

IMPLEMENTATION OF THE TEACHER TRAINING FOR CLASSROOM MANAGEMENT

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Abstract

The main objectives of this study are to investigate the challenges in implementation of teacher training for classroom management, and to explore the strategies of teacher training for classroom management to promote students learning. In the process of collecting data, unstructured interview was taken. The major finding of this study is teacher training is not implemented effectively in the classroom. It is found that there are various difficulties faced by the teachers to implement methods, skills and techniques in the classroom what they have got from training. Thus, for effective implementation of teacher training, the teachers, administration and all the concerned authorities should be responsible.

Key words

Teacher training; classroom management; professional development; authorities; skills

Introduction

Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. It is seen as preparation for a novice teacher. Teacher training involves trying out new strategies in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice (Richards & Farrell, 2010). The teacher training is the acquisition of knowledge skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

Teacher training is a part of teacher education and teacher development. Teacher training is one of the strategies of teachers professional preparations of a person in any field of his her work. Training is regarded as prerequisite phenomena for handing any responsibility for anybody.

The government of Nepal provided different short term and long term trainings to the teachers for their professional development. The training is one of the best ways to enhance professional development of the teachers and to promote students learning. It updates teachers with the current methodologies and

techniques. Linking to training, the term professional is associated with 'profession' which refers to any jobs or careers that people are engaged in. A professional is a trained and qualified specialist in an occupation. So, professional development of teachers can be taken as teachers' as opportunities to upgrade or apply their knowledge. Therefore, teacher professional development is a professional journey professional mission rather than something that can be done and prepared by others. However, the implementation of teacher training is not satisfactory in the present context. Most of the teachers attend training just for allowance that is really the critical aspect of teacher education. But why they are not applying it to the classroom teaching? What would be effective strategies to motivate them to apply the training in to the classroom?

The School Sector Reform Plan (SSRP, 2009-2015) has given a highest priority in teacher preparation and its development for effective classroom management. Similarly, the major objective was to enhance teachers' qualifications and professional competencies to better facilitate students learning processes. Likewise the four stages have mentioned in teacher professional career path: beginner, experienced, master and expert; for both basic and secondary level teachers. Provision is made to upgrade teachers based on indicators such as time on task, seniority, qualification, and training and students achievement in their respective career path. Provision has made to prepare specialized teachers for multi-grade classes and special needs education. In order to keep abreast of new developments in teaching and learning practices, teachers must acquire one month in-service training at least once in every five years. Provision has made to accredit the short term trainings to link with teacher career development. Similarly, School Sector Development Plan (SSDP, 2016-2023) has made different provisions for teacher management and teacher professional development. This plan

has given priority to the teacher management and teacher professional development.

The National Centre for Educational Development (NCED, 2068) is conducting certification and recurrent training courses for primary and secondary level teachers through Education Training Centers (ETCs) located at different places in the country and through other allied training-providers. Professional teacher training course has been made mandatory prior to entering the teaching profession. The discussed policies of both plans have made the different provisions for teachers' professional development. The ultimate goals of both plans are to ensure and enhance the teachers' professional efficiencies and competencies.

Khanal (2006) carried out a study on "Trained Teachers and Teacher Training: A Research Study". The main purpose of his study was to find out the perceptions of secondary level English teachers towards teacher training. He used semi structured interview, classroom observation as tool for data collection tools. He found that there were positive attitude of the participants towards teacher training. Teachers from both private and government schools considered that training inseparable from the ELT profession. He also found that training mainly focuses on the methodology aspect.

Joshi (2010) carried out research on "Transfer of NCED ELT Training". The objective of the study was to explore the impact of ELT training provided by NCED. He used observation form to collect data. He found that training programmes equip teachers with pedagogical knowledge and skills. The lack of content knowledge cannot be fulfilled by training. Knowledge and skills gained through training cannot be applied in the classroom due to lack of educational and physical facilities at school. He also found that effect of training could not be seen because of the adverse socio-political environment in the country.

Likewise, Dhungana (2006) carried out research on “Role of TPD Training in Language Teaching”. The main objective of his research study was to find out the role of RPD training programme in teaching language skills, classroom management, use of teaching materials teaches professional development. He used survey research design in his study. The sample of his study included almost forty trained teachers of secondary and lower secondary level from twenty different schools of Palpa district. The findings of the study shows that TPD training had fruitful role in teaching different language skills and all the respondents were positive in all aspects of TPD training but they found that there was lack of friendly environment in training center and schools which hampered them to concentrate on training.

Objectives of the study

The objectives of this research study are mentioned as below:

- To investigate the challenges in implementation of teacher training for classroom management.
- To explore the strategies of teacher training for classroom management to promote students learning.

Methodology

In this qualitative research, I took interview with two teachers who teach in secondary level. For the purpose of taking interview, first of all I visited the participants (interviewee) teacher ‘Bishal’ & ‘Bikaash’ (pseudo name) and introduce my research study and its purpose. The participants were secondary level teachers. They were selected purposefully on the basis of their teaching experience of more than 5 years, and TPD training that they have taken. I took interview with them individually and recorded in mobile with their permission. I built the themes from the interviews on the basis of the objectives and interpreted them and finally concluded.

Findings and discussion

Lack of infrastructure

Infrastructures are the basic requirement of any classroom i.e. benches, desk, and board etc. To be effective classroom management, these are essential aspects that enhance teaching and learning. In this concern, the teacher named Bishal (pseudo name) said,

I have taken teacher training for 3 times but lack of basic infrastructure, my classes are still imbalance. There is not proper availability of the benches, desk, board and even door and windows are broken. The situation creates problem in teaching that causes us to be impractical.

From this, conversation, it can be said that though the teachers take the teacher training for classroom management it’s not meaningful if there is no availability of the basic infrastructures. In this regard, none of the reviewed documents have recommended such suggestions. Therefore, with the teacher training, basic infrastructure also should be cared and provided that enhance teaching and learning activities by effective management of the classroom.

Lack of administrative support

The relationship between administration and its employee is most essential aspect. There must be the healthy relation, collaboration and support between administration and its employee so as to in educational field. But, in most of the cases, the administration seems to be unsupportive. In this regard, the teacher named Bikaash said, ‘the school often sends me for teacher training but when I return, I attempt to apply the knowledge and skill learnt form there but I couldn’t. It is because, when I ask the administration for providing me the required resources, it becomes passive and as irresponsible and replies me not to do that reasoning that it’s not necessary’.

From this reference, what can be said is

that most of the administrations are still irresponsible, careless and de-motivational that de-motivates the teachers for effective teaching. Therefore, as SSDP (2016-2022) has suggested that healthy relation between them. So, administration must be responsible for entire educational activities. I should provide required infrastructures. Therefore, the administration and required authorities should be responsible.

Collaboration and support

Collaboration and support are the most important for succession. Any institution and personnel must have the sense of collaboration and support in policy making and taking decision for progression and so as in education. Linking to this, Alex said, the school administration and teachers are the two side of a coin. None of them have value if they stand alone. In my experience, in every policy making and taking decision in relation to examination, maintaining discipline and running educational programs, the administration always use to involves us by asking our intentions and suggestion.

Similarly, Bikash also said, “To take every decision, the administration should be collaborated to teachers. Similarly, it also should support its teacher while practicing the policies.” From these, it can be said that both administration and teachers should have the sense of belonging to each other. They should value each other for further improvement and progression. With this view, Khanal (2006) has suggested to be collaborated. The teachers and the administration should be more flexible, responsible and collaborated. Therefore, the administration and the teachers must have the sense of professionalism for effective actions and progress.

Access to basic resources

Basic resources are the building block. Here, the basic resources refer to the physical infrastructures and materials i.e. building, room, toilet, water tap etc. that are needed

for the effective classroom management for effective teaching and learning activities. In this case, Bikaash said, for effective implementation of teacher training and teaching and learning activities, the teacher and students must have access to basic resources. They make teacher and student physically and mentally ready and strong that enhance learning. On the other hand, it also make easy to teach for teacher and easy to learn for students.

From the statement, it can be analyzed that though the administration and the teachers are responsible and capable for their own action, it's worthless until there is the access to the basic resources. So, as SSRP (2009-2015) has suggested that there should be guarantee of basic resources required for running educational program. With this it can be said that the required resources like benches, desk, and other physical materials. Therefore, there must be available and the teachers, students and the administration should have access to them.

Effective management skills

Teacher training provides different sort of knowledge, skills, techniques and strategies about classroom management. It makes teacher capable in managing classroom for effective teaching and learning. Here, management skills refer to the strategies of managing classes that is possible through training. In this regard, Bishal said, before taking training I used to manage class in traditional ways and even by threatening students. But, when I took training I learnt different strategies i.e. circle technique, 'U' shape and the techniques like giving work, dividing group, mentor choosing etc. for classroom management.

From above mentioned statement, it can be said that the teacher training provides different sort of techniques and strategies for classroom management. It helps in running the classes effectively. In this regard, no

reviewed documents have talk about the skills. However, they should be managed. Therefore, the teacher training provides effective ways of managing the classes for teaching and learning so every individual must have training and should apply it to the classroom.

Conclusion

There are many trained teachers in school level. From above findings, it can be concluded that there are different problems for implementing teacher training in the classroom they are poor physical facilities of the schools, lack of instructional materials, lack of collaborative culture among teachers, lack of financial support from authority. Likewise, there are other factors affecting in implementation of training they are weak monitoring and follow up support from school head teachers. It is also found that the teachers are not getting support from school supervisor and resource person to transfer the skills and techniques they have got from training. The implementation of the training is very important to promote the quality of students learning. So, the authorities need to be informed about the current condition of implementation of the training.

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