CHAPTER ONE

INTRODUCTION

The present research is entitled "Role of Teacher Training for Teachers' Professional Development". The introduction section of the thesis consists of some western history of teacher training and teacher education, teacher training in Nepal, relationship between teacher training and teaching profession, importance of teacher training, characteristics of trained teacher, review of related literature, objectives of study, and significance of study.

1.1   General Background

Training is pre-requisite phenomena for handling any responsibility for everybody. In other words, the term 'training' is a learning process that involves the acquisition of knowledge, sharpening skills, concepts, rules or changing of attitudes and behaviours to enhance the performance of employee. In the same token, it can be defined in another way as the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational practical skills and knowledge that relate to specific useful competencies.

Western history of teacher training, education history, teaching theories, education of teachers, modern history of education, began in early 18th century in Germany. English speaking countries' history of education and teaching, formal teacher education and training began with the University of Edinburgh creating a chair in education with St. Andrews in the USA's history of education, e.g. Henry Bernard, Nicholas Murray Butler. Teacher education and training, first teacher training college in French history of education and history of teaching began in 18th century.

Germany's Froebel and Alexander Bain's Education as a Science, favored education of teachers through teacher training colleges; teacher education

adopted what philosophies of education in Western educational history and teaching had lacked Herbart's pedagogical emphasis in teaching on five formal steps: preparation, presentation, comparison, generalization and application. Germany's teacher education and training became the basis of development in the history of education and teacher training.

In the USA, New York's Teachers College founded in 1888, was incorporated into the Columbia University in 1893, establishing its teacher training college announcing:

> The purpose of the Teacher Training College is to afford opportunity, both sexes, for kindergartens and elementary schools and secondary school's principals, supervisors and superintendents of schools and specialists in various branches of schools work, involving normal schools and colleges.

In England's history of education and teaching in early 19th century Joseph Lsncaster and Andrew Bell founded the Lancastarain teaching method of teacher training: in a monitorial system of teacher education and training senior student (monitors) receiving teaching form tutors were teaching juniors students, acting teachers.

(Source:www.weasternhistory of teacher training.com)

The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training center in Kathmandu in 1948 with a view to training the primary school teachers. In Nepal, training in the English language teaching started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed. program in the English language. I. Ed is training for

teaching primary and lower secondary level and B.Ed. Is training for secondary level. People who have done B.A, B.B.S and B. Sc. background can be trained teachers for secondary level through one year B.Ed. program. Apart from this, different training models have been being conducted all over the country from local to national level.

Teacher training is a part of teacher development. And teacher development is a process of becoming best kind of teacher. There are different kinds of teacher trainings: In-service teacher training, pre-service teacher training, women teacher training, teacher training through distance learning, B. level teacher training, vocational teacher training, etc.

According to Undehill, (1986 as cited in Head and Taylor 1997, p. 1),

>Teacher development is the process of becoming the best kind of
>teacher. To the extent that teachers are regularly asking themselves
>(How can I become a better teacher? How can I enjoy my teaching
>more?). They are thinking about ways of developing. They are
>acknowledging that it is possible to change the way they teach. Teacher
>development as a continuous process is usually compared and contrasted
>with teacher training.

Davis (2001, p.22) says a training course generally has a beginning and an end. We cannot phone up the expert who gave the seminar to tell him that his idea did not work when we put it into practice. Teacher training is the starting points for teacher learning.

Teacher training and teacher development both contribute to teachers' improved performance; however they are not the same in many respects. In order to clarify, what teacher development is, Maley (1990, p.66) goes on to

differentiate teacher training and teacher development with a list of bipolar terminology showing that development is a long term concept which teachers maintain through their own voluntary efforts ;

Teacher training and teacher development can be compared in table no. 1.

Table No. 1

Differences between Teacher Training and Teacher Development

Teacher Training	Teacher Development
1. Time bond	1. Continuing
2. Related to needs of course	2. Related to needs of the individual
3. Terminal outcome preempted	3. Terminal outcomes open
4. Informational skills transmission	4. Problem solving
5. Fixed agenda	5. Flexible agenda
6. Hierarchical	6. Peer oriented
7. Other oriented	7. Inner oriented
8. Top down	8. Bottom up

Source: Maley (1990, p.66)

1.1.1 Teacher Training In Nepal

The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training Center in Kathmandu in 1948 with a view to training the primary school teachers. However, the center had to discontinue its functions after the recommendation of Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of College of Education in 1956 to provide two year and four year teacher education programs to the perspective of lower-secondary and secondary teachers of Nepal. Concurrently, Mobile Normal School (MNS) ran a ten month teacher training program for a primary school teachers. Those schools

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were later converted into Primary School Teachers' Training Centers (PSTTC) in 1963.

There are mainly three institutions on Nepal viz. National Center for Educational Development (NCED), Faculty of Education in different universities and Higher Secondary Education Board (HSEB) to produce trained teachers. In the 10th five year plan the guiding document for teacher development program visualized that licensing and training should be compulsory for every teacher. However, every year hundreds of untrained candidates from humanities, management and science background are selected for teaching. Training in the English language teaching started in 1971 with the implementation of NESP and the same year Tribhuvan University started B.Ed. program in the English language. I.Ed. is training for teaching primary and lower secondary level and B.Ed. is training for secondary level teaching. People who have done B.A., BBS and B.Sc. background can be trained teachers for secondary level through one year B.Ed. program.

The National Education System Plan (NESP, 1971-76) brought a new impetus in teacher education for professional development. This policy created a favourable environment for the expansion of teacher education. All those institution such as college of Education, National Vocational Training center came under the single umbrella of the institute of education under the Tribhuvan University (T.U.). The institute was solely entrusted to conduct both pre-service and in-service teacher education of trainings. Here is a brief account of the programs run by Institute of Education (IOE) to enhance professionalism in teaching.

1.1.1.1   Women Teacher Training

The program was launched in 1971 to give equal access for women and girls to education. Under SLC girls were given secondary education followed by pedagogical skills to enable them to teach in primary schools.

1.1.1.2 Remote Area Teacher Training

This program began in Jumla in 1973 considering the lack of teacher in whole Karnali region. Sixth grade passed candidates were enrolled in the program.

1.1.1.3 On-the-Spot Training Program

In-service teacher training was given in the morning followed by day to day supervision of the lessons taught by trainees. A mobile team of teacher educators provided training to 760 in-service teachers.

1.1.1.4 Teacher Training Through Distance Learning

This program was launched in 1976 to provide a low-cost training to untrained and under qualified primary teachers. It covered 15 districts. It trained 900 in-service teachers. At present this program is broadcast/aired over Radio Nepal Distance Learning Center.

1.1.1.5 B. Level Teacher Training

The IOE also conducted B. level primary teacher training. The program continued until the MOES (Ministry of Education and Sports) made a decision to terminate under SLC teachers unless they passed SLC within a specified time period.

1.1.1.6 Vocational Teacher Training Program

The NESP (1971-76) stressed the need for vocational education at the secondary level and pre-vocational at the lower-secondary level schools. Both pre-service and in-service teacher training programs were conducted in different campuses.

1.1.1.7 Human Resource Development in Teacher Education

During the NESP period a one-year M.Ed program for MA and M.Sc degree holder was initiated for teacher educators. The program couldn't sustain for more than a year. However, two year M.Ed program for both in-service as well pre-service teachers was launched for under qualified trainers working in the IOE.

Teacher development can hardly be said to be effective unless it supports to do their work as developing their professional skills. In the context of Nepal, different training packages have been conducted to develop professional skills on teachers. Both in- service and pre-service teacher trainings are being conducted by different national and international organizations. MOES has attempted to coordinate with international agencies clients to get economic and technological assistance. In service teacher training program are conducted by National Centre for Education Development (NCED) and the Secondary Education Development Centre (SEDC).Similarly pre-service teacher education as commission of Higher Education is conducted by faculties and schools of different universities and HSEB affiliated schools. They are;

⟩ Faculty of Education, Tribhuvan University.
⟩ School of Education, Kathmandu University.
⟩ Nepal Sanskrit University.
⟩ Purwanchal University.
⟩ Pokhara University.
⟩ Higher Secondary Education Board.

Source; The National Education System Plan (NESP,1971-76)

1.1.2 Relationship Between Teacher Training and Teaching Profession

Originally, the word profession had religious overtones as in a profession of faith. It is sense of dedicating oneself to a calling (today we might call it a

vocation). Some professions (for example, medicine) have never lost this sense of special kind of dedication to the welfare of others. Those engaged in profession also processed to have knowledge not available to the public at large but a knowledge that could be of great public use. The specialized knowledge might be based on scientific discovery.

Thus, the profession is a kind of occupation which can only be practiced after long and rigorous academic study. It is a vocation founded upon specialized educational training, the purpose of which is to supply disintegrated counsel and service to other for a direct and definite compensation, wholly apart from expectation of other business gained.

A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to and are accepted by the public as possessing special knowledge and skills in widely recognized body of learning derived from research and training. Thus, training is important for teacher professional development. Teacher training is the important part of teacher development. Training makes teacher perfect in the teaching field. Teacher training essentially concerns with knowledge of the topic to be taught and of the methodology for teaching it. It emphasizes classroom skills and techniques. So, training is necessary for teacher's professional development. Teacher training is the starting point for teacher development.

Profession is occupation, vocation or career where specialized knowledge of subject, field or science is applied. Profession required prolonged academic training and a formal qualification. A professional activity involves sysmatic knowledge and proficiency. Different types of qualities of profession are; a basis of scientific knowledge, a period of rigorous study which is formally assessed a sense of public service, high standards of professional conduct, the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner etc.   Having experiences and skills in these

area is professionalism. Teaching is very challenging job. It has been changing over a period of time. The world of today is world of technology. Today's world has been ruled by science and technology and human approaches to teaching and learning are practical. Teacher should be innovative, hard working, regular and punctual. Hence, they need training.

The teacher is the backbone of the whole educational system. The future of the nation is in the hands of teachers. So they must bear in their responsibilities. Thus, training is inevitable aspect for good teachers. Hence, training is essential and indispensable for teachers' professional development.

1.1.3 Importance of Teacher Training

It is the training which provides the backbone of content at any institutes. In addition to the basic training require for a trade, occupation or profession, observer of the labor market recognize today the need to continue training beyond initial qualifications: to maintain, upgraded and undated the skills throughout working life: people within many profession and occupations may refer to this sort of training as professional development.

It is the teacher training programme which is very much essential and also is an integral part of effective teaching learning progress. No any institutes or schools can run successfully unless and until effective teaching learning process. No any institutes or schools can run successfully unless and until effective teachers are prepared. Keeping other variables constant, teacher training determines the transfer of knowledge, skills and attitudes to the students as well as the paramount achievement by students. In order to be competent teacher, it is not just sufficient that he/she is well versed in his/her subject but also he/she should be the science and art of pedagogy and master the requisite teaching techniques.

Teacher training is not for the sake of knowledge and certification only. It is to

develop skills to be used in the real classroom. Every teacher gets theoretical knowledge from different sources, academic institutions and other aspects. But, the utilization of theoretical knowledge is not possible from theoretical prospective only. The practical aspect is possible from practical work that is maintained by training.

Though many schools and colleges are opened, teachers have been facing many problems in Nepal. Due to the lack of proper teacher training, many teachers are using old, vague, outdated, and traditional techniques in teaching and learning activities. Most of teachers are not trained and whoever are trained also need retraining.

Any sort of training is very useful to acquire practical knowledge in the specified area. Teacher training in the educational process is very useful to handle the classroom and the activities as they happen in it, to adopt the new teaching strategies, to sharpen the existing knowledge as well as to enable them to handle any program effectively and efficiently.

Unless and until teachers are trained, no quality education can be imparted. So, the teacher training programs have been launched worldwide. In the context of Nepal, realizing the need and importance of teacher training, Education Act 2028, made training compulsory for each and every teacher. In the same way, the different teacher training programs have been launched from the different sectors for pre-primary to higher secondary school teachers. Training in teaching the English has been launched to produce skilled manpower to teach English effectively inside and outside the classroom.

Knowledge and human world are ever changing phenomena. Teachers are to be trained in order to update the ever changing knowledge in the field of education. They are to be given training time and again to adopt the changing knowledge.

According to Wallace (1991);

> It is the process of learning that develops moral, cultural, social,
> intellectual aspect of the whole person as an individual and a member of
> society. Training helps to encourage an active style of teaching with
> teacher participating as fully as possible when a new technique is
> introduced or it is usually demonstrated, so the teacher can see how it
> works (p.62).

Teacher training helps the teacher to act as a link between training session and
classroom teaching and to encourage teachers to try out how new techniques
can be applied in their own classes. Teacher can develop their own self
awareness where they can improve their own teaching independently of
training sessions. Farrell (2005, p.41) writes;

> Training involves understanding, basic concepts and principles as pre-
> requisite for applying them to teach and ability to demonstrate principles
> and practices in the classroom. So, training is a process which consists
> of theoretical and practical aspect that helps somebody to do something
> purposefully.

Training consists of mainly methods, skills, and techniques which help teachers
run a class very systematically and effectively. Therefore, training helps to
strengthen the professionalism of a person of any field. For teacher, training is
a must because they have crucial role in the field of education and the
classroom is considered as a laboratory where teachers can test their theoretical
knowledge i.e. principles and techniques to find out how effective they are.
Trained teachers are basic requirement in the English teaching programmes to

teach it as a foreign language (EFL) or second language with the view to imparting quality English education.

It is training that helps teachers impart quality education by making them confident and knowledgeable in dealing with the subject matter. The students taught by trained teachers can enhance their self exploring capacity and be able to assimilate with the environment. The education impacted by trained teachers with the practices through the knowledge acquired from various training programmes is quality education.

Teaching is very challenging job. It has been changing over a period of time. The world of today is world of technology. The advancement in science and technology has entirely changed our life. Today's world has been ruled by science and technology and human approaches to teaching and learning are practical. Teaching is related to various factors but more important are the teachers and learners. Teacher should be innovative, hard working regular and punctual. So they should always try to understand the learners' psychology and impart knowledge in healthy manner. Hence, they need training.

The teacher is the backbone of the whole educational system. The future of the nation is in the hands of teachers. So they must bear in their responsibilities. Thus, 'training' is inevitable aspect for good teachers. Hence, training is essential and indispensable for all teachers to provide effective education.

1.1.4 Characteristics of Trained Teachers

The quality of education is effectively provided by trained teacher. The teachers who are trained to provide quality education are rare in number. It has been over a matter of discussion how much skills they gained from their training are applied actually inside the classroom. Unless they apply their knowledge, strategies and skills whatever they gained from training in actual classroom situation it is futile to talk about their training how much knowledge,

strategies and skills they gained. However, a few teachers hardly do in their teaching.

In addition, there is the qualification expected of any teacher that he/she demonstrates a real interest and involvement in his/her work , a proper sense of responsibility for the welfare of his/her pupils and loyalty to their schools.

To be more specific in case of language teaching, training includes not only how to teach the language but familiarity with the language and its internal mechanisms success in language learning depends upon the quality of teaching. So according to Coffey (1983, p.8), "The minimum list of the language learning and teaching process are approach, syllabus methodology, materials, evaluation and teacher training". So, trained teacher should be aware of these aspects of language.

According to Karl (1994, p.19 mentioned by Awasthi 2008) the following are the characteristics of the good language teacher.

⟩ Friendly
⟩ Explains things
⟩ Gave good notes
⟩ Knew how to treat someone who sits on a desk for six hours
⟩ Let the students do by themselves
⟩ Talked about problems of the school
⟩ Talked about other subjects
⟩ Told jokes
⟩ Didn't push weak learners
⟩ Asked students' opinions, there was a dialogue
⟩ She/he knew psychology
⟩ She/he was educated
⟩ Used movement to make meaning clear
⟩ She/he made sure everyone understood
⟩ She/ he was funny
⟩ Read in a tone that made meaning clear
⟩ She/he got close to students

) Talked about the lesson
) She/ he gave advice
) She/ he used questions a lot
) She/ he was more like a comedian
) She /he asked questions to all students
) She/he was very experienced
) Social work- it was their job, etc.

In conclusion Karl (1994, p.21) presented the diagram of a good teacher showing the teacher trapped within certain constraints (the inner circle), which overcome, activate a wider rang of teachers role (outer circle).
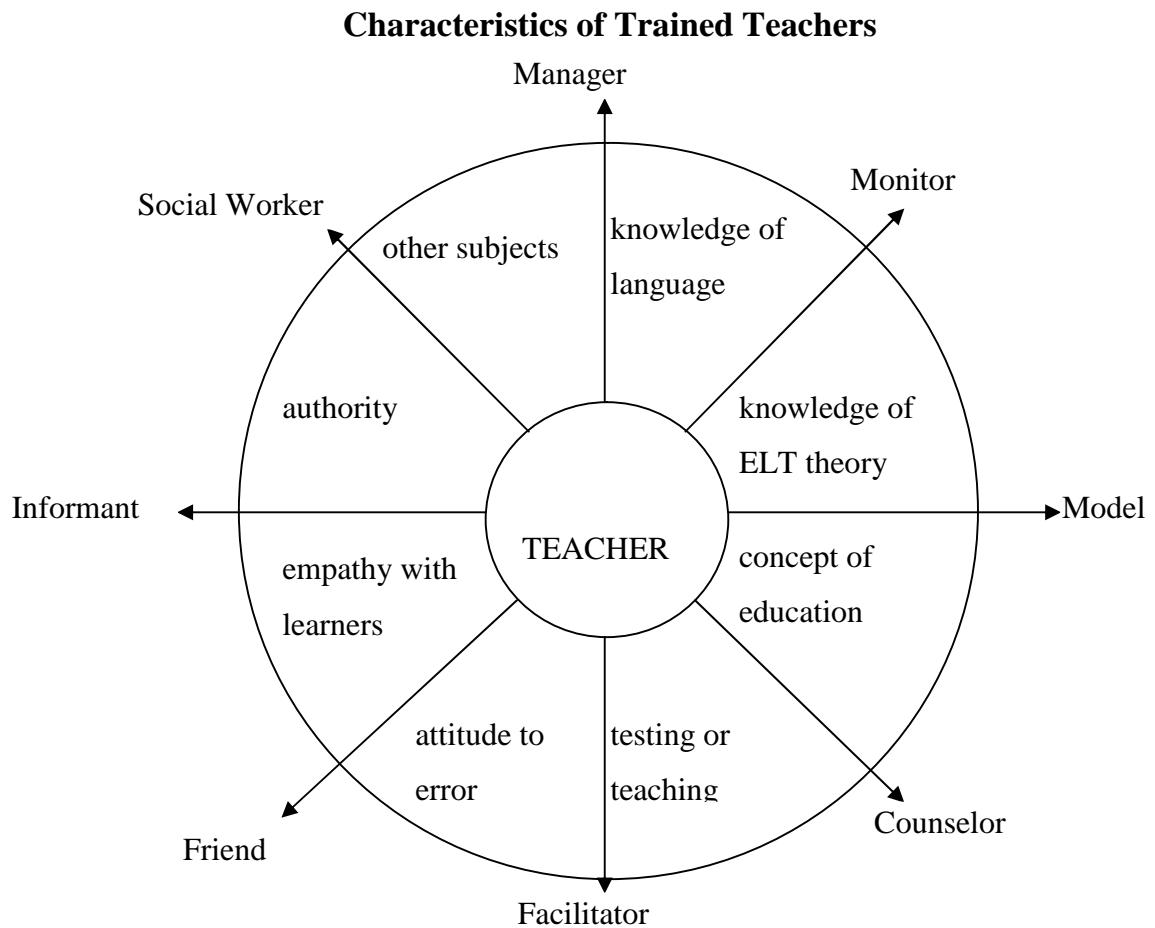
Characteristics of Trained Teachers

Figure No. 1

Thus, it seems that trained teacher should have more idea in implementing the teaching theories. It is believed that the experimental knowledge is almost

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necessary to impart to the learners successfully. In the context of Nepal, intellectual in the field of teaching is especially produced by the Faculty of Education under T.U. and the faculty concerned with education under other different universities.

1.2   Review of Related Literature

Different researchers have carried out research under teacher training. Some of research works, books and journals are as follows:

Dongol (1978) carried out a study on "An Investigation into Teaching Methods, Instructional Materials and Evaluation System in Social Studies used by Trained and Untrained Teachers". He found out that majority of the trained teachers significantly used various methods like class work, lecture method, illustration, dramatization, demonstration and other activities in comparison to the untrained ones.

Similarly, Samadarshi (1988) carried out a research on "A Study on the Expected Classroom Behavior of Trained Teachers". He found out that majority of trained teacher were found to be good to perform according to the expectation into the classroom behaviors. Some of the good classroom behaviors were command of target language, control of the classroom and so on. More or less they were found to be good in acquiring practical knowledge as well as professional function and duties of teaching.

Neupane (2001) carried out a research work entitled "An Investigation into Short-Term English Language Training Provided by SEDUs". The major objectives of this study were to find 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 were implemented in the classroom practices. In order to conduct this study, he used three sorts of study tools-interview schedules written tests and classroom observation forms. From the comparative

study, it was found the positive impact of SEDU's training on speaking skills towards the teaching learning activities. It was also found that students had weaker performance in listening and writing skills but the result was found better with students having trained teachers. Likewise, it was also found that achievement of the trained teachers. Students were better but the degree of success in each skill was different. The result was not satisfactory because they got lower percentage of marks in listening and in writing than in reading and speaking skills. In the same token, their performance was better reading than in speaking skill.

Subedi (2001) carried out a study on "Training Needs Assessment of Secondary School Mathematics Teacher." The main objective of this study was to access the training needs for secondary teachers. Mainly, he used three tools in his study viz. questionnaire, classroom observation form and interview. In his study, he concluded that the teachers of minimum qualification with specializing concerned subject and majority of teachers were temporary in status. He also found that the teachers were positive in training but their criticism was on the theoretical aspects of training.

In similar way, Khanal (2006) explained in his article on "Trained Teachers and Teachers Training" based on his research in ELT from Kathmandu. The main purpose of his study was to find out the perception of trained teachers about teachers training. He found that the teacher of both private and government schools had similar perceptions towards teacher training. They also considered training as part of professional development.

Gyawaly (2007) carried out a study on "A Comparative Study of Trained and Untrained Teachers of Secondary Level."The main purpose of his study was to find out the role of training on teaching the English language and compare the teaching situation of trained and untrained teachers. He found that the role of training is vital in teaching the English language and it has played a great role

for the professional, personal, quality, skills and all round development as well. And the trained teachers' status in the teaching field is better than untrained teachers in every aspects of language teaching from students' motivation to evaluation system.

Similarly, Giri (2007) carried out a study on "Transfer of Training Skills: 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 the barrier to the transfer of 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.

Pandit (2008) conducted a research on "Attitudes of Teachers towards English Teacher Training on Primary Level" which aimed at finding out the perception of primary level English teachers how they viewed about teacher training. He found that the teachers were positive towards English language teacher training. As he mentioned, they through communicative and learner centered methods of English teachers' training were appropriate of them. While talking about their attitudes towards training, the researcher in that study found that the positive attitudes towards the evaluation system within the training period but they had negative attitudes towards the evaluation system after the training.

Basnet (2009) carried out a research work entitled "Transfer of Teacher Training in Teaching Vocabulary" with a view to examine the transfer training in teaching vocabulary by the trained teachers. Observation and questionnaire were the main research tools used by her in that study. It was found that majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.

Bhattarai (2009) carried out a study on "Teaching English by Untrained Teachers." The major objectives of the research work were to find out how

untrained teachers teach the English language and how they use different strategies in teaching different aspects of language. In his study, he found that the majority of the teachers were neither so good nor very bad in teaching. Some teachers were found to be good regarding some aspects such as giving homework, controlling the class, etc. but the crucial point what he found was some teachers were found to be poor in using different techniques dealing with different aspects of language.

The research works mentioned above are related to teacher training. Some factors of the research work tend to be related but this research will be an attempt to point out the "Importance of Teacher Training for Teachers' Professional Development". The present study will also try to investigate how trained teachers teach, how they use different strategies in the classroom and suggest some pedagogical implications of finding of the study.

1.3   Objectives of the Study

The following were the objectives of the study:

1. To find out the role of training for teacher's professional development.
2. To find out the views of teachers towards teacher training.
3. To list out some pedagogical implications.

1.4   Significance of the Study

This research work will be highly significant for the ELT practitioners mainly who want to undertake researches in the field of teacher education. It is   also significant for the teachers, students, curriculum planners, examination experts, supervisors, researchers and for those who are engaged in the realm of teacher development. This study is valuable because it throws light on the usefulness of training. It is hoped that study deserves a significant contribution in the area of teacher training. The untrained teachers can modify their approach,

methodology and techniques in the light of the information provided by this study. It is significant for untrained teachers because it gives knowledge of teacher training for them and it helps them in teaching field.

CHAPTER TWO

METHODOLOGY

This chapter briefly describes the methods and procedures adapted to carry out this study in which the main aim was to find out role of teacher training for teachers' professional development and teachers views towards teacher training. To achieve these objectives, I used following methodology.

2.1   Sources of Data

I used both primary and secondary sources of data to complete this research work.

2.1.1   Primary Sources of Data

The primary sources of data of this study were the English teachers of higher secondary schools of Dhading district.

2.1.2   The Secondary Sources of Data

The secondary sources of data were different textbooks, especially Coffy (1983), Maley(1990), Nunan(1992), Duff(1992),Wallace(2001), Kumar(2005), Farrell(2005)and various journals, articles, research studies, internet cites related to topic, magazines, thesis .The additional information obtained through various print media and electronic media and library.

2.2   Population of the Study

The populations of the study were the English teachers of higher secondary schools of Dhading district.

2.3   Sampling Procedure

I selected 20 higher secondary schools and took 2 teachers from each school

using non-random sampling design.

2.4   Tools for Data Collection

I used questionnaire and observation check list as the tools for data collection. The main purpose of the questionnaire was to find out views of teachers towards teacher training and the main purpose of check list was to find out how different strategies were used by teachers while teaching different language skills. Collectively both tools were used to find out the role of teacher training in the language classroom.

2.5   Procedures of Data Collection

The following were the procedures of data collection:

1. At first, I visited the higher secondary schools of Dhading district and contacted with principals of respective schools.
2. I requested the principal for the permission to conduct research.
3. I selected teachers using non-random sampling design for research.
4. I observed the classes of teachers using the observation check list.
5. Then, I distributed questionnaire to teachers.
6. Each school was visited and followed the same process of data collection.

2.6   Limitations of the Study

The following were the limitations of study:

1. The study was limited to Dhading district.
2. It was limited to higher secondary schools of Dhading district.
3. The population of study was only 40 English teachers.
4. It was limited to 20 higher secondary schools.
5. This research was limited to questionnaire and chick list as the tools for data collection.
6. This research was limited to find out views of teachers towards teacher training.

CHAPTER THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

This section of thesis deals with the analysis and interpretation of data collected from primary sources. The main aim of this study was to find out the views of teachers towards teacher training as well as its role for teachers' professional development.

I have analyzed the data into two broad headings;

1. Analysis of data on the basis of responses of the teachers.
2. Analysis of data on the basis of class observation.

3.1   Analysis of the Data on the Basis of Responses of the Teachers

This section of thesis deals with analysis of data on the basis of responses of the teachers towards teacher training. The responses of the teachers have been analyzed under following sub-headings;

3.1.1 Number of Teachers having Training

This section of thesis deals with number of teachers who have training. The table no. 2 presents number of teachers who have training.

Table No. 2

Number of Teachers Having Training

Teachers	Frequency	Percentages
Trained	40	100%
Untrained	-	-

The above table shows that 100 per cent teachers were found trained. No teachers were found untrained.

3.1.2 Type of Training that Teachers Have

This section of thesis deals with types of training teachers have in their professional career. The following table presents type of training the teachers have;

Table No. 3

Type of Training that Teachers have

Teachers	Frequency	Percentages
In-service	2	20%
Pre-service	8	80%

This table shows that only 20 per cent teachers were found to have in service training and 80 per cent teachers were found to have pre-service teacher training.

3.1.3 Frequency of Training the Teachers Have

This section of thesis deals with frequency of training the teachers have. The table no. 4 presents the frequency of training the teachers have**;**

Table No. 4

Frequency of Training the Teachers Have

Frequency of Training	No of Teachers	Percentages
1Time	31	77.5%
2 Time	8	20%
3Time	1	2.5%

The above table shows that 77.5 per cent teachers were found to have taken

training only one time, 20 per cent teachers were found to have taken training two times and only 2.5 per cent teachers were found to have taken training three times.

3.1.4 Provision of Training by the Schools

This section of thesis deals with whether the schools provided training to the teachers during teaching career or not. The following table presents the number of schools that provided training during teaching session;

Table No. 5

Provision of Training by the Schools

Provision of Training by the Schools	No. of Schools	Percentages
Yes	2	10%
No	18	90%

The above table shows that only 10 per cent schools provided teacher training during teaching career and 90 per cent schools did not provide training to the teachers during teaching career. This shows only few schools provided with training to their teachers during teaching career.

3.1.5 Students' Satisfaction towards Teachers' Performance

This section of thesis deals with whether the students have been satisfied with teachers' performance or not. The following table presents the teachers view towards students' satisfaction on their performance;

Table No.6

Students' Satisfaction towards Teachers' Performance

Students satisfaction towards Teachers' Teaching	No. of Teachers	Percentages
Yes	40	100%
No	-	-

The above table shows that 100 per cent teachers claimed that all their students were satisfied with their teaching style because all teachers told that 100 per cent students passed in examination which subject they taught.

3.1.6 Impact of Training in Educational Sector

This section of thesis deals with whether the training impact in educational sector or not. The following table presents the views of teachers on impact of training in educational sector;

Table No 7

Impact of Training in Educational Sector

Impact of Training in Educational Sector	No. of Teachers	Percentages
Yes	40	100%
No	-	-

The above table shows that 100 per cent teachers told that training impact in educational sector. Hundred per cent teachers told training is necessary for teachers to develop their profession.

3.1.7 Necessity of Training for Teaching Profession

This section of thesis deals with whether the training is necessary for teachers in teaching profession or not. The following table presents the teachers' opinion towards the   necessity of training for teaching profession;

Table No 8

Necessity of Training for Teaching Profession

Necessity of Training	No of Teachers	Percentages
Yes	40	100%
No	-	-

The above table shows that 100 per cent teachers were found to opine training is necessary for teaching profession. All teachers told that training is necessary for teachers' professional development. They told training plays very important role in teaching profession.

3.1.8 Role of Teacher Training for Teachers' Professional Development

This section deals with teachers' views towards role of teacher training for the teachers' professional development. From the responses of teachers, it was found that training plays very important role and it is necessary for all teachers for their professional development.

3.2   Analysis of the Data on the Basis of Classroom Observation of Teachers

This section deals with the analysis of data on the basis of the classroom observation of teachers mainly to find out the different strategies that were used by both trained and untrained teachers while teaching and to show the role of training in the classroom presentation. The analysis is made under 17 sub-

headings;

3.2.1 Motivation towards the Lesson

This section of thesis deals with how far higher secondary schools' teachers were successful to motivate students towards their classroom. The result of motivation power of teachers can be seen in the following table;

Table No. 9

Motivation towards Lesson

Teachers	Frequency	Percentages
Effective	10	25%
Tolerable	16	40%
Poor	14	35%

The above table shows that only 25 per cent teachers were found to be effective in motivating their students. They created jokes, short stories in the classroom before they started the class to motivate students. Similarly, 40 per cent found to be tolerable and 35 per cent poor in motivating students. Only very few teachers conducted warm up activity.

3.2.2 Class Related to Previous Lesson

This section of thesis deals with whether the teachers' classes were related to previous lesson or not and which have been presented in the following table;

Table No. 10

Class Relation to Previous Lesson

Teachers	Frequency	Percentage
Effective	4	10%
Tolerable	2	5%
Poor	34	85%

Above table shows that only 10 per cent teachers related their lesson to that of their previous lesson. On the other hand, 5 per cent were found tolerable and 85 per cent were found poor to correlate their lesson to that of previous lesson. They did not relate to previous lesson. From the above table, it is clear that most of the teachers did not correlate their lesson to that of their previous lesson.

3.2.3 Classroom Management

This section of thesis deals with whether the higher secondary school English teachers managed classroom properly or not. The capacity of teachers on classroom management is shown below;

Table No. 11

Classroom Management

Teachers	Frequency	Percentages
Effective	4	10%
Tolerable	14	35%
Poor	22	55%

The above table shows that only 10 per cent teachers' classroom management seemed to be effective, 55 per cent teachers were unable to manage their class.

There were not sufficient furniture and setting of the students was random. Whereas 35 per cent teachers were found tolerable to manage the class. This shows that, most of teachers were unable to manage their class properly.

3.2.4 Command of Subject Matter

The command of teachers on subject matter was also studied in the research to find out whether the teachers have good command over particular subject matter or not. The level of teachers' command on subject matter is tabulated below;

Table No. 12

Command over Subject Matter

Teachers	Frequency	Percentages
Effective	24	60%
Tolerable	12	30%
Poor	4	10%

The above table shows that 60 per cent teachers were found to be effective in teaching whereas 30 per cent were found to be tolerable and only 10 per cent teachers were found poor in the command of subject matter. Ten per cent teachers were found confused in subject matter.

Thus, the greater number of English teachers had good command over the subject and less number of teachers had poor over the subject matter as presented above.

3.2.5 Student's Level of Interest

I have tried to find out whether teachers teach according to level of students interest or not. The following table presents teachers' capacity to arouse

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interest of students according to the level of interest;

Table No. 13

Level of Interest

Teachers	Frequency	Percentages
Effective	20	50%
Tolerable	12	30%
Poor	8	20%

The above table shows that 50 per cent teachers were found to be effective. They taught in accordance with the level of students' interest. Whereas only 20 per cent were found to be poor and 30 per cent were tolerable in arising interest according to level of interest. They taught difficult things which were not suitable for that level.

3.2.6 Confidence in Delivery

Confidentiality is the main aspect of language teaching. Unless the teacher is confident in his subject matter, he/she cannot teach properly. Following table presents teacher's confidence in delivery of subject matters in classroom;

Table No. 14

Confidence in Delivery

Teachers	Frequency	Percentages
Effective	10	25%
Tolerable	30	75%
Poor	-	-

Above table shows that only 25 per cent teachers were found to have effective confidence in teaching. In the same way, 75 per cent teachers were found to be

tolerable in the confidence in delivery. They were not confident in teaching.

3.2.7   Class is lively and Interactive

This section of thesis deals with whether they make classroom lively and interactive or not. The level of teachers to make classroom lively and interactive is shown in the table below;

Table No. 15

Lively and Interactive class

Teachers	Frequency	Percentages
Effective	4	10%
Tolerable	26	65%
Poor	10	25%

The above table shows that only 10 per cent teachers' class was found to be interactive they taught students with interaction way. whereas 25 per cent teacher's class was found to be boring. Similarly, 65 per cent teachers' class was found tolerable to make class lively and interactive. In conclusion, most English teachers of higher secondary level were found tolerable to make class interactive and lively.

3.2.8   Teacher's Encouragement to the Students

This section of thesis deals with whether teachers encourage their students to learn or not and how they encourage their students to learn. The following table presents the level of teacher's encouragement to the student;

Encourage to the Students

Teachers	Frequency	Percentages
Effective	28	70%
Tolerable	12	30%
Poor	-	-

Above table shows that 70 per cent teachers were found effective in encouraging students to learn. They gave examples of great personalities in the classroom to encourage the students to learn. Thirty per cent were tolerable to encourage students. No teacher was found to discourage the students in teaching.

3.2.9   Lesson Plan Used and Unit Plan Prepared

This section of thesis deals with whether the teachers prepared lesson plan or not. The following table presents number of teachers used lesson plan and unit plan.

Table No. 17

Lesson Plan Used and Unit Plan Prepared

Lesson Plan and Unit Plan Used	No of Teachers	Percentages
Yes	-	-
No	40	100%

The above table shows that 100 per cent teachers did not use both lesson plan and unit plan. In essence, teachers did not have the habit of making lesson plans rather they taught the subject matter given in the textbook day by day.

3.2.10 Emphasis on Individual Learner

I observed the class of higher secondary English teachers to see how much he/she emphasizes on individual learner. The result of the emphasis of teachers on individual learner is shown below;

Table No. 18

Emphasis on Individual Learner

Teachers' emphasis on individual learner	Frequency	Percentages
Effective	4	10%
Tolerable	28	70%
Poor	8	20%

The above table shows that only 10 per cent teachers were found effective and 70 per cent teachers were found tolerable. Most of teachers emphasize the talent students rather than weak students. Twenty per cent teachers were found poor in the case as mentioned above.

3.2.11 Lesson Presented with Teaching Materials

The importance of teaching aids and materials in language teaching is immense and their presence is indispensable. Teaching materials make classroom lively and interactive. Students learn language easily with the help of teaching materials. I observed the classroom of English teachers weather they use teaching materials or not in the classroom. It was found out that there were not any teachers who used teaching materials in the classroom. Mostly they talked about the subject matter without showing any teaching materials.

3.2.12 Presentation Ability

I observed the class of higher secondary English teachers to find out the rate of presentation ability and how the teachers presented subject matter in the classroom. The result of presentation ability of English teachers is tabulated below;

Presentation Ability of Teachers

Presentation ability of teachers	Frequency	Percentages
Effective	20	50%
Tolerable	20	50%
Poor	-	-

The above table shows that 50 per cent teachers were found effective in presentation ability. They presented lesson effectively. Similarly,50 per cent teachers were also tolerable in presentation ability.

3.2.13 Teacher's Capacity to Make Students Participate in Classroom Activities

This section of thesis deals with teachers' capacity to make their students participate in various classroom activities which is shown in the following table;

Table No. 20

Teacher's capacity to make Students Participate in Classroom Activities

Teachers capacity to participate students in classroom activities	Frequency	Percentages
Effective	8	20%
Tolerable	24	60%
Poor	8	20%

The above table shows that only 20 per cent teachers were found effective whereas 20 per cent teachers were found poor. And 60 per cent teachers were found tolerable to make the students participate in classroom activities. They made students to participate in pair work, group work etc.

In conclusion, higher number of teachers was found tolerable to participate students in classroom activities. They did not have any ability to make their students participate in classroom activities and provide knowledge of language. It was found out that students were not found participating as they really should be.

3.2.14 Use of Techniques like Role Play/Group Work

This section of thesis deals, whether teachers used different techniques like role play/ group work in classroom or not. I observed classes of higher secondary English teachers and found following result;

Table No. 21

Use of Different Techniques

Teachers use of different techniques	Frequency	Percentages
Effective	10	25%
Tolerable	14	35%
Poor	16	40%

The above table shows that only 25 per cent teachers were found effective whereas 35 per cent teachers hardly used such techniques in their classroom. Fourty per cent teachers were found poor to use techniques like role play and group work.

The above table shows that no teacher was found effective in using different techniques like role play and group work. The greater number of teachers was found poor to use different techniques in classroom.

3.2.15 Giving Homework and Correction

I observed the classes of higher secondary English teachers to find out whether they give homework to students or not. I have also observed if they check

previous day's homework and make necessary correction or not. After observation, I found out the following result;

Table No. 22

Giving Homework and Correction

Giving Homework and correction	No. of Teachers	Percentages
Yes	36	90%
No	4	10%

The table reveals that 90 per cent teachers were found to give homework. On the correction side, it was found that teachers collected all the homework and corrected them at school time and handed over them.

3.2.16 Achievement of Objectives

How far the lesson becomes successful depends upon the achievement of objectives of the class. I have tried to find out whether the teachers' classes were found satisfactory in term of achievement of objectives of lesson or not. Finally I found out following result;

Table No.23

Achievement of Objectives

Teachers	Frequency	Percentages
Effective	6	15%
Tolerable	8	20%
Poor	26	65%

The above table shows that only 15 per cent of the teachers' classes were found satisfactory in terms of the achievement of objectives. More than 65 per cent of the teachers' classes were not found achievable in term of the objectives of lesson. The questions which are asked by the teachers were not replied by students. Twenty per cent of teachers' classes were found tolerable.

The table reveals that higher number of teachers was found poor to achieve objectives according to lesson. No excellent teacher was found to achieve the objectives of class.

3.2.17 Evaluation Techniques

I have tried to find out whether the evaluation techniques of teachers were good enough to evaluate the performance of the students or not. The teachers were found to have been applying some techniques of evaluation by knowingly or unknowingly. The result of evaluation techniques of higher secondary school teachers is tabulated below;

Table No. 24

Evaluation Techniques

Evaluation techniques of teachers	Frequency	Percentages
Effective	12	30%
Tolerable	24	60%
Poor	4	10%

The above table shows that 60 per cent teachers tried to apply the evaluation techniques but they were not sufficient and 10 per cent teachers were found to be poor to apply the evaluation techniques in the classroom. Only 30 per cent teachers were evaluated students effectively. They asked questions to all students in the classroom. It was found that teachers were not as good as they should be in using evaluation techniques.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research and some recommendations for pedagogical implications for further research.

4.1   Findings

The major focus of the study was to find out the role of training for teacher's professional development, differences between trained teacher and untrained teacher, as well as teachers' views towards teacher training. On the basis of analysis and interpretation, the findings of the study are stated as follows:

1. Only 20 per cent teachers were found to have in-service training.
2. Only 10 per cent schools were found to provide training during teaching session.
3. Hundred per cent teachers were claiming that all their students were satisfied with their teaching style
4. Hundred per cent teachers were found to be positive towards the role of teacher training although they are untrained.
5. Trained teachers were found better in classroom management, presentation ability, confidence in teaching, evaluation techniques, motivate the student in class, encourages the students to learn etc. than the untrained teachers.
6. A very few teachers were found to motivate their students towards the lesson. Only2 5 per cent of teachers were found to be effective to motivate the students. A large number of teachers were found poor in motivating students. The main reason of inability to motivate the students was lack of proper knowledge and strategy, crowded class, heterogeneous class and lack of planning to the lessons.
7. About 10 per cent of teachers could relate their lesson to that of previous

one very effectively. In about 90 per cent teachers could not sufficiently correlate their lesson to the previous one.

8. Only 35 per cent teachers were found to manage the classroom effectively but 55 per cent teachers are unable to manage classroom properly.

9. It was concluded that the majority of teachers (i.e 60 per cent) had good command in subject matter. They only taught what is in the text book but not doing any situational questions and activities.

10. Twenty per cent teachers were found poor in arising interest to the students.

11. The majority of teachers were found confident in teaching inside the classroom. They did not have the sense of hesitation and monotony in dealing with the class. They seemed to be very active.

12. Only 10 per cent teachers' class were found interactive, 65 per cent teachers' classes were tolerable but 25 per cent teachers' classes were found boring.

13. Most of the teachers were able to encourage the students to learn. Only 30 per cent teachers were found medium to encourage the students to learn.

14. Despite the importance of lesson plan, no teacher made any lesson plan as well as unit plan. They were found to have heard some values of the lesson plan but in practice they did not use them.

15. Most of teachers emphasized the talent students than their weak ones.

16. The classroom presentation ability of teacher was not found as systematic as it should be. Sometimes they taught in haphazard way their classroom was found rule based.

17. Forty per cent teachers were found poor in using different techniques whereas 60 per cent of teachers' classroom was found satisfactory.

18. Most of the teachers were found that they gave homework very well but they did not have sufficient time to check them in detail.

19. Almost 65 per cent teachers were found poor in achievement of objectives.

20. The teachers were not as good as they should be in using evaluation techniques. Only 30 per cent teachers were found effective which was not satisfactory at all.

4.2 Recommendations

1. Trained teachers were found better in classroom management, evaluation techniques, presentation ability, motivation to students, encourage the students to learn. So, government should conduct teacher training program on every teachers.

2. Ninety per cent teachers were found unable to relate the previous lesson at the time of teaching new lesson. This irresponsibility of teachers should be managed and checked by administration of related school.

3. Inability of teachers on classroom management is also another problem which I found during research, such teachers should be given planning and management education.

4. The provision of selecting favourable and trained teachers should be made in order to rise student's level of interest.

5. The curriculum has been changing time and again. So, to implement the changed curricula effectively teacher training programmes should be launched by concerned body.

6. In order to make classroom more interactive the system of asking questions should be made by teachers. They should also appeal the students to ask the confused questions.

7. To encourage the students to learn and improve their study teachers should give examples of great personalities and counsel them.

8. School administration should compel all the teachers to plan the lesson and unit before they commence the new unit and lesson respectively.

9. Emphasis should be given more to weak students than talent students by

the teachers.

10. To provide the systematic knowledge of presentation ability to teachers, different seminars, conversation, workshop and other necessary meeting for teachers should be held.

11. The government should give different training to teachers like pre-service training, in-service training and refreshment training to teachers, so they can develop teaching techniques.

12. Teachers should regularly check the homework with necessary correction.

13. In order to achieve the objectives of teaching, teachers should make preliminary plans on lessons and units.

14. Government should give different training to teachers to make their successful teaching as well as evaluation; it also helps to make the classroom environment educationally modern and scientific.

15. As the curriculum changes with change in time, the government should conduct teacher training program as the demand of time.

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