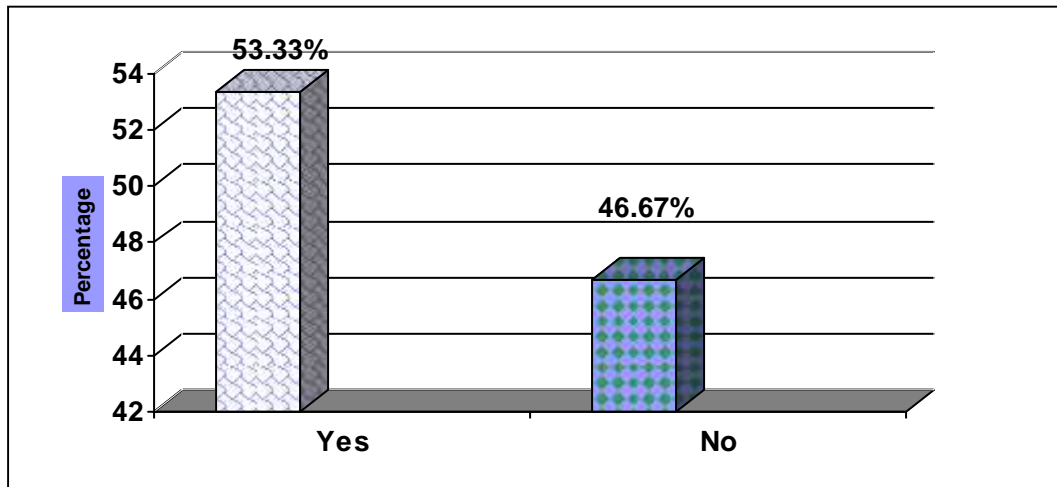
-) Training design
-) Training delivery
-) Training transfer
-) Work environment (institutional climate)
-) Teacher perception
-) Individual teacher characteristics
-) Teacher responses on barriers in implementation of training skills.
-) Teachers responses on measures to help transfer of teacher training.

3.2.1 Training Design

3.2.1.1 Training Package to Teachers Expectation

To get the responses regarding teachers expectation fulfilled from the training, teachers were asked a question, whether the training package was to their expectation or not. The responses from them were both 'Yes' and 'No' . The responses given by them have been displayed in the following figure.

Figure No. 18 : Training Package to Teachers' Expectation



The above figure shows that the majority number of the teachers reported that the training package was to their expectation. ON the other hand, 46.67% teachers viewed that they did not meet their expectations. The views expressed by teacher about training have been listed below:

Yes

-) It was helpful in knowing teaching skills, style and way of managing classroom.
-) The training was according to the demands collected from teachers.
-) Practical skills of teaching were focused.
-) It was based on local needs of teaching.

No

-) The focus of training was more in theoretical part.
-) Materials were not appropriate and sufficient.
-) Not sufficient time for practice
-) The trainer were not well prepared.

-) Appropriate level of importance was not given to the training by both trainer and trainees.

3.2.1.2 Teacher Problem Addressed by Training

Training should be relevant to the need of the teachers and demand of the actual classroom situation. The implementation of skills acquired from training largely depends upon the degree to which there are common or identical elements in the training and work situation. In this study, trained teachers were asked to provide their view to what extent the training addressed their problem. The responses from the trained teachers has been displayed in the following table:

Table No. 12 : Teachers Problems Addressed by the Training

S.N.	Statement	Responses					
		Fully		Partially		None	
		No. of teacher	Percentage	No. of teacher	Percentage	No. of teacher	Percentage
a	Training relevancy with classroom world and local context	7	25.33	23	73.367		
b	Fulfill teachers' needs to solve classroom problem	8	26.67	22	73.33		
c	Helpful to solve school based problems	4	13.33	26	86.67		
d	Content of	6	20	24	80		

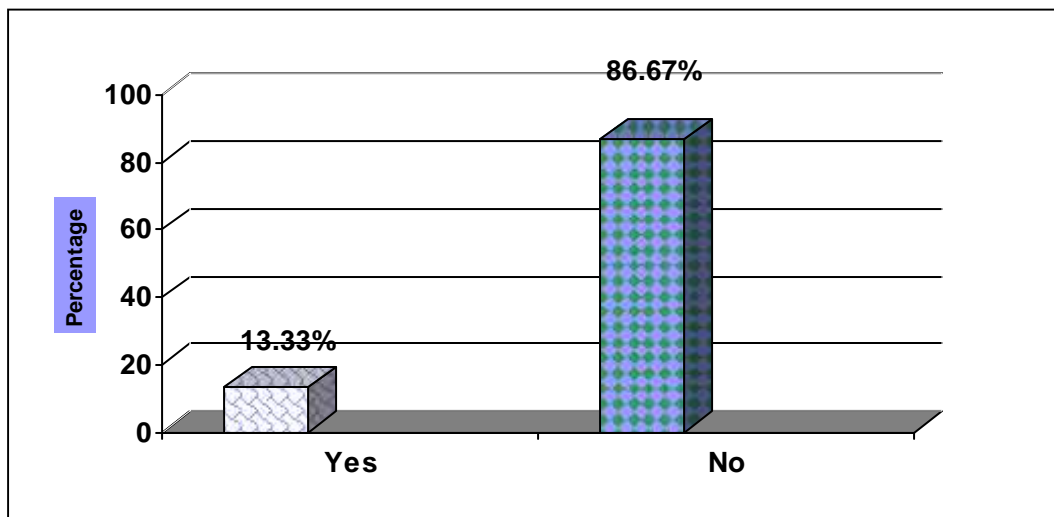
	training addressing teachers' problem						
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From the responses tabulated above, majority of the teachers responded that the training fulfilled their needs partially. So, it is concluded that the training received by the teachers was able to fulfill their problems partially.

3.2.1.3 Teachers Involvement in Developing Training Package

Mostly it is seen that the training package or curriculum of training is decided by the people other than those for whom it is intended to. It may lead to failure in solving practical field based problem. So that teachers' involvement is necessary in the process of developing training curriculum/ training package. The response of teachers regarding their involvement (in deigning training package/ curriculum at any level) was as shown in the following bar chart:

Figure No. 19 : Teachers Involvement in Developing Training Package

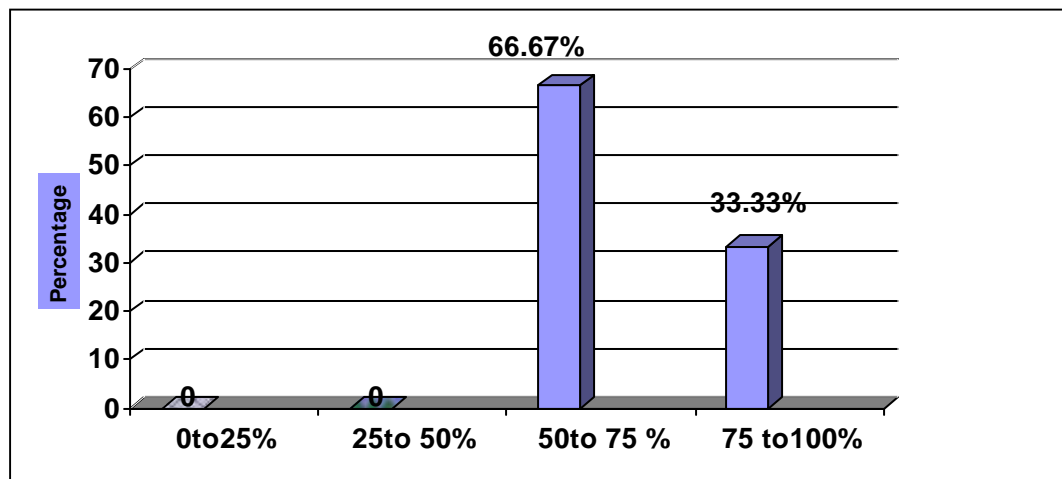


The above figure shows that only few, i.e. 13.33 % of the teacher were involved in designing training package and high proportion, i.e. 86.67 % did not get opportunity to involve in the process of developing training package.

3.2.1.4 Correspondence of Training Module with Textbook

The correspondence between training package and the textbook is also taken as supporting factor in training implementation. The response given by teacher regarding the correspondence between training module and the textbooks of secondary level has been displayed in the following bar chart:

Figure No. 20 : Correspondence of Training Module with Textbook

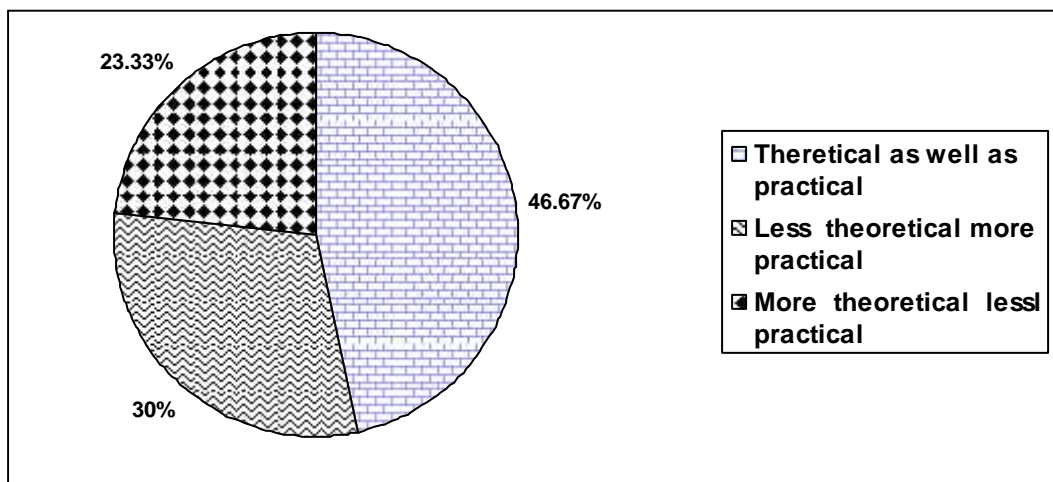


As the bar graph above presents, majority of the teachers i.e. 66.67 % responded that the correspondence of training with the textbook of secondary level was 50 to 75 percent .

3.2.1.5 Teachers View on Course Content of the Training

To know the teachers view about the course content of the training, they (teacher) were asked to respond to the question. The response of the teachers' has been displayed in the following pie diagram:

Figure No. 21 : Course Content of the Training



The above pie diagram displays that majority of teachers, i.e. 46.67 % found content of training theoretical as well as practical, 30 % found less theoretical more practical and 23.33 % responded that the content was more theoretical less practical.

3.2.2 Training Delivery

3.2.2.1 Training Modality

Training modality plays important role in the effectiveness of training. From the responses of the trainers, mostly, the training was practical based and the methods like lecture and discussion were also used frequently.

3.2.2.2 Input, Description and Practicing Skills

Sufficient amount of input, description of skills and sufficient time given to practice these skills, help in successful implementation in classroom situation. Other wise trainees may be confused about the use of particular skill. So that, sufficient amount of exposure should be given on how to use particular skill in real situation. The trained teachers' responses on sufficient exposure on using skill has been shown in the following table.

Table No. 13: Input, Description and Practicing Skills

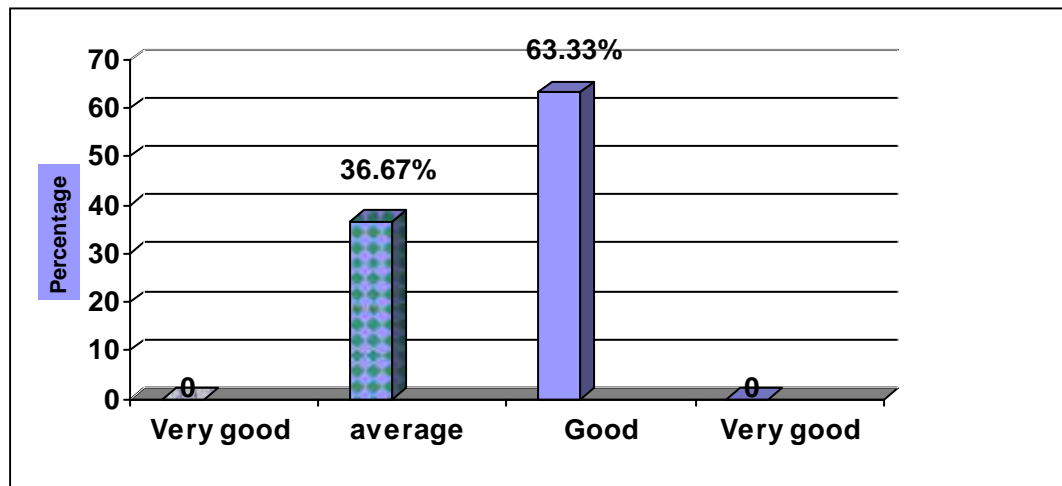
S.N.	Statement	Responses			
		Sufficient		Insufficient	
		No. of teacher	Percentage	No. of teacher	Percentage
a	Input and description of skills	10	33.33	20	66.67
b	Time for practicing skills.	5	16.67	25	83.33

As the table displayed above, majority of teachers, i.e. 66.67 % responded that input and description of skill was not sufficient and in the same way the percentage of teacher who were not satisfied with the time given for practicing skill in the training was 83.33 %. From the responses of teachers, it can be concluded that the amount of exposure and time for practicing skill was not sufficient.

3.2.2.3 Competency of the Trainer

Success of training largely depends upon the competence of the trainer. Good and competent trainer is taken as supporting factor in implementation of training in classroom situation. To know the teachers evaluation on their trainers competency, the researcher has used the rating scale. The ratings given to the trainer by teachers has been displayed in the following bar graph:

Figure No. 22 : Competency of Trainer (Rating Given by Teacher)



The diagram above clearly displays that the majority of teachers, (i.e 63.33 %) rating regarding competency of trainer was good and 36.67 % teachers has given average rating to the trainers. So, it can be concluded that competency of trainer was satisfactory.

3.2.2.4 Shortcomings During Training (Reported by Teacher)

There may be different types of lapses in preparation and conducting the training. They may be related to management, behavioural and others. The major shortcoming reported by teachers during the training has been listed below:

-) Trainers used lecturer method and more focus on theoretical part
-) Insufficient time for practice
-) Trainers were not active
-) Uncomfortable training hall
-) No proper time management
-) Lack of interest in trainees

-) Lack of co operation and sharing of ideas among trainees
-) Trainers were not well prepared
-) Not use of appropriate media and delivery style

3.2.2.5.5 Training Environment

Training environment plays vital role in the success of training. The training site should be good. It should be comfortable, free from interruption, sufficient spaces and adequate work place for trainees.

Regarding training environment, most of the trainees responded that it was training hall (called training hub) with poor infrastructure and there was less use of audiovisual aids during training. This indicates that training environment was not appropriate.

3.2.3 Training Transfer

32.3.1 Skills Acquired Applicable to Classroom Teaching (Responses of Teachers)

The responses of trained teachers' regarding skills acquired by them in training applicable to their classroom teaching are:

-) Making teaching materials and using properly
-) Dealing with students belonging to different caste, creed and group etc
-) Classroom management
-) Use of audio visual aids
-) Methods and techniques to increase students participation (discussion, interaction, group work, role play, pair work, dramatization etc.)

-) Doing action research, project works, case study, students evaluation technique etc.

3.2.3.2 Difficulties Faced by Teachers Different from Training Situation

If the training situation doesn't match the real classroom situation, the training skill will not be applicable. So that training situation matching with real work situation is taken as supporting factor in implementation of teacher training skill. The trained teachers responses regarding the classroom situation different from training situation has been listed below:

-) Lack of students interest
-) Students low competence
-) Lack of supplementary materials
-) Lack of time to prepare for lesson and instructional materials
-) Inappropriate conducive environment to use students centered method and technique.
-) Confusion with too many methods and techniques

3.2.3.3 Difficulties Faced by Teacher in Introducing Change in Teaching

The difficulties faced by teachers while introducing change in teaching (i.e. applying skills received from training in classroom situation) responded by them has been listed below:

-) Lack of resources
-) Students low morale
-) Low competency of students (level of knowledge)
-) Lack of support from traditional school administration

-) Unavailability of audio visual aids due to poor economic condition of school.
-) Students do not repeat/ revise the subject matter after classroom (i.e. at home)
-) Over crowded classroom
-) Students hesitation (especially students from backward and poor economic family)

3.2.3.4 Follow-up Support and Supervision

Follow-up support and regular supervision is necessary component for effectiveness of teacher training. Teachers' should be supported in use of skills in practical classroom setting. They should be supervised in appropriate interval of time to find out difficulties faced by teacher and to support them in solving practical problems. So that, refreshment training and follow up support is necessary for teachers. In this study trained teachers were asked to responded whether they got follow up support after training or not and how often school supervisor visit/observe the classroom.

The responses from almost all teacher was that they visit rarely. If they visit, they do not observe classroom. So that there was no chance of getting feedback from them.

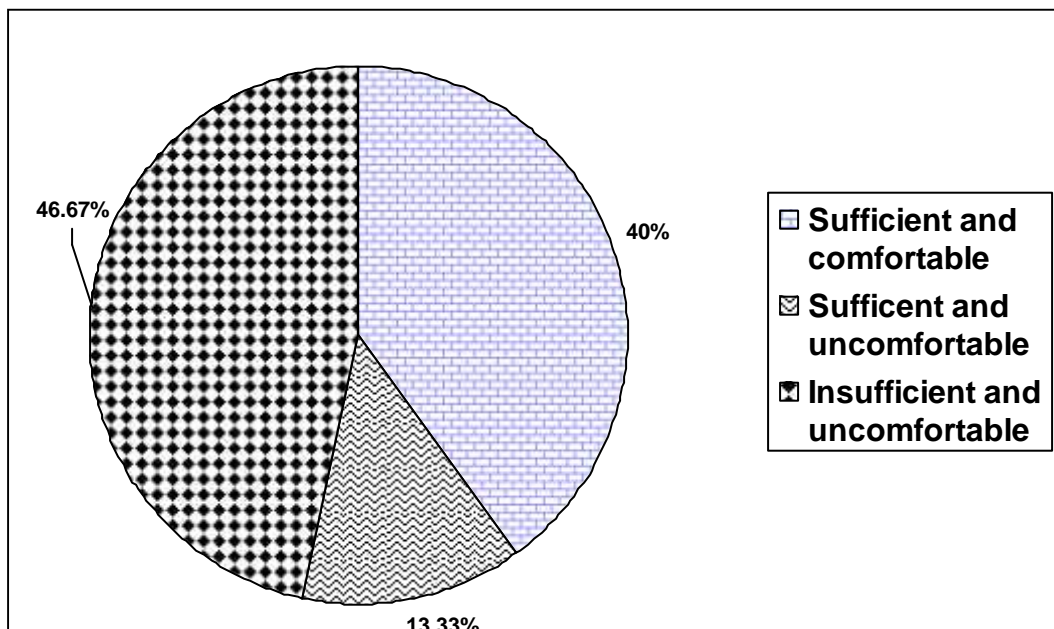
3.2.4 Work Place (Institutional Climate)

In this study, trained teachers were asked whether the work environment was suitable for implementing skills received from training in the classroom. Their responses are mentioned under the following sub-headings:

3.2.4.1 Furniture, Classroom, Equipment, Tools

Physical infrastructure play very important role in teaching and learning. For better teaching and learning environment there should be well ventilated and lightened classroom, comfortable desk and benches as per number of students, library, teachers guide and books, blackboard, instructional materials required for teaching and learning in each classroom. The responses of teacher regarding condition of infrastructure has been displayed in the following figure:

Figure No. 23 : Condition of Infrastructure



From the figure above, 46.67 % of teacher responded that the condition of infrastructure in their school was insufficient and uncomfortable, 40 % responded that they have sufficient and comfortable infrastructure and 13.33 % responded that they have sufficient infrastructure but uncomfortable. It shows that the condition of infrastructure in majority of schools was insufficient and uncomfortable.

3.2.4.2 Collaborature Culture and Support in Work

Teachers can also enhance transfer by sharing ideas and information's among them. They may form a support network to discuss and share their progress in

teaching. Further more, support in work from school administration, mainly from head teacher is equally important. Without support from head teacher, teachers' can not implement the skills effectively. Hence, the trained teacher was asked about collaborative culture among teacher and support in work by school administration. The response of teachers has been shown in the following table.

Table No. 14: Collaborative Culture and Support in Work

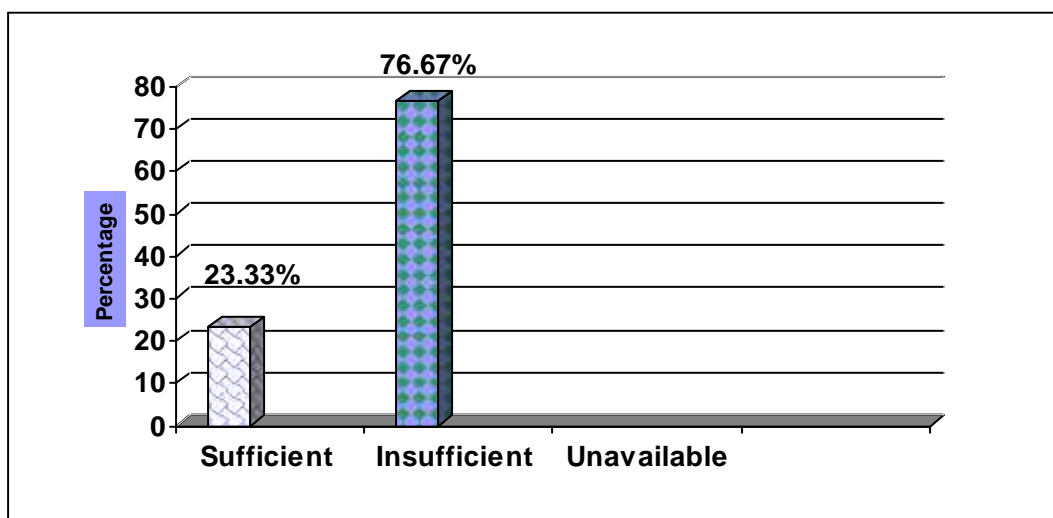
S.N.	Statement	Responses			
		Sufficient		Insufficient	
		No. of teacher	Percentage	No. of teacher	Percentage
a	Collegial relationship in exchange of ideas	17	56.67	13	43.33
b	Support by head teacher (school administration)	16	53.33	14	46.67
c	Information sharing among teacher	14	46.67	16	53.33

As shown in the table above, majority of teachers, i.e. 56.67 % and 53.33 % responded that they maintained good (sufficient) collegial relationship and got sufficient help form school administration respectively. Where as in case of sharing information majority of teacher i.e. 53.33 % responded that the culture of sharing information among teacher was insufficient.

3.2.4.3 Availability of Teaching Materials

Teaching materials are necessary for making teaching learning effective. Materials such as curriculum, textbook, teacher guides, reference materials, specification grids, audio visual aids, professional journals etc. should be available at school. The responses of trained teacher regarding availability of teaching materials is as shown in the following chart:

Figure No. 24 : Availability of Teaching Materials

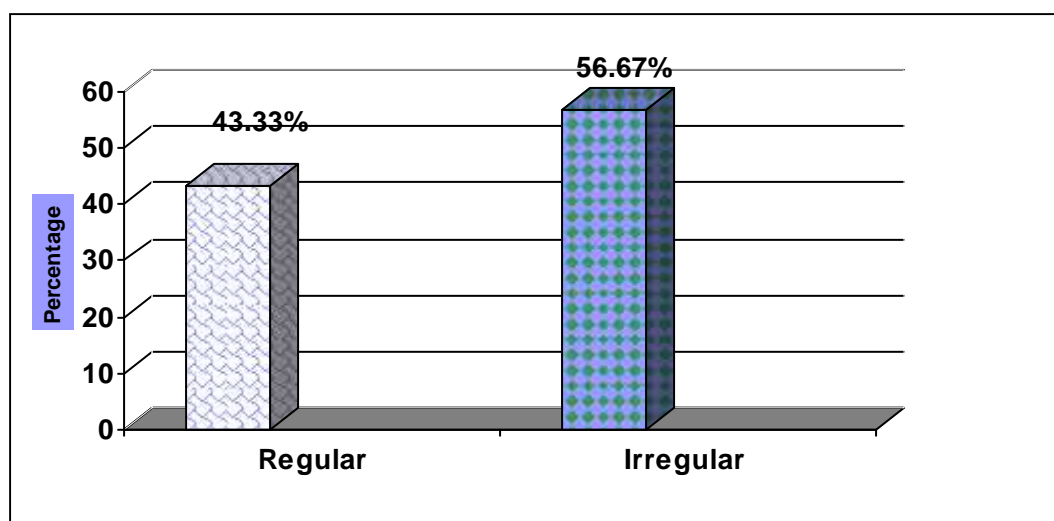


The figure above shows that majority of teacher, i.e. 76.67 % responded that there was lack of teaching materials in their schools.

3.2.4.4 Students Attendance

Student's regularity is vital in making teaching learning effective. Regular students can achieve learning outcomes. It makes easy to link up the previous lesson to later one. In most of the public schools, a large number of students are from economically poor family background. They have to work at their own home or outside. So that, they don't have time to study or complete homework and they are not regular. The teachers' responses regarding student's regularity at their schools have been shown in the following figure:

Figure No. 25 : Students Attendance



The diagram above shows that majority, i.e. 56.67 % teachers responded that students in their school were irregular, while 43.33 % responded regular. So, it can be concluded that majority of the teachers are facing the irregularity of students.

3.2.4.5 Heterogeneous Classes

In this study trained teacher were asked to respond the type of heterogeneity they are facing in their class. The majority of teacher responded that there was heterogeneity in terms of level of knowledge, ethnicity and socio-economic status and few teachers responded that there was heterogeneity in terms of age and religion also. This shows that there was heterogeneity in almost all classes.

3.2.5 Teacher Perception

3.2.5.1 Students Centered Tasks

To know trained teachers perception regarding some possible negative consequences of use of student centered tasks in classroom, trained teachers were asked to respond whether they agreed or disagreed the statement that students centered tasks (i.e. pair work, group work, role play, group discussion etc) classes noisy clean, difficulty in providing feedback, disciplinary problem

and difficulty in managing the class. The responses of teachers' has been displayed in the following table:

Table No. 15 Teacher's Perception on Students Centered Task

S.N.	Statement	Responses							
		Agree		Strongly agree		Disagree		Strongly Disagree	
		No. of teacher	Percentage	No. of teacher	Percentage	No. of teacher	Percentage	No. of teacher	Percentage
a	cause noisy class	13	43.33	-		17	56.67		
b	difficulty in providing feedback	14	46.67	-		16	53.33		
c	Cause disciplinary problem	12	40	-		18	60		
d	Cause difficulty in managing the class	14	46.67	-	-	16	53.33		

The table above displays that majority of teachers, i.e. 53.33 to 60 % were not agreed with some possible negative consequences of student's centered tasks. They argued that the possible negative consequence can be minimized if teachers follow correct procedure. So, it can be concluded that majority of teachers perception regarding student centered methods and techniques was positive.

3.2.5.2 Teacher Perception about Different Approach, Principle and Techniques Recommended

To know the perception of trained teachers regarding different methods, principles and techniques, they were asked to put their view. The responses of teachers have been listed below:

-) Helpful in teaching and learning
-) Too many methods and techniques create confusions
-) Plus points from different methods should be taken and they should be implemented according local context
-) Difficult to use in actual classroom situation
-) We should use the one which best fits to our situation.

3.2.5.3 Teachers Views on Teacher Training and Implementation

Teacher training is taken as part of teacher development. Training provides various insights to the teachers regarding teaching and learning. A trained teacher is expected to have more knowledge of teaching methods, techniques, classroom management, teaching materials and various methods of evaluation. Considering this fact trained teachers were asked to put their view on teacher training and implementation of teacher training. The responses given by them has been listed below:

Teacher Training

-) Part of teacher development
-) A way of bringing change in teacher's performance
-) A tool for sharing ideas
-) Process of guiding teachers
-) An activity where practical problems of teaching are solved
-) An activity of getting a practical knowledge to make teaching learning effective
-) In training teachers become familiar with methods, approaches and techniques of teaching

-) Teacher training is an activity where new innovation on teaching learning are discussed and practiced

Implementation of Teacher Training

Implementation of teacher training is directly related to objectives of teacher training. If the training does not implemented, the desired goals will not be achieved. Various opinions given by teacher on implementation of teacher training are as follows:

-) Application of knowledge or skills acquired from training in classroom.
-) Implementation of skills in practical field
-) Transferring training skills in classroom teaching
-) Use of teacher training skills to make teaching learning effective
-) Using skills acquired in training situation in to classroom situation

3.2.6 Individual Teacher Characteristics

3.2.6.1 Choosing Teaching as a Profession

In the past teaching was taken as unattractive profession, the pay was low, employment condition was poor and still there is question regarding employment condition for teacher. So, a question was asked to the teachers 'what was your profession of priority' (before entering to teaching), to know whether a particular person entered to teaching willingly or unwillingly. In response of the question almost all teacher responded that their priority was teaching. Only one respondent's priority was other than teaching. This shows that almost all teachers entered to the teaching profession willingly, i.e. they were interested in teaching.

3.2.6.2 Teachers Commitment and Devotion to the Profession

Generally teachers are interested in adding professional knowledge and keeping up to date with theory and practice in the field, in improving their

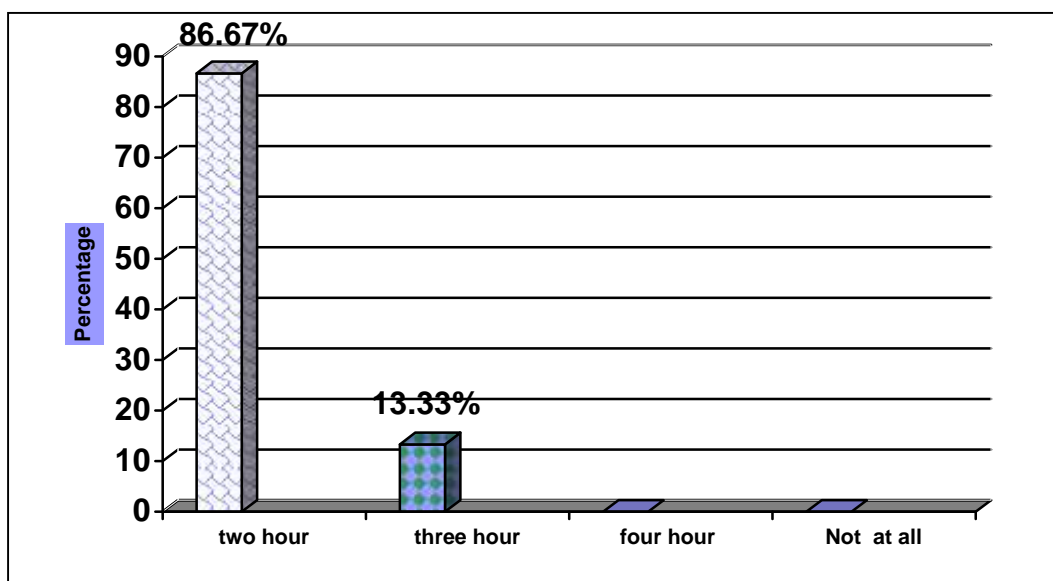
teaching skills so that they feel more confident about what they teach and achieve better results with their students. To know about teachers attachment to the profession which may lead them to do better, they were asked to response the question 'what are your professional goals as a teaching professional?' The responses of the teacher have been listed below:

-) To provide quality education
-) To contribute in producing good citizen
-) To be a good teacher
-) To help in fostering students ability
-) To contribute in achieving national goals of education
-) To be up to date in the field of teaching

3.2.6.3 Providing Time in Development Related Activities

To know about investment of time in the activities related to professional development (related reading, preparing for tomorrow lesson etc at home) by teacher, the researcher has used the check list. The result of teachers response has been shown in the following figure:

Figure No. 26: Provided Time After School

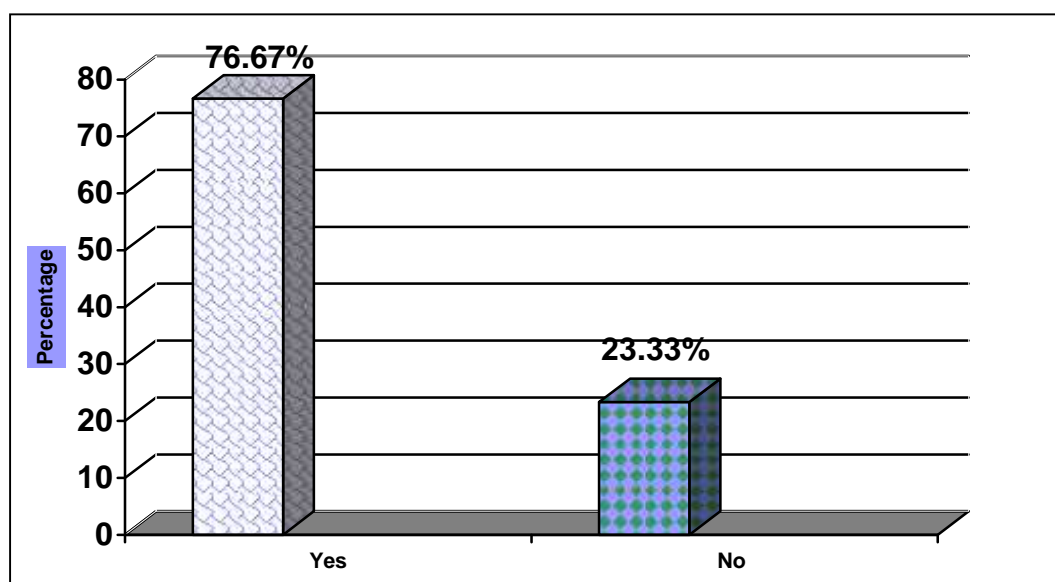


The above figure displays that maximum teachers, i.e. 86.67 % spend only two hour and 13.33 % spend three hours.

3.2.6.4 Teachers Involvement in Extra Income Activities

The researchers intention behind knowing teachers involvement in extra income activity was that, when teachers involve in other extra income activities they way be too busy and they give few or no time for their professional development activities. Which may hinder effective teaching learning activities at school. The responses of teacher regarding involvement in extra income activities has been displayed in following figure:

Figure No. 27 : Teachers Involvement in Extra Income Activities



The figure above shows that majority, i.e. 76.67 % of teacher were involved in extra income activities and 23.33 % were not involved in activities other then teaching. The field of teachers' involvement after a school was manly in teaching at tuition class, teaching as part time teacher in other school, Radio journalist (RJ) etc. This shows that majority of teachers gave few or not time in preparation for teaching or development related activities.

3.3 Barriers in Implementation of Teacher Training Skill (Teachers Response)

Trained teacher were asked to write their opinion on barrier in implementation of training skill acquired from teacher training. The responses given by them have been listed below:

-) Large class (over crowded classroom)
-) Lack of supplementary materials
-) Over work load
-) Low competence of students
-) Heterogeneous classes
-) Poor physical infrastructures
-) Poor economic condition of school
-) Uneducated guardians
-) School environment
-) Lack of local community support to school

3.4 Measures to Help Transfer of Training Skills (Teachers Response)

Trained teachers' were asked to write their view on measures to help transfer of teacher training skill in classroom situation. The responses given by them have been listed below:

-) There should be provision of teacher motivation (Rewards and punishment etc.)
-) Proper supervision system should be established
-) Provision of follow-up support

-) Refreshment training should be conducted at proper interval of time.
-) Classroom should be will equipped
-) Frequent workshops, seminars should be conducted
-) Heavy workload should be minimized
-) Teachers should be up to date with new subject matter
-) Teacher guardian interaction should be established

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of data, the major findings of the study have been summarized and presented below:

A. The Findings Related to the First Objective

- i. Regarding preparation of lesson, majority, i.e. 86.67 % of the teachers did not use written lesson plan, in 56.67 % classes, (i.e. majority) teachers used teacher note and 30 % of the classes were found good in preparation of teaching materials whereas 13.33 % classes were found without any materials prepared.
- ii. Only 33.33 % of the classes were found good in arranging physical environment and 13.34 % were found weak.
- iii. Majority of classes, i.e. 60 % were found good in maintaining discipline.
- iv. Regarding pleasing and enjoyable opening, only 23.33 % of the classes were found good.
- v. Majority of the classes, i.e. 60 % were found good in linking lesson with previous lesson, 13.33 % were found poor and rest of the classes were tolerable.
- vi. It was found that in majority of classes, i.e. 53.33 %, relating lesson with students experience was good and 16.67 % of the classes were found weak.

- vii. Majority of teachers, i.e. 73.33 % were found good in creating challenging and joyful environment and 20 % were found weak.
- viii. In case of students participation and interactive learning, (using students centered methods and techniques) 43.33 % classes were found good and 30 % were tolerable.
- ix. Majority of classes, i.e. 63.33 % were found good in making proper use of selected materials.
- x. 46.67 % classes were found tolerable in using humor to make class interesting, where as 33.33 % found good.
- xi. Regarding assessment undertaken by teacher during the lesson 36.67 classes were found good where as 20 % found weak.
- xii. Only 26.67 % of the classes were found good in paying attention towards passive students by teacher.
- xiii. Majority of the classes, i.e. 53.33 were found good in summarizing the lesson, where as 10 % were found weak.
- xiv. Majority of classes were found good in using clear and understandable and polite and non- threatening language by teacher. The percentage of classes is 66.67 and 70 % respectively.
- xv. Majority of classes, i.e. 40 % were found weak in use of appropriate actions and gestures, where as 33.33 % found tolerable.
- xvi. It was found that the majority of classes, i.e. 63.35 % were good in using questioning techniques properly and the percentage of classes where good opportunity was given to answer to students was 50 percent.
- xvii. Regarding correspondence of evaluation with objectives, majority of classes, i. e. 66.67 % were found good and 33.33 % were found tolerable.

- xviii. Majority of classes, i.e. 56.67 % were found good regarding use of feedback and 43.33% were found tolerable.
- xix. In case of checking and providing home assignment in majority of classes, i.e. 76.67 % home assignment was provided to students but in 36.67 % of classes, home assignment was checked.
- xx. Majority of classes, i.e. 86.67 % were found not keeping the records of students evaluation where as only 13.33 % classes were found keeping records of students evaluation.

B. Findings Related to the Second Objective

- i. From the responses of majority of trained teachers the training received by them addressed their needs partially.
- ii. Majority of teacher responded that, they did not get opportunity to involve in the process of designing training package .
- iii. In case of correspondence of training module with the textbook of secondary level, majority of teacher responded that the correspondence with the textbook was 50 to 75 percent.
- iv. While talking about course content of training, majority of teachers, i.e. 46.67 % responded that the course of training was theoretical as well as practical, 30 % responded that it was less practical more theoretical and 23.33 % responded that it was more theoretical less practical.
- v. Majority of teacher responded that there was insufficient input and description of skills and insufficient time for practice during the training.
- vi. From the responses of majority of teachers, there was lack of collaborative culture among them and they got insufficient support in introducing change in teaching.

- vii. Majority of teacher responded that there were insufficient teaching materials in their schools.
- viii. Students attendance was found irregular in majority of classes.
- ix. It was found that majority of teacher have positive perspective towards student centered techniques and methods.
- x. It was found that majority of teachers spend only one to two hours in their professional development and preparation for teaching related activities.
- xi. Majority of teacher were found involving in extra income activities (i.e. tuition classes, teaching in other school as part time teacher, radio journalist etc.).
- xii. Majority teacher responded that they did not find the training to their expectation.

4.2 Recommendations

The preceding discussion has presented a picture related to implementation of teacher training in classroom and findings related to the questionnaire. Based on the findings of the study, some potential situations to maximize the implementation of teacher training in actual classroom situation are as listed below:

- i. Many trained teachers were found weak in planning and preparation of lesson to be taught. So that teacher should give emphasis on preparation and head teacher have to take initiative by monitoring trained teachers.
- ii. Classroom management skill on the part of trained teacher was found weak. So that, trained teacher are required to apply the skills acquired from training.

- iii. Majority of teachers reported that training was partially helpful to them. So that training curricula or package should be developed in such a way that it can certainly meet the real needs of teachers.
- iv. Teacher involvement in the process of training design should be ensured. The process of need assessment and demand collection should be effective.
- v. Practical part should be focused more in training than theoretical part.
- vi. Majority of teachers were found dissatisfied due to the fact that there was not sufficient description of skill and they did not get opportunity to practice these skill during training. So that, sufficient practice of skills should be focused in training under the guidance and supervision of trainer.
- vii. Many trained teachers were found weak in applying methods and techniques in actual classroom situation. So that methods and techniques should be presented in different ways and generalized to the local context or school situation of trainees.
- viii. Competency of trainer is also an important factor in teacher training, so that a team of trained, skill full, qualified, competent and dedicated trainer should be involved in delivery of teacher training.
- ix. The physical infrastructure and environment of training hub (training center) should be improved . Training centre should be equipped with appropriate training facilities (library, laboratory, audio visual aids, training materials etc.) to practice specific skills.
- x. An effective mechanism of regular and close follow-up support and supervision should be established so that teachers would get appropriate and timely feedback.

- xi. Teachers should be provided instructional materials from schools and the adequate fund for purchasing and constructing instructional materials at local level should be provided to schools.
- xii. The infrastructure of public schools should be improved. Due to over crowded classrooms teachers are unable to use student centered methods and techniques. Number of teachers' should be increased as per the students' number.
- xiii. A collaborative culture among teachers should be established. A support network should be established to share ideas and success among teachers. Head teachers should support in teachers' initiation to change and constructive works.
- xiv. An awareness and support programme should be conducted to help socio economically poor parents and students.
- xv. Job satisfaction plays vital role in teachers performance, so that the job facilities for teachers should be improved.
- xvi. There should be provisions of reward and punishment so that teachers can work towards implementation of training skills in classroom situation.
- xvii. Teachers should utilize their leisure time in activities which help them in professional development and ultimately in teacher development.

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