

CHAPTER ONE

INTRODUCTION

The present research entitled **Role of In-service Training in Developing Professional Skill** has been conducted to find out the role of in-service training to the teachers for their professional development. This introduction part consists of background of the study, statements of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Education is an essential component for bringing desired changes in the cultural and social of a nation. Teacher is the person who shapes the whole of education and plays a significant role in the development of the society.

Teacher role is very crucial in creating interest in students to achieve society's aims and goals. This is teacher who sets high expectations for students and guides them to realize these expectations. Without effective teacher teaching and learning process is impossible, therefore teaching is challenging profession. Teachers who adequately prepared can take the responsibility of the nation building. A well trained teacher has a positive attitude to carry the dignified role of a teacher. A teacher who has a broader vision deliver his lecture more effectively as compared to those teacher who restrict himself in particular domain. Therefore to enhance quality education we needs good teachers and for good teacher effective training is very essential (Gautmen, 2001).

Second language learning and language teaching is emerging as a global issue at the present time. Education is mainly related to the process of human development. It imparts the knowledge, skills and attitudes of the individual during different stages of life. It makes people aware about social values, customs and social life and prepares them for the socialization. Teachers play a

significant role in interpreting curriculum, fashioning pedagogy and devising assessment activities. Teacher without sufficient training and motivation become reluctant to improve the quality of education in Nepal. In this way, teacher training is taken as one of the important aspect of professional development.

In our Nepalese context skill based education is required. These skill based education requires highly skilled and motivated teachers with in-depth understanding of the issue. Teachers are ones to implement the educational act, required to change their own behavior in the process of teaching. Teaching is professional activity that requires specialized knowledge that is acquired through training and experience. In this way, research report entitled, Reflection of training in Classroom practices, carried out by NCED (2009) found that trained teachers classroom performance seems very effective in comparison to others. In this regard, Ur (1997) says that teacher training is the “perception for practice usually through formal courses at college or universities”. It usually results in some kind of recognized accreditation, granting successful candidates as certificate and the right.” Moreover, in the age of globalization, the concept of language teaching is becoming very vast. It is in the sense that learners from early days of their class they start to learn with computers which are the need of these days.

Professionalism means the expert knowledge, skills and specific behavior that one person shows or behaves in work place. The term “profession” was used for specific occupation such as teaching, engineering or medicine in the past. An important and significant characteristic of these professions is that it requires a high degree of skills and expert knowledge. These skills make a person informative and knowledgeable about that profession. Expertise and skills is not attained in short time or in single day but these are attained over asignificant period of time. Practice and high standard association with other people also increase skills and knowledge of the individual and make them

expert and skillful in that particular field. It gives license to an individual to work and operate in specific field in most authentic manner (Lagan, 2001).

The term 'Teacher Professional Development' (TPD) has become a buzz-word. People who are working under the Ministry of Education (MoE) always produce this word as it is one of the crucial parts of the MOE's School Sector Reform Program (SSRP). TPD has already been implemented for three years. People working in the field have experienced both opportunities and challenges of this program. Currently more than 71% of the primary level teachers working in approved positions have been fully trained.

Similarly, 55% and 79% of lower secondary teachers have been trained. The provision of pre-service teacher training for primary level was made through the privately established teacher training centers whereas it is offered through university campuses (faculty of education and higher secondary schools (education stream) in the case of secondary schools. The aim of teacher professional development component of the SSRP is to ensure that all teachers have the knowledge and skills required to effectively facilitate students learning process.

Training is used as a part of professional development. It is passive experience participation is limited with teachers having little or no time to meet. Teachers believe that their professional development activities with their colleagues related to discuss how to apply them to significantly improve their classroom strategies. Recently, the focus of teacher education in the Ministry of Education has shifted from teacher training to teacher professional development with the view to transforming today's schools from a place of knowledge-transmission to the knowledge-creating/generating space that considers classrooms as a learning-community. This means teacher professional development program has been introduced in our teacher education programs to promote teachers with creative and critical ideas and skills to bring changes in their teaching. Moreover, from this program we have high expectations from the teachers with

regards to their personal and professional development. Our planners, who do not have to train and teach, at the policy making level have envisioned bringing substantial changes in current educational scenario by implementing the teacher professional development program.

Teaching is a complex process and which is challenging too. To handle such challenging process, the teachers need their regular development and refresh of their knowledge. Teachers without adequate training and motivation are unlikely to help in improving the quality of Education. For making the teachers competent and qualified training should be provided to teachers frequently. Training is provided to enhance the quality of Education. Therefore, MOE through NCED has made 98.2% of the teachers trained (NCED,2011). However, the existing quality level of community based (especially SLC level) has not seen

Satisfactory. It is somehow difficult to observe in real life practice of training. In this scenario, the present study seeks to analyze the impact of TPD training launched by NCED in the secondary level English classrooms.

The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to the organization to achieve its goals. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work.

In-service training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process and the context. According to Ong (1993), In-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. The primary purpose of in-service training is to enable teachers to acquire new understanding and

instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom. In this aspect, in-service training for teachers is the driving force behind much change that has occurred in the area of teaching and learning. It is vital that teachers keep up to date on the most current concepts, thinking and research in their field and also promote professional growth among teachers in order to promote excellent and effective teaching and learning environment for students. According to Kazmi, Pervez & Mumtaz (2011), in-service training for teachers enables the teachers to be more systematic and logical in their teaching style.

In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances in order to improve, directly or indirectly the quality of pupils' education. According to Abdul Rashid (1996), in-service training comprises two main elements that is the fulfillment of pupils learning needs and ensuring personal and career development of the academic staff.

In-service training is a fundamental aspect for the enhancement of teacher's professionalism

Related to the teachers' visions to improve the quality of their work. Through in-service training, teachers can identify and evaluate critically the culture of the school which can bring changes to the working culture. Studies by Ekpoh, Oswald & Victoria (2013) shows that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. Studies by Jahangir, Saheen & Kazmi (2012) also shows that in-service training plays a major role to improve the teachers' performance in school.

1.2 Statement of the Problem

Training is an important effort for quality education. It is the process of facilitation learning or the acquisition of knowledge, skills, values, beliefs and

habits. It has always been associated with social advancement, economic prosperity and self-dependence. Jomtien conference (1990) and Dakar conference (2000) adopted the slogan “Education for All” (EFA) concept which aims to educate all the people of the world with at least basic level within 2015(Sharma,2067). Community based school in Nepal received considerable supports in their physical infrastructures and education resources. However, government aided school faced severe problem of quality of physical infrastructure, over crowd classroom, unmanaged teaching learning activities and so on. In Nepal, English language at present is being taught from primary to university levels. There is also provision of pre-service and in-service training for English teachers from different governmental and non-governmental organizations, agencies, institution and offices for meaningful learning achievement in English language. TPD will be linked to career development made available through both short and longterm training programs.

According to NCED (2069,p.75), Ministry of Education MOE and NCED have planned to cover approximately fifty thousand teachers under this program and expected that the teachers’ participation in such types of professional development program will bring observable positive change in classroom teaching and improvement in the performance level of student.

Development means change and growth. According to Head and Taylor (1997), "teacher development is the process of becoming 'the best kind of teacher that I personally can be" (p.1). District Education Office appoints teacher with Teaching License. Regarding training NCED launches in-service and refresher teacher training like TPD. Most of the teachers have been provided with the TPD training certificates. The in-service training is provided to the teachers in different mode and phases to enhance the quality of Education but different governmental reports had proved that the teacher training could not be implemented properly in the classroom. As a researcher I want to investigate the perception of the teachers towards teacher training and practice of

implementation of in-service training in the classroom. So, it is necessary to study the perceptions of English language teachers on in-service training and its role and how English teachers are benefitted by in-service training for their professional development.

1.3 Objectives of the Study

The study had the following objectives:

- i. To explore the role of in-service training to the teachers for their professional development.
- ii. To examine the practice of implementing training in classroom teaching.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions:

- i. What is the role of in-service training to the teachers for their professional development?
- ii. What are the practices of implementing training in classroom teaching ?
- iii. What are the skills of teacher develop through in service training?

1.5 Significance of the Study

This study revealed the role of in-service trainings to the teachers for their professional development as well as available environment in the institution to make the teaching learning more effective and practical. Professionalism is now the buzz word everywhere. It has great significance in this context. It is not only important for the professions and novice teachers,

Researcher of this field, the student of teacher development but also for the professional related to other professions rather than teaching. As this study explored the ways of effective delivery of training in the classroom, the

teachers of English language in secondary level will be benefitted to adopt the ways for improving teacher training in teaching English at secondary school. Similarly, it will be useful for the professors, teachers and the students who are interested in teacher development and proper classroom practices.

1.6 Delimitations of the Study

This study was limited in the following ways:

- a. The area of study was delimited to Dang district.
- b. This study was delimited to secondary level English language teachers.
- c. The study was qualitative in nature and the research will be delimited to narrative inquiry.
- d. This study was delimited in exploring the role of in-service training to the teachers for their professional development.
- e. Similarly, this study was delimited in examining the practice of implementing training in classroom teaching.
- f. The research was delimited to only four English language teachers as a population of sampling.

1.7 Operational Definition of Key Terms

In-service teacher training: In-service teacher training is any program or activity that is designed in order to have a positive impact on the teaching and learning which is taking place within school. It is composed of both professional and subject matter education.

Teacher Development: Teachers develop their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing by motivation.

Teacher professional Development: Activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher from motivation.

CHAPTER TWO

REVIEW OF RELATED THEORETICAL LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is essential tasks for any researcher to acquire theoretical knowledge about related topic. This topic consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this topic.

2.1 Review of Related Theoretical Literature

Review of theoretical literature makes every research authentic and valid. Therefore, every research studies are based on the particular related literature and field of the study. More prominently, review of the theoretical literature is the central and most important part in the research. Moreover, it is taken as a summary and criticism of research relating to a specific answer of the question. According to Khanal (2010, p. 11), “the literature review emphasizes the relatedness between the current study and the work of other authors”. That is to say, reviewing the literature widens the horizon of the knowledge of the researcher in available related literature in his/her study. It provides the information and knowledge about techniques, procedures and methodology. Furthermore, literature review is also important for clarifying the concept of the depth study to the researcher. The major aim of reviewing the previous researches and literature is to explore what has already done before.

Alexander (2017) Professional skills are career competencies that often are not as a part of course work required to on master of PHD. Professional skills as leadership, mentoring project management and conflict resolution are value added skills essential to any career.

He also focuses on the hard skills and soft skills as professional skills .Hard skills are skills needed to perform particulars job .Soft skills are needed to

develop self-taught and self-develop. Hard skills are developed through training and studying.

Cox,(2019) in her article “15 Professional Development Skills for Modern Teachers includes 21” professional skills or modern skills that today teacher possess. The skills for the teachers are adaptability, confidence, communication, team player continuous learner imaginative, leadership, organization innovation, online reputation, ability to engage, understanding of technology, know when to unplug , ability to empower which helps in professional development skills.

Gautam,(2067) thesis entitled Perception of Teacher on NELTA Activities For Professional Development includes professional skills as subject matter skills. Methodological skills, decision making skills, enabling skills as professional skills. Skills as language competence, using target language are related to subject matter skill. Lesson plan use of cassette recording, correcting learner’s mistakes are methodological skills. Selecting best option to particular goals is decision making skills. Interactive skills as communication and co-operating with learners are Social skills .Enabling skills facilitate career long teacher learning and includes professional reading skills, Predefined as the ability to acquire, refine, evaluate and use theories for improvement of practice training will help to develop all skills as professional skills.

Moreover, in this section, different theoretical aspects are discussed related to my study through different sub-headings.

2.1.1 Teacher Professional Development

Professionals are at the top hierarchical pyramid of occupation, they are the experts in a particular field and they rationally employ advanced knowledge for common good. Development is a dynamic process that improves the standard of the people. TD is a complex activity which requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institution's rules

and regulations, the availability of material and how to facilitate understanding in others.

Richards and Farrell (2005) state that, TPD refers to general growth not focused on a specific job. All types of professionals require change and growth once they start their professional career. Development is not only a way forward for experienced teachers who believe that they have unfulfilled potential and who want to go on learning. According to (Head and Taylor, 1997, p. 18) "The attitudes and beliefs can begin in pre-service training, where trainees can be encouraged to learn from their own, developing awareness and reflection alongside feedback from tutors and follow trainees then it can continue as a base for career long learning". It means teachers are learning in their whole life. The teacher begins their profession from pre-service training.

Similarly, Ur (1996, p. 318) says, "Teacher development takes place when teachers working as individuals or in group. Consciously take advantage of such resources to forward their own professional learning." After gaining the experience and expertise for years in teaching systematically a teacher achieves professional development. So, TPD is regarded as the process of developing professional excellence by learning, experiencing and practicing new challenges which are encountered in teaching learning activities.

In the same way, Shulman (1987) claims that teachers need to see how ideas connect across fields and to everyday life. Teachers have to develop their not only personal and professional skill but also social skill. According to Glatthorn (1995, p. 41) "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically". TD is the professional growth that helps to increased experience to teacher. Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic

discipline, etc.) (Ganser, 2000). It helps teacher by providing the way of develop their professional skills.

English language teachers are professionals and they need a specific kind of knowledge, skills and expertise and training according to their needs. Putting it another way, they cannot be English language teaching professionals without English language training. By virtue of its nature, English language teaching professionals constitute a special group of people and have a special kind of publications like *ELT Journal*, *Young Voices in ELT*, they organizes special conferences like IATEFL, TESOL and NELTA. Obviously, for professional development English language teacher therefore, requires a great deal of development in specified skills, knowledge and expertise in the field of ELT which cannot be replaced or substituted by any kind of training or courses.

2.1.2 Training for Professional Development

Training is one of the most essential parts to teacher professional development. Alam and Farid (2011) view teachers as the backbones of the educational institutes adding that the future of our nation lies in their hands. In order to improve the quality of education, there is a dire need to spend on the teacher training, which in return may provide quality education.

The school management should ensure that the school environment should be conducive. This can be done by ensuring high standards of discipline among students and ensuring that school rules and regulations are adhered to.

Alam and Farid (2011) recommend that no teachers should be appointed without a professional training in education and that refresher and in-service courses should be arranged for the teachers at regular intervals of time. It will update the teachers in the contents of the related subjects as well as in the area of teaching skills.

2.1.3 Types of Training

Training for teachers is one of the main interventions for teacher developments it is conversely related to quality education at school. As a basic indicator of teacher management, training plays crucial role in developing teacher's profession career. Here, the term 'teacher development' refers to teacher's professional development, which is further related mainly to training and partly to other pedagogical activities. As the school sector reform plan (SSRP) targets to improve teacher's capacity, the pre-service and in-service training for teachers and head teachers are the main interventions for teacher development in the country. In the context of Nepal, government of Nepal has made provision of pre-service and in-service training for teacher with separate package

) Pre-service training

As its name suggests the pre-service teacher training is the training which the teachers participate before they go to the real classroom.

At this phase, teacher as a student receives professional knowledge, especially theoretical knowledge which serves as the foundation for teaching. This training program is for those, who are not directly involved in teaching, but aspire to be a teacher in near future. This training is conducted by private primary teacher training centers (PPTTCs), affiliated to NCED. There are around 146 such centers at present. Similarly, according to NCED(2009), private teacher training centers affiliated to NCED have provided pre-service training for primary level teachers with required qualification.

Pandey (2009,p.7) writes,“ In Nepal, at least ten months training is a pre-requisite to be a teacher but the Seventh Education Act 2008 B.S adapted compulsory provision of teaching license.” Those are the pre-service trained teacher who have studied education subject with hundred full marks through

SLC to Masters level. Pre-service teacher training course are helpful for teacher to their teaching assignment.

) In-service teacher training

In-service teacher training typically, involving teachers out of their normal teaching environment to undergo a training course. Since, the 1980's the importance of the in-service training in the professional development and especially in education is accepted by all.

This program is for those teachers, who are involved in teaching, especially in the public schools. When a candidate enters into the profession and takes responsibilities and accountabilities to handle the job-description for being successful and effective s/he needs training of different types. Training of teachers on the job is called an in-service teacher training. The in-service teacher trainings are understood as a tool to professionalized teaching improve quality and efficiency of the new educational systems and promote the scientific and technological innovation. In relation to education field what we can say here is in-service training. Both of them are necessary for teacher development as for school education in Nepal is concerned NCED is responsible for teachers' training. Under in-service teacher training program NCED launches two types of training program:

i. Ten Month Teacher Training Program

At present National Centre for Educational Development (NCED) functions as a leading institution under MOES with the responsibilities of capacities building of all level human resource as well as determining training policy in the education sectors. NCED design various types of training as required develops training materials and implements the training programs. Among several training programs conducted by NCED ten month teacher training is one of them. It is also known as competency based training.

NCED was established in 1992 under the Ministry of Education (MOE), as an apex body for human resource development. Since then, the center is undertaking activities related to teacher development of educational personnel under the Ministry of Education and conduction of research activities in education. In the past, the training programs were conducted by different institutions/organizations 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. The Council for Educational Human Resource Development, headed by the Minister of Education, provides policy guidelines to NCED. And secondary education Development Project(SEDPE) was established in 1993 to train primary and lower secondary level in-service teachers. Later in 2004, the government merged SEDPE into NCED. At present, NCED(2004) has 34 Educational Training centers (ETCs) with A, B and Educational training sub centers (ETSCs). The ETCs and ETSCs under the NCED conducted 10 months teacher training and different types of short term training as well. NCED has provided English language teaching(ELT) training to in-service English language teachers From the side of government. NCED training curriculum has been designed to fulfill the needs of Secondary English language teachers.

ii. The One Month TPD Training program

The current program offered by the NCED provides 30 days professional development training over 5 years to all teachers in Nepal. This training is being implemented in 3 phases of ten days within 5 years.

2. 1.4In-service Training

In-service teacher education includes all the practices and experiences that teacher undergo after joining teaching profession. In-service teacher training

provides allot of opportunities to teachers to learn information and accomplish different teaching techniques. These techniques are helpful in making a teacher potential and improved his performance. This is a powerful and important factor in motivating teachers. In-service is considered to be one of the important instruments to develop quality education and to enhance the effectiveness of teacher. The quality of in-service teacher training can be interpreted as delineating the expectation and professional needs of the teachers. It is also helpful in meeting the stipulated educational goals and student learning outcomes. In-service teacher training programs provide wide range of practices and experiences to different teachers. The preparation of these programs will make it easier to accomplish the required skills, knowledge and attitudes (Harris et al, 2001).

One of the important and basic purposes of the in-service training is to enable individual teacher to be successful in their profession. They may be able to develop professional knowledge, skills and to develop professionalism. In-service training helps teachers in adopting new situations in their professional life. They also improve their skills and it has a positive influence in teacher performance and teacher meets the students' needs. This may increase learning outcomes of the student. Different research studies have stated that in-service teacher education program should be conducted in such way to investigate behavior changes of the teacher and it should also improve the quality of teaching and learning process with in the school (Tang & Choi, 2009).

2.1.5 Teacher's Professional Skills

In this thesis the researcher would include the professional skills as given below;

Teaching skills

- (i) Management skills
- (ii) Assessing skills
- (iii) Developing materials skills

(iv) Use of materials

(i) Teaching skills

Teaching skills mean skills that make teacher to specific to academic subject matter focuses on the identification of students specific, teaching learning activities increase student learning, achievement and ability to apply knowledge. Teaching skills convey and explain academic subject matter.

(ii) Management skills

Management skills are one of the practical skills which is used by teacher to manage himself and student in the classroom. Teachers role in the management are imparting content in the classroom, time management. Classroom management is skills consist of number of aspects necessary for creating desire atmosphere for the effective teaching and learning.

Bite (2012) in his article “the criterion an international journal of English includes the responsibility in the management roles to identify the managerial skills required by a teacher are given below:

- (i) Organizational skills
- (ii) Time Management skills
- (iii) Planning
- (iv) Communication
- (v) Management groups
- (vi) Guiding students
- (vii) Managing administrative work
- (viii) Subject matter knowledge

Management skills also help in professional skills development.

(iii) Assessing skills

Evaluation skills provide information about classroom evaluation of students in learning. Evaluation is the systematic process of collecting and analyzing data

helps in decision making based on the predetermined objectives and goals. Assessing skills help teacher to distinguish their level in the post .In teacher performance and students learning evaluation plays important roles. To evaluate both students and teacher assessing skills is taken as developing professional skills.

(iv) Developing Materials

Developing materials is taken as one of the professional skills needed for teacher. According to curriculum, syllabus, goals/objectives, teachers develop materials. Developing materials is regarded as the major aspects that enhance students learning and helps in the achievement of academic goals and objectives. Materials are the planning process by which a teacher creates unites and lessons with in unit to carry out the goals and objectives of course.

Materials itself is something which is used in teaching such as text book, texts, pictures, worksheet, videos and activity.

In developing materials based on the teacher beliefs, understanding, experience, teacher goals and objectives. Materials must be feasible and easily appropriate with context.

(v) Use of materials

Use of materials refers to the skills to use teaching materials in the classroom. According to content and context. Using text board, projector, chart, picture audio visual, tape recorders are the example of material use in classroom. Use of materials should be according to level of students, number of student, size of classes to support student's learning. Materials differ according to learning styles.

2.1.5.1 Professional's skills

When schools are looking to hire a teacher, there are a few basic requirement:

a college degree, experience working with children , and , of course, patience.

Teacher needs a variety of professional development skills along with knowledge their subject matter and experience in order to be an effective teacher likewise, as rapid developments in technology integrate into our day to day lives, they affect the way students learn and teachers teach .Modern teachers need to be competent in not only basic skills but new sets. Here are 21st century professional development skills, we like to call them, modern skills, that today's teachers should possess.

1Adaptability

In this modern, digital age, teachers need to be flexible and able to whatever is thrown their way. Likewise, administrators are changing and updating expectations and learning standards. Whether it's to the way students learn, the behavior their classroom exhibits, or their lesson plans, being able to adapt is a skill that every modern teacher must have.

2. Confidence

Every teacher needs to have confidence, not only in themselves but in their students and their colleagues. A confident person inspires others to be confident, and teacher's confidence can help influence others to be a better person.

3. Communication

Being able to communicate with not only your students but with parents and staff is essential skill. Think about it almost all of teacher's day is spent communicating with students and colleagues, so it is crucial to be able to talk clearly and concisely in order to get your point across.

4. Team Player

Part of being a teacher is being able to work together as part of a team or a group. When you work together as a team, it provides students with a better chance to learn and have fun.

Networking with teacher (even virtually) and solving problems together will only lead to success. Doing so fosters a sense of community not only in your classroom, but school-wide as well.

5. Continuous Learner

Teaching is a lifelong learning process. The world is always changing, along with the curriculum and educational technology, so it's up to you, the teacher, to keep up with it. A teacher who is willing to go that extra mile to learn will always be an effective, successful teacher.

6. Leadership

An effective teacher is a mentor and knows how to guide their students in the right direction. They lead by example are a good role model. They encourage students and lead them to a place of success.

7. Organization

Modern teachers have the ability to organize and prepare for the unknown. They are always ready for anything that is thrown their way.

8. Innovative

A modern teacher is willing to try new things, from new educational apps to teaching skills and electronic devices. Being innovative means not only trying new things, but questioning your students, making real world connections, and cultivating a creative mindset. It's getting your students to take risks and learn to collaborate with others.

2.2 Review of the Empirical Literature

As a researcher, I have observed the fundamental background of the related subject and other past studies. A number of researches have been carried out in field of English language teaching and learning but very few of them have been conducted in the field of teacher professional development to develop teacher profession. Some research studies related to my research study are reviewed in the following manner.

Bhatta (2009) did a research on "classroom observation and feedback for Teachers Professional Development." The main purpose of his research was to find out whether secondary level English language teacher conducted the classroom observation and got feedback for their professional development in Nepal or not. His research primarily concerned with classroom observation and feedback to develop professionalism.

Adhikari (2010) conducted a research entitled "Collaborative Learning for Teachers Professional Development" the main objectives of the research were to find out the attitude of secondary level English language teachers towards collaborative learning and practicing collaboratively. English language is taught as foreign language in Nepal. Most of the teachers are non-native of English. So, the teaching learning could not be effective in Nepalese context. Training is one of the ways of teacher development. The teachers have been provided with various types of trainings such as short term, long term, TPD etc. Although most of the teachers are trained, the skills, new methods, techniques and procedures they have learnt in training are not utilized in classroom properly.

Joshi (2010) carried out a study on "Transfer of NCED English Language Teacher Training" aims at finding out the degree of skills required by trainee and effectiveness of ten months ELT training provided by NCED. The sample population was ten English Teachers from Kailali district. He used observation as a tool of data collection for every detail of activities, procedure, comments

and suggestions. He found that there were varieties of activities in the class but the teachers could not make the activities meaningful, situational and real life like. Though a number of research works have been carried out in the field of English Teaching, a very few of them have been conducted in the field of transfer of training in classroom practices. But there is not any research in “Classroom practices of teachers with TPD training.” So it is the research work in this topic.

Khadka (2010) conducted a study “On Classroom Performance of Trained Teachers of English at Secondary Level”. The main purpose of this study was to find out the classroom performance of the trained teachers of English at secondary level. He used twenty secondary level English teachers of community school as a sampling procedure. He used observation as a tool to collect data. This study found that a trained teacher is believed to have more knowledge about the teaching method, techniques, classroom management, teaching materials and so on.

Dhakal (2012) carried out a research work entitled “Existence and Need of Mentoring for Professional Development of Teachers”, the main objectives of her study were to identify the existence and need of mentoring and practice of mentoring for professional development of teachers’ professional development, the findings showed that, though, there is no formal institution for mentoring, most teachers were aware of the effective role of mentoring in their profession.

Though the above studies are related to profession and professional development of teachers, there is not enough research in the field of professional development of teaching profession. All the above-mentioned reviewed studies are somehow related to the professional development of teachers. Although, a number of studies have been made to find out the attitude of teachers towards the different aspects of TPD, there is not any research conducted on the role of in-service training for developing professional skills.

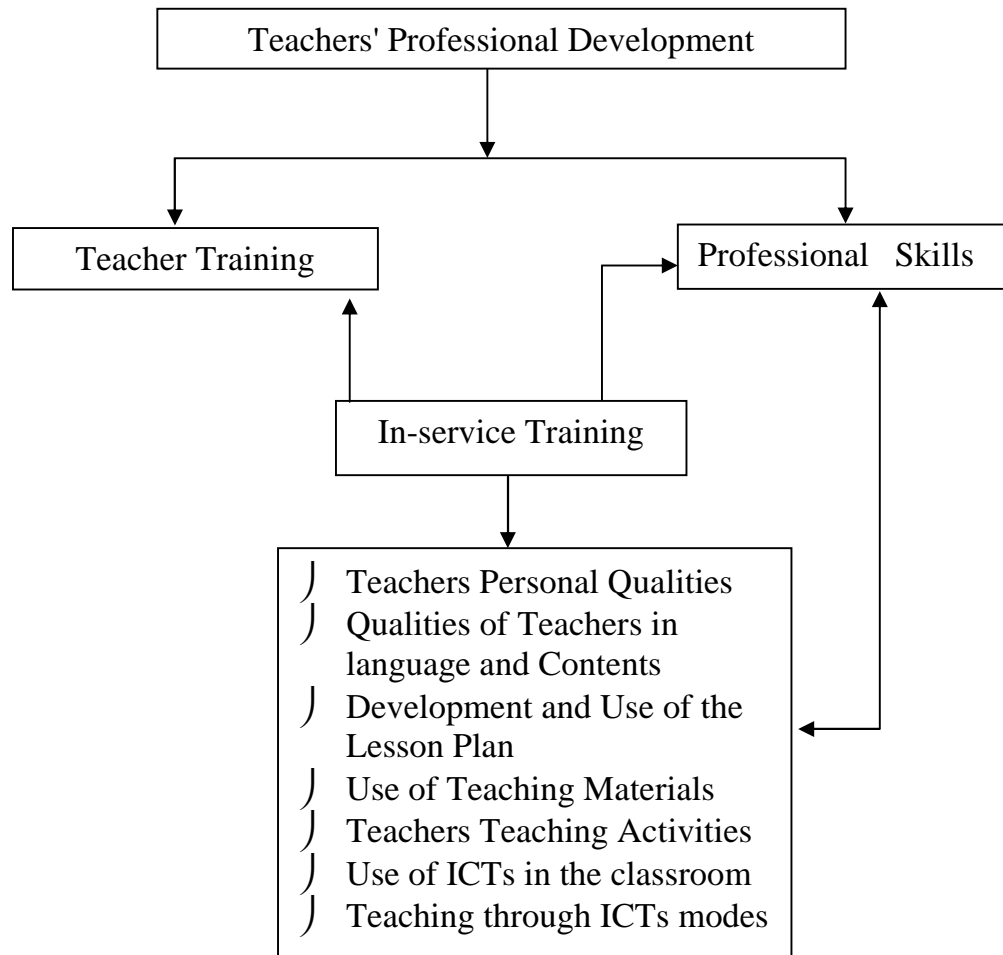
2.3 Implication of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. It plays a vital role in any research because it helps the researchers to bring clarity and focus on research problems, reform methodology and contextualize the findings. It broadens the mind of a research in the area of study he/she is looking into. I have tried to review the previous research works, ELT journals, articles and books which are related to my research work.

From the different reviewed literature, I got an idea about related study. Those research works have been carried out with various objectives, methodology, and research questions pertinent to the situation they were meant for. So after reviewing all those research works, I updated myself with research process and methodological tools which were beneficial to my present research work. Hence, all the reviewed documents helped me to broaden the knowledge of related study in order to get practical ideas about conducting action research. Thus, these works have direct implication to my research study. Especially, Dhakal (2012), Khadka (2010), Joshi (2010), Adhikari (2010) and Bhatta (2009) helped me develop theoretical background.

2.4 Theoretical/Conceptual Framework

The study “Role of In-service Training in Developing Professional Skills” was based on the following conceptual framework.



From the the above conceptual framework, we concluded that teacher's professional development is buzz word. Teacher's professional development includes teacher training, professional skills, in-service training. Professional skills are interrelated and interconnected the in-service training, teachers' professional development.

In-service training develops the professional skills of teachers. Professional skills of teacher includes teacher personal qualities, qualities of teachers in language and contents, development and use of the lesson plan, use of teaching materials, teachers teaching activities, use of ICTs in the classroom, teaching through ICT modes.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with research design, population, sample, sampling strategies, source of data, data collection procedures, data analysis and interpretations as well as giving great concern about ethical considerations to accomplish this study successfully.

3.1 Design and Method of the Study

There are different sorts of research design in practice. A researcher can use a particular research design for his/her study. However, generally selecting a particular design depends on interest; largely it depends on the nature of the study. That means any kind of research design may not be feasible for all sorts of study.

In order to carry out this research, I selected narrative inquiry as a qualitative research design because it is the process of gathering information for the purpose of research through storytelling. Connelly and Clandinin (1990, p.6) note that, "Humans are storytelling organisms who, individually and collectively, lead storied lives. Thus, the study of narrative is the study of the ways humans experience the world." Narrative may be seen as a means of gaining an in depth understanding of the situation and meaning for those involved with the resulting insights having the potential to directly influence policy, practice and future research. It is collaborative document, a mutually constricted story out of the lives of both researcher and participant.

Narrative inquiry is a way of thinking about and studying experience. Narrative inquirers think narratively about experience throughout inquiry. It follows a recursive, reflexive process of moving from field to field texts data and final research creates a conceptual framework within which different kinds of field texts of different analyses can be used. In a similar, Clandinin & Connelly, 1989, p. 12) said "the central task of narrative inquiry is evident when it is

grasped that a person is both living their stories in an ongoing experiential text”. In narrative research design, researchers describe the lives of individuals, collect and tell stories about people’s lives, and write narratives of individual’s experiences. Narrative inquiry does not attempt to predefine independent and dependent variables but it acknowledges context and seeks to understand phenomena through the meanings that people assign to them. Narrative inquiry shares the idea of knowledge transfer, a theory that seeks to transfer unqualified elements of knowledge, including experience. The narrative approach captures the emotion of the moments. It renders the event active rather than passive, infused with the latent meaning being communicated by the teller. Thus, two concepts are tied to narrative story telling: memory and notion of time, both as time found in the past and time as re-lived in the present.

It is relatively new qualitative methodology to research. Few numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual’s experiences. The process of narrative research design refers to the way of carrying out the research by using this method.

3.2 Population, Sample and Sampling Strategy

In this study, the secondary level English teachers of Dang district were the population of this study. I selected four English language teachers from each school. I adopted purposive non-random sampling strategy for the selection of the schools and the teachers.

3.3 Research Tools

The main tool of data collection for this study was in-depth interview to know the role of in-service training in developing teachers’ professional skills.

3.4 Sources of Data

There were used both primary and secondary sources for the collection of required data. The primary sources were used for collecting the first hand data and the secondary data was collected to extend the required theoretical knowledge for this study.

3.4.1 Primary Sources of Data

The primary sources of this study were four secondary level English teachers from selected school of Dang district. Mainly, data were collected through interview.

3.4.2. Secondary Sources of Data

As a secondary source of this study, I read the books, journals, articles and websites.

3.5 Data Collection Procedures

For collecting primary data required for this study, I followed certain procedures. First, I prepared tool for data collection and go to school (field) of Dang district then I took permission from the authority and request with the principal for the data collection of my study. I clarified the purpose of visit and request to meet secondary level English language teachers. After I got permission and meet teachers then I established good rapport and explain the purpose of my visit to them. Then, I encouraged them to express their own lived experiences of teaching profession. After that, I collected required information with the help of interview schedule. I tookin depth interview and audio record. I met four times with them for collectionformation. And finally, I thanked to the respondents and other school authority for their kind cooperation.

3.6 Data Analysis and Interpretation

The process of data analysis was started after the collection of raw data from interviews. This research design was based on the qualitative narrative inquire. So, qualitative raw data were systematically collected. And then systematically collected data were analyzed, transcribed, coded, developed themes, interpreted and then presented descriptively.

3.7 Ethical Consideration

Ethical issues are serious concerns for all researchers mostly because of relationship that are develop during the collection of require information depend upon the ethical issues that the researcher address .My relationship to this study, participants began contacted and state the aim of the study clearly. four teachers where were asked for verbal consensus for their approval for the study and class room observation. Similarly, the permission was taken from the concerned head teacher. Participant teachers were informed there voice was recorded for transcription .I ensured that their names would replace with codes like teacher "A" and teacher "B" .The responses of the participants and observed details were kept confidential and were used only for research purpose.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with presentation, analysis and interpretation of collected data in detail. The data has been analyzed narratively. After the analysis of data, role of in-service training in developing professional skills are mentioned. This chapter consists of two parts. The first part deals with result and discussion, classroom observation and second part deals with interpretation of result obtained from interview. I carried out my research on four secondary level teachers of public school of Dang district. I took the data with the help of observation on the classroom teaching and interview. The analysis and interpretation have been presented under the following headings.

4.1 Analysis and Interpretation of Results

The data collected through the narrative interview have been analyzed and interpreted incorporating the lived experiences of my participations. Their stories reflected the roles of in-service training in developing professional skills. The information found in this section was obtained from in-service teachers' classroom observation and interview and the information talk.

4.1.1 Results and Discussion of Classroom Observation

This section is concerned with the observation of four classes of four teachers on the development of professional skills by professional developed training provided to them by different organization. Here the individual skills developed in term of teachers happened analysis and interpreted separately as below.

4.1.1.1 Clarity of Objectives

Government school teachers have been given thirty days TPD training in three different phases. On the training, the trainers have taught them how to prepared lesson plan and implement lesson plan for the effective teaching in classroom.

As I observed, four teachers used lesson plan in the classroom. Their classroom was based on the objectives. Three teachers met their lesson objectives.

4.1.2.2 Use of Teaching Materials

Teaching materials are always useful for the effective teaching in the classroom. Teaching materials help to reduce monotony of class. Three teachers have been taken training on material development. My observation shows that the three teachers used materials like pictures, audio, video, audio-video, smartboard in the class.

4.1.1.3 Students Involvement

Student involvement is important aspect of classroom management. Two teachers managed their classes properly. Students sitting arrangement was very good. Student involvement on each activities was praiseworthy. Two teachers divided the students into different groups and pairs on the basis of course nature.

4.1.1.4 Confident Build Up

Confident is very important aspects of effective classroom. All the teachers were quiet confident while teaching in the class. They learnt how to build confident level in -front of the students in their training sessions. They had knowledge about context and content. They present their presentation systematic. They use teaching materials according to their lesson. The management of student was best.

4.1.1.5 Use Of ICTs

ICTs, here refers to information and communication and technology. Use of ICTs is the demand of today's era. Most of the teachers had been taken TPD training on ICTs based modules. The researchers found that only 20 percent teachers used ICTs in the classroom remaining did not use because their school did not have ICTs facilities.

4.1.2 Background of the Participants

There were four participants who were purposively selected for my research. I have given B, C, D, E names to each of them for confidentiality. Here I have presented each participant's personal background.

Teacher 'A'

Teacher 'A' is 47 years old ELt in-service teacher. He was born in Dang. His qualification is Master in English Education specialization. He teaches in school 'A'. He is from Ghorahi submetropolitan city, 15 Ghorahi, Dang. He is one of NELTa life member. He has presented in and outside the country as a presenter. He worked in private school at first but nowadays he worked in government school. He had taken many trainings related to teaching. He shared his experiences going to U.S.A. for the exchange program. He focused on the networking, profesional updating, virtual training. He shared that teaching theories is not a training but training, theories how can we implement in classroom.

Teacher 'B'

Teacher 'B' is young and energetic. He is 37 years old. He is a teacher of school and lecturer at Shikayasha campus of Ghorahi Dang. He teaches in school 'B'. School 'B' is secondary government school. He shared that before training he had a difficult in teaching poems especially. He didn't have idea that much idea about how to teach a poem especially, he found of the sound system of poem difficult. After the training it helped him to improve the teaching skill that had been benefitted to him.

Teacher 'C'

Teacher 'C' is 55 years old ELT in-service teacher. He is also principal of school 'C'. He is from Deukhari Dang. His qualification is M.Ed. and M.A. from Tribhuvan University. He had completed SLC from school 'C' and working in the same school. He works in a government school. He takes many short term long term training, face to face training in his life. He shared his experiences that face to face learning is a really effective way to learn knowledge and skills because it often combines different ways to learning including writing reading, discussion, presentations, projects group work. film clips, demonstration and practice. He also shared his ideas on the advantages of an online learning course that study in the comfort in home or where ever we want.

Teacher 'D'

Teacher 'D' old but energetic teacher. He teaches in school 'D'. His qualification is B.A. and B.Ed. He is from Ghorahi sub-metropolitan City number 15. He has been working as a trainer since 2055. He took many trainings in his life in 2044, he took a training of 12 days and after that in 2054, he attended one month training than he had given periodical training. He shared his experiences as English was taught as the language as translated inside the classroom but the concept or scope of language teacher has broaden its horizon the content in books, students are able to speak, listen, write and read and have to developed four skills. He also shared his experiences with the help of training teacher learned how to teach, how to use teaching aids in teaching, how to manage the classroom.

From the information about personal background of my participants, I come to know that all the participant were from Dang and worked in government school. They got short term, long term, virtual, face to face training in their lives. They all are in-service teachers.

4.1.2.1 Role of Training in Developing Professional Skill Development

Teacher were asked how training helps in professional skills development. The researchers found similar kind of opinions regarding the queries. Teacher A from school 'A' said that *“Training help for the professional development especially a teacher who does not have any training at least once a year, he become an old teacher. I mean to say the teachers who do not have regular training they cannot become updated with the current technologies, methodologies and current ideas. Next thing is that training especially helps the teachers to develop their professional skills as reading skills, skills of exchanging ideas, networking with other teachers’ ideas.”*

Similarly teacher 'B' opinion was: *It sharpen the mind and develops some sorts of skills of the teacher. That ultimately helps to develop the linguistic skills or the language skill of the students. That’s all about training in my opinion.*

a. Types of Training Provided to the Teachers

Four teachers are provided TPD training in their professional journey. The researcher asked what in-service training is. Regarding this, teacher 'B' said that *"in-service training is the training that is provided while the person having some sorts of job. Or in another words the training that is given to the person who is already involved in profession".*

Similarly, 'C' said that *the training that is given employing during the course of employment and in-service training have you taken by respondent. Regarding this teacher 'B' told that yes, especially in field of teaching, here are various types of in-service programs. Yes, I have taken TPD training and also taken TPD taught training. And some time 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.*

Similarly, the respondent 'C' respondent about types about types of in-service training as short term and long term, face to face training, interaction and

education are the types of in-service training 'B' said that face to face learning: face to face training encourages personal interaction face to face training delivers better completion rates integrated assessments. Group dynamics are improved in person. This is where the teacher and the student meet in a set place, for a set time, for either one-on-one learning or most commonly in group class lesson similar to what happens in school. Face to face learning is a really effective way to learn knowledge and skills because it often combines different ways to learning including writing reading, discussion, presentations, projects group work, film clips, demonstration and practice. So, you will be able to concentrate harder on your learning because there'll be less distraction than if you were at home. You can gain greater understanding stories and real world from teachers and others students. You have a greater chance of completing your course successfully by doing it in a classroom situation. You can access more information and richer understanding through teacher and other student's body through body language and voice. You have the opportunity to connect with other students from a wide range of background. The advantages of an online learning course are you can study in the comfort of your own home or whatever you want. Online costs less, no need to travel for training and no parking expenses. It courses fit around your life, family and other things you do, you will avoid being late to class, or getting distracted in class, you can learn from peers. You have access to the course. It may be more relaxed for you than in a classroom setting. You are able to build your skills, interacting with technology, it suits if you have different learning style delivery methods are different and engaging.

Virtual class is popular nowadays. A virtual classroom is an online classroom that allows participants to communicate with one another, view presentations or videos, interact with other participants and engage with resources in work groups.

b. Impact of Training in Teaching and Learning

Teacher A said that *“it is necessary. In these days training has been given regarding the internet reading, use of multi-media and use of other techniques .New of techniques given birth .Every teachers must be well-updated with new trains and techniques and methods of the English. So, ensured without training no teaching is possible”*.

Similarly, Teacher B told that *“The impact of training on teacher is definitely very positive after the completion of training course the teacher equipped with new methods and techniques and they set out with school after having gained so much knowledge and skill and how to impart education, what methods, how to impart English, what methods and techniques should be applied / used for giving training and how to organize the class each and everything. All the contents are taught to the teachers. They are equipped with good training skills.”*

Teacher C told that *“Obviously, the effect of training is positive. But the problem is the training that we do is very much theory based. And the skills and knowledge we get in training some time may not be applicable in our classroom. That means classroom situation does not map with the theory or the ideology we have learnt. However, it is positive anyway. It helps to develop the skills of teacher and classroom. That's why it has positive one.”*

Three teachers said that *they have positive impact of training in teaching and learning. Regarding this teacher D told I have positive impact of training in my teaching. I learnt different skills from training such as classroom management skill, lesson plan preparation, ICTs skill and soon. I used those skills in my class and definitely these skills have very good effect on my students.*

From the above data we can conclude that impact of training in teaching and learning has positive effect. After the completion of training course the teacher equipped with new methods, techniques, gained so much knowledge, skills,

what methods and techniques should be used, helps to develop the skill of teacher and classroom. If the training maps with the classroom situation then it has more positive impact.

c. Training and Skill Development

Training helps to developed different skills among the teachers. Such skills include classroom management skill, lesson plan designating, using ICTs tools, poem teaching and soon. Teacher 'A' said that "*Training helped me in presentation skill*". Teacher 'B' said that "*Before training I have a difficult in teaching poem especially I did not have that much idea about how to teach the poem. I found difficulty of sound system of poem. After the training it helps me to improve the teaching skill. Similarly, teacher 'C' told training helped him to develop speaking skill and communication. That's why it is fruitful.*"

In the interview of researcher all the teachers said that training help in their skill development aspect.

d. Changes on the Model of Training

Most of the permanent teachers received thirty days TPD training on three different phases. But nowadays the model of TPD training has been changed and it is provided in two different phases. In the past most of the training programs have been conducted on face to face mode but nowadays this training has been changed. Virtual training session is very popular in recent ELT paradigm. Regarding this teachers 'A' opinion that "*definitely, for the future, face to face training system will be changed for the virtual training. I think so, because these days notional and internationally world is becoming one. Here are developing so many virtual plat-form where teachers getting the trainng with free of cost and with cost also.*"

e. Use of Technological Tools in Training

View on the use of technological tools in training teachers have common responses of participants. Regarding this teachers' 'C' said that *"the use of audio-visual internet, new techniques it has been trained of the world. Technological language teaching has been buzz word nowadays. The only teacher who know the how to use technologies, how to search for teaching items that he/she will resent inside the classroom can only teach effectively.*

From above discussion gives an insight that four teachers said that new technological tools are used in training in professional development of teachers.

f. Implications of Training for Classroom Instruction

Is training use in the classroom was one of the interview question asked to the participants. In response to this item, the teachers said that that they implemented the training in actual classroom. All the teachers have common opinion that implementation parts depends on school environment, resources and materials and nature of the course.

g. Expectations of Further Training for Professional Development

The expectations of further training for professional development of teacher of Dang district in the responses what type of training is needed for the future ? Teachers have common responses in regarding this question too. Regarding this question teacher 'A' says that *definitely, for the future, face to face training system will be changed for the virtual training. I think so because these days nationally and internationally there are developing so many virtual platform where teachers are getting the training with free for cost and cost too.*

Similarly, teacher 'B' said *Five years before there is no access to technologies training was very traditional but these days training are supported by technological tools using as projector, laptop, watch different types of videos.*

Similarly, teacher 'C' said *"Five years ago is longer time for me. Umm, when we participated in NCEB, by I was one of the trainees and so I remember that there was not facilities for example there wasnot use of ICTs only. I remember that there were paper and pencil. Just not reached the main materials. So, it was very much poor but now there are materials everywhere.*

Above discussion give an inside that four teachers belief that in the future face to face training, tradition will be replace by virtual mode.

h. Teacher's Satisfaction on Training

The researcher asked with the training. Three teachers replied that they are fully satisfied with the training provided by government and other organization. The teacher 'C' said that *I have been attended many training. The training of NCED private organization I was just the learner. I remember that day, there is not teaching materials. So, I was not fully satisfied.*

The teacher 'D' said that *Absolutely, they are satisfied the more training they are given the more training they demand. It is the indication that the teachers have been absolutely satisfied with whatever they have learn or acquired from their teaching skills classes. I have heard that no teachers complaining against the training. Every time we give the training and we ask feedback. We illustrate the answer question different regarding to the effectiveness of training. The teachers reported that the training which we give or the training they attended were based on techniques, reality based on new ideas and they also promise that the ideas they learn that they will use inside the classroom. In order to make English learning more easier and more meaningful and satisfactory. In this way, training is a continuous process. From time to time any teachers enters his/her professional skills profession even before there are some pre-service trainings which makes the teacher able to handle the class and teach the classes effectively inside the classroom.*

CHAPTER-FIVE

FINDING, CONCLUSION AND RECOMMENDATION

The present study is about “Role of in-service training in developing professional skill”. The main objectives of the study were to find out role of in-service training to the teachers for their professional development. The study was based on narrative inquiry of teachers practice. It was conducted in natural setting using primary and secondary sources of data to achieve the objective. Primary sources of data were four teaching person of secondary school of Dang district. I adopted purposive non-random sampling procedure. As researchers, I utilized mainly two tools, observation forms and interview for data collection. Then I analyzed and interpreted the collected data from narrative point of view.

This chapter deals with the major finding of the study. At the same time, it also deals with some recommendation and pedagogical implications which are made on the basis of analysis and interpretation of the data collected by respondents.

5.1. Finding

From the interpretation and analysis of obtain data, the researcher has come up with following finding:

- a) In-service training helps the teacher to develop skills like using ICT, preparing the lesson plan, managing classroom, building rapport with student and so on.
- b) The training module has been changed. Ten months training was popular in the past but recently it is replaced by TPD module.
- c) The teacher need demand best practical training rather than theoretical oriented training.

- d) Four teachers said that new technological tools are used in training for professional development of teachers.
- e) Similarly, it helps to develop linguistic skills or the language of students and teachers.
- f) It helps the teacher to conduct their activities effectively in the classroom.
- g) Most of the teacher can design their own teaching materials from the training.
- h) Four teachers have been taken training on material development. My observation shows that four teacher used materials like picture, audio, video, smart board in the classroom.
- i) Training especially helps the teacher to develop professional skills as reading skills, skill of exchanging ideas, networking with other's ideas.
- j) In-service training helps the teacher to improve their communication skills.
- k) In-service training has positive impact on teachers on their professionalism.
- l) For in-service training (TPD training) 3 marks is allocated for the teacher .In-service training has huge role in the promotion of teachers.
- m) Three teachers received 30 days TPD training on three different phases. But nowadays the model of TPD training has been changed and it is provided into different phases. In the past most of the training programs have been conducted on face to face mode but nowadays trainings has been changed.
- n) In-service trainings are free of cost. For that teachers should not pay anything.

- o) Three teachers replied that they are fully satisfied with the training provided by government and other organization.
- p) All four of teachers applied in class what they learned from the training they got.

5.2 Conclusion

Investigating what sort of roles played by in service training in developing professional skills was excellent experience of collecting empirical data from different schools of dang district, Nepal. The researcher has reported that in-service trainings are very important for the teachers to develop their professional skills. The trainings help the teacher to update with new paradigm of ELT. Without trainings the teachers will become outdated. In –service training is especially provided by the governmental bodies like NCED, ETC and resource centers. In the context of Nepal as an in -service training has been providing to the teachers. After the TPD training the teacher received certificate. It has played vital role in promotion of the permanent teachers. Teachers get 3 marks for the promotion from TPD training.

In-service training helps the teachers to develop different skills .Though they had already learnt some theory from pre-service training but their presentation skill might be poor. This sort of training helps the teachers to apply those theoretical aspects in the classrooms. Professional development can be a great vehicle for teaching improvement and learning success if it is prepared and given by experts and a regular basis to meet the needs of teachers and demands of Nepalese schools or educational institutions. There is an urgent need for teacher to be involved in programs for the teachers’ training and professional development. Teachers will always be learners and learning is an ongoing process and knowledge has no reachable limits. Besides that, teachers’ learning is no longer seen as being straightforward whereby teachers just meet and be presented with information about effective teaching strategies. Teachers’ learning process is more complex than is perceived and needs continuous

reflection and evaluation should be done yearly and to achieve Improves in training in developing professional skills in Nepalese education.

5.3 Recommendations

This study has become very much useful and beneficial for teachers who are working in different schools. It is not only applicable/significant for novice teachers but also researchers for their further research. Mostly, the English teachers have been benefitted from the existence of this thesis for various reasons. From the finding of the study, I would like to suggest few recommendations to the policy maker, practitioner and further researchers.

5.3.1 Policy Related

This study can be helpful for curriculum developers, textbook writer, teacher trainers and experts to formulate the policy relating to teachers training. Similarly it would be helpful for NCED to incorporate different models on trainings.

5.3.2 Practice Related

It is general across the literature of teacher professional skills play a significant role for in-service ELT teachers to enhance their teaching and learning. I hope that this study is most advantageous to those who are at the practice level.

The major implications of the study in this level are :

- i) By analyzing their lived experiences, I come to know that thirty days TPD training given in three different phases according to different subject. So, the language, communication skills, lesson plan, content, teaching materials differ from subject to subject. English language teachers are able to use their own skills in developing lesson plan, using language, developing materials.

- ii) Likewise, the narratives and lived stories of my participants reflect that in-service training and professional skills help to build up the confidence in teachers and help in professional development.
- iii) Similarly, the respondent felt that in-service trainings help the teacher to use audio-visual, internet, new techniques in the classroom.

5.3.3 Further Research Related

The current study has been limited to secondary level teachers and in-service training. This is why other levels and areas of study need further research. This work can serve as a reference tool for those who are interested in and want to carry out further research on this area. The thesis writer in the Department may also use this present thesis as the secondary source of data. Similarly, research can be conducted in other areas of Nepal.