

# **ROLE OF IN-SERVICE TRAINING IN DEVELOPING PROFESSIONAL SKILLS**

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

**Submitted by  
YamiOli**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu  
2021**

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## **DECLARATION**

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

**Date:** 08-02-2021

.....

**YamiOli**

## RECOMMENDATION FOR ACCEPTANCE

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

I recommend this thesis for acceptance.

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Date: 06-04-2021

# **DEDICATION**

*Dedicated*

*To*

*Myparents, husband,siblings and teachers.*

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**Yami Oli**



## ABSTRACT

The present research work entitled **Role of In-service Training in Developing Professional Skills** is an attempt to find out the role of in-service training to the teachers for their professional development. The study was carried out by using primary and secondary sources of data. The data analysis and interpretation based on qualitative inquiry. To achieve the objectives observation form and interview were prepared as tools for the data collection. The data were collected from the five secondary English teachers from Dang district. From each school, one English teacher was selected by using purposive non-random sampling method. The five teachers were interviewed and five classes were observed. The data collected through interview and classroom observation were analyzed and interpreted descriptively. It was found that in-service training helps to develop different skills like classroom management, ICT skills, lesson plan designing, clearing objective, materials designing and so on.

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

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### **REFERENCES**

### **APPENDIX**

## **LIST OF ABBREVIATIONS**

ELT	= English Language Teaching
ETC	= Education Training Center
ICTs	= Information Communication and Technologies
MOE	= Ministry of Education
NCED	= National Centre for Education Development
NELTA	= Nepal English Language Teacher's Association
PPTTCs	= Private Primary Teacher Training Centers
SEDP	= Secondary Education Development Project
SLC	= School Leaving Certificate
SSRP	= School Sector Reform Plan
TPD	= Teacher Professional Development

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## **Appendix-A**

### **Guidelines for Observation**

Real classroom observation form has been prepared to collect information for the research work entitled "**Role of In-service Training in Developing Professional Skills**" under the supervision of **Mr. Guru Prasad Poudel, Lecturer**, Department of English Education, T.U., Kirtipur, Nepal I do hope the real classroom observation will help me to provide invaluable information to accomplish my research. The researcher will observed the following things in real classroom.

- (1) Name of Teacher
- (2) Lesson Topic
- (3) Clarity of objectives
- (4) Teaching Materials used
- (5) Students Involvement
- (6) Confidence
- (7) Lesson Plan
- (8) Objective Achievement

## Real Classroom Observation

1. Name of the school:
2. Name of the teacher: Grade:
3. Lesson Topic
4. Clarity of objectives  
Clear  Not clear
5. Teaching Materials Used
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
6. Students Involvement:  
High  Average  Low
7. Authenticity/Confidence  
Excellent  V. Good  Good  Poor
8. Lesson Plan  
Well laid  V. Good  Poor
9. Objectives Achievement  
100%  75%  60%   
40%  25%  Mediocre   
Minimum

## Appendix-B

Dear informant,

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

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

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

Researcher

YamiOli

M.Ed. 4<sup>th</sup> Semester

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Note:

- ) There will not be certain risk and discomfort associated with this research.
- ) The information will be confidential for both interview and reflection writing.
- ) Interview will be recorded.
- ) I hope you will not leave yourself from process at any stage.

## APPENDIX C

### General Interview Guiding Questions

The interview questionnaire has been prepared to collect information for the research work entitled, **Role of In-service Training in Developing Professional Skills** under the Supervision of **Mr. Guru Prasad Poudel**, Lecturer, Department of English Education, T.U., Kirtipur, Kathmandu, Nepal. I do hope the informants will co-operate by providing invaluable information to accomplish my research.

#### Interview Schedule

1. View on training.
2. Please, explain training helps in professional skill development.
3. The training taken by in-service teacher.
4. Duration of training.
5. Training is not or cost free.
6. Training provided by school or any organization.
7. The effect of training.
8. Importance of training in teaching and learning.
9. Training makes work easier and faster, please, explain.
10. Training developing skills.
11. Please, tell training related to only one or many skills.
12. Changes seen in training related to only one or many skills before five years and now.
13. The use of new technologies in training.
14. Training is useful in the classroom.
15. Please, explain all the teachers get training.
16. Marks get in training helps in promotion.
17. Please, explain the number given in training\.
18. Training needed in future.
19. Satisfaction of teacher on training.

## **Appendix D**

### **Sample of Translated Interview Researcher**

Please tell your introduction

**Respondent:** Hello, I am MadavAdhkari. I am a teacher of a school.

**Researcher: Where do you teach ?**

**Respondent:**I teach in Shree MahendraMabhi, Dharan. It is a secondary government school.

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

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

**Researcher: In-service training, please tell about it.**

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

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

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

trainings. I have taken some shorts of training and mentionable one is TPD training.

**Researcher: Please tell the duration of TPD training.**

**Respondent:** This TPD training, whole course is 30 days course. It is divided into 3 modules 10 days for 1 module and these days it has been changed and these days it has been divided into two module. So, I have taken three module of training of TPD. In total, I have taken 30 days TPD training.

**Researcher: Is training given by any organization or government ?**

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

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

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

**Researcher: Umm !training are of cost and free of cost.**

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

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

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

**Researcher: How it helps in teaching and learning.**

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

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

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

**Researcher: Does the training develop skills ?**

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

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

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

**Researcher: Which training have you taken ?**

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

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

**Respondent:** Yes, now training style and method has been changed in a sense that trained of training has been changed. Because the development of

technologies is being increasing. It is being worldwide. So, these five years ago we did not have access to the technologies so our training was traditional one. But these days the trainings are supported by technologies using projector, laptop, we can learned international issues and we can watch the videos, we can make different kinds of materials. So, training trained has been changed. In context of Nepal, the training is changing from the traditional made modern mode, I think.

**Researcher: Do all the teacher get training ?**

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

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

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

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

**Respondent:** Yes in the promotion there is system. According that promotion system the one who has completed the TPD training gets 3 marks for the training.

**Researcher: All types of teacher get 3 marks ?**



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

**Researcher:** Both lower secondary and secondary get three marks ?

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

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

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

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

**Respondent:** Yes, I am satisfied.

**Researcher: Thank you.**

**Respondent:** Welcome.