Application of Training Skills in Nepali Classrooms

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Abstract

This study aims to explore the application of training skills in Nepali classrooms. The study is conducted through secondary resources, such as websites, document analysis, and evaluating interrelated publications, articles, and journals, to examine one's own insight and sensory experience. Many problems and issues arise when transferring teacher training into classroom practice, including the lack of teachers, inefficient strategies and approaches to training, obsolete curricula, poor supervision services, insufficient empirical research, profit-driven education, etc. Applying teacher training skills in the classroom in Nepal appears to be especially unsuccessful, according to studies with a fifty percent success rate. However, a survey of the literature on teacher training in Nepal that is currently available reveals that not much has been accomplished in this area during the past few decades. This study focuses on theoretical applications, the current situation of teacher preparation, and integrating that knowledge, skill, and attitude into classroom activities.

Keywords*: Teacher Training, Classroom, Implementation, Motivation, Outcomes*

Introduction

The term "training" often refers to a person's professional development in any kind of employment. On the other hand, training refers to any type of programme that is set up to help people; both professionals and common people, increase their skills (Richards & Farrell, 2010). The term "professional development" often refers to the continual learning opportunities provided to educators by their districts and schools. The emphasis is on professional development aimed at enhancing teacher effectiveness and student results (Killion, 2010). The profession of teaching is thought to require specific knowledge that can only be acquired through the necessary academic preparation, experience, and training. A key component and tool for preparing competent teachers who shape the quality of instruction in the classroom and their own professional growth is teacher training. The purpose of teacher training is to acquire practical abilities that can be applied in the classroom, not just knowledge, a degree, and a certificate (Killion, 2010).

According to McDonald (2010), the primary professional development of teacher motivation and learning must be transferred. Richards and Farrell (2010) state that the two aspects of the teacher education tree are teacher development and teacher

training. Training refers to the activities that are specifically targeted towards a teacher's current duties and are often planned to achieve short-term and immediate objectives. Teachers are expected to act as responsible agents for the transformation of knowledge in a similar manner. They have a big impact on how the curriculum is interpreted, how pedagogy is developed, and how assessment activities are created. Teachers require a set of specialised abilities, know-how, qualifications, and characteristics that distinguish teaching from other professions. The skill of teaching calls for ongoing practice. In order to make teachers professionally competent and professional, teacher training is crucial and required.

Moskowitz and Hayman (1976) described teacher training as a learning process that includes knowledge acquisition, skill development, concept development, attitude change, and behaviour modification to improve teachers' effectiveness. Similar findings were made by Subedi (2015), who exposed that more project work is offered by trained teachers and that student engagement in learning has increased as a result of teacher training. As a result, it is believed that teacher training programmes are among the most crucial elements of education because they directly assist teachers in creating effective, efficient, systematic, and comprehensive learning environments.

The first training centre, according to the Asian Development Bank (ADB), as described in NCED (2011), was established in 1949 to prepare primary school teachers for basic school. The new teacher preparation programme known as normal school was established on September 9, 1954. Another important milestone in education was the establishment of the College of Education in 1956, the country's first institution of higher learning that awarded degrees to teachers. The National Education System Plan (NESP) established a distinction between trained and untrained teachers and made teacher training essential. The USAID-supported radio education teacher training programme was established under the MOE in 1980 with the intention of increasing teachers' opportunities and providing them with professional support (CERID, 2003). The Seti initiative, which offers short-term (21 days) and long-term (10 months) training to primary school teachers, was launched in the Seti zone with an assist from USAID. Likewise, the Science Education Development Unit (SEDU) was established in 26 districts to provide secondary school teachers with in-service training. It provided short-term in-service training to English, Mathematics, and Science teachers at the secondary and lower secondary levels. Similarly, the Ministry of Education implemented the Primary Education Development Project (PEDP) in 1992 with financial assistance from the ADB. In 1993, in partnership with PEDP,

the National Centre for Educational Development (NCED) set up nine Primary Teacher Training Centres (PTTCs) throughout the county. Nowadays, these PTTCs are referred to as Educational Training Centers (ETCs). The umbrella organisation, NCED, played a role in the training of teachers and delegated responsibility to PTTC and SEDP.

The School Sector Reform Plan (SSRP, 2009–2015) has given teacher training and development a higher priority. The objective was to guarantee that teachers had the information, knowledge, and abilities needed to effectively support students' learning processes. Short-term, need-based training was given to all teachers. It is regarded as being entirely practical and demand-based professional development for teachers. For both basic and secondary level teachers, the four stages of the teacher's professional career path have been identified: beginner, experienced, master, and expert. Similar to SSDP (2016–2023), the primary dimensions of SSDP's assumption of change include equity, quality, efficiency, governance and management, and resilience. The provincial level of teacher recruitment, appointment, and promotion will continue to be handled by the federal teacher service commission. Additionally, SSDP's TPD strategies focus on redefining institutional roles and responsibilities, conducting teacher training programmes, teacher performance appraisal systems, free and mandatory inclusive education, child-cantered pedagogical and participatory learning techniques, strengthening continuous assessment systems (CAS), offering short- and medium-term training programmes for teachers based on demand and needs, etc. Through Education Training Centres (ETCs) spread across the nation and other affiliated training providers, the National Centre for Educational Development (NCED) offers certification and ongoing training courses for primary and secondary level teachers. Various professional development programmes, including training, workshops, field trips, academic study, networking, and self-study, are also run by the organisation (NCED, 2010).

There seem to be many factors contributing to the lack of effort made by the institutions, the lack of effort made by the staff, and a weak management culture in the schools. Teachers' attitudes, the availability and adept use of new technology, the adoption of innovative teaching and learning methods, styles, and strategies, improvements in educational quality through the best use of learning resources, and a high degree of learning outcome are not satisfactory. The government of Nepal has been spending a lot of money on education. The administration has prioritised providing high-quality services in the educational sector. As a result, it has spent a significant amount of money over the past 50 years on teacher training (NCED, 2007). Around the nation, there are 25

secondary teacher training centres (ETCB) and 9 primary teacher training facilities (ETC). The government and funding organisations place a significant priority on teacher training. But the success of teacher training is not positive. The last three national achievement assessment studies on teacher training were unable to demonstrate a favourable connection between student accomplishment and teacher training. Similar to that, other studies have noted that training does not transfer well (CERID, 2002).

Despite these efforts, classroom instruction, according to Thapa (2012), has not been successful. In a similar vein, Kafle, Adhikari, and Thapa (2011) stressed that questions regarding the quality of community schools are being raised and that parents and their children are dissatisfied with the competence of community schools' accomplishments. CERID (2003) makes a similar claim, claiming that 50% of training skills transfer to real-world classroom settings. Khaniya (2006) went on to claim that a number of factors, including inadequate training, a lack of subject-matter knowledge, teacher motivation, a lack of adequate instructional materials, the learning environment in the classroom, and political pressure, are influencing and contributing to the ineffectiveness of the teacher's classroom activities. As a result, the scenario appears to make it difficult to apply the learning from teacher training in the classroom in order to advance one's career in classroom instruction. Today's schools must deal with a wide range of complex concerns, from implementing new technology in the classroom to educating an increasingly diverse population of students. Every year, programmes for teacher training are held. The majority of teachers have received teacher training and continue to do so annually. But do they put their training into practice in the classroom? Or do they have any issues putting it into practice in the classroom? These are the primary issues of my study. Therefore, the main objective of this study is to explore the application of training skills in Nepali classrooms.

The study by NCED (2010) demonstrated that teacher training improved teacher-student relationships, increased student engagement in their education, and increased teacher-given activities. Trained teachers also supported effective school administration. Teacher training promoted teacher confidence by providing them with new skills. The use of the training programme, however, has not yet shown any clear effects on teaching and learning. Similarly, research on the "Effectiveness of Teacher Training" conducted by DOE in 2006, states only one-third of the teachers have prepared or planned the lesson plan, be it mentally or in writing, in terms of getting ready for teaching. Many teachers were not used to any teaching aids. As a result, it was determined that the training programme did not provide teachers with the necessary preparation and usage abilities. Regarding

classroom administration, it was determined that the seating arrangement and general management of the classroom were both bad. Similar to this, there was a lack of student participation and no interaction between the students and teachers in the classroom.

Objectives

The objectives of this study are to explore the existing situation of Nepal in transforming learnt teachers' training into classroom practices and to find out perception about the transfer of learnt skill and knowledge in training session pursuant to document review.

Methodology

This work drew insights from reviews of theoretical, policy, and research reports, journals, and article materials. While conducting this study, an introspective design was employed to examine the researcher's own perceptions and sensory experiences. A thematic method was employed to analyse the data. One of the most popular types of analysis in qualitative research is thematic analysis. It is a widely used technique for analysing qualitative data. Thematic analysis is a technique for finding, examining, and reporting patterns (themes) within data (Braun & Clarke, 2006). Similar to this, Dumaguit (2017) defines the thematic approach as the act of integrating and combining numerous subject matters, topics, and issues. The term "themes" refers to the key concepts of the study that are developed through the classification and grouping of similar sorts of data. Secondary sources from books, research reports, papers, articles, journals, and other sources were employed to conduct the study. The information was analysed in a descriptive way.

Result and Discussion

According to the following examined literature material, articles, and journals, this study was consistent with the application of teacher training skills into classroom:

Professional development and best practices

According to Villegas-Reimers (2003), "professional development, in a broad sense, refers to the development of a person in his or her personal role" and that this process "has a significant impact upon teachers' beliefs and practices,

students' learning, and on the implementation of educational reform." In order to increase student learning outcomes, he adds, it is now considered a systematic process that facilitates teacher transformation in attitudes, beliefs, and practices. The term "professional development" is referred to as the cornerstone of change, in accordance with Fishman, Marx, Best, and Tal (2003). Teachers' pre-service and in-service professional development frequently aims to provide new skills or tools or improve already-existing ones. Teaching competences are complex mixtures of knowledge, abilities, understanding, values, and attitudes that result in successful action in certain circumstances (Galaczi, Nye, Poulter, & Allen, 2018). Thus, teachers' ongoing professional development is crucial for enhancing both their commitment and their educational performance and efficacy. Galaczi, Nye, Poulter, and Allen (2018) highlight how effective teacher professional development improves teaching and learning situations. It has the potential to be beneficial for the educational system as a whole as well as for teachers' practices and students' learning on a micro and macro level. According to Showers, Joyce, and Bennett (1987), the goal of professional development is to increase knowledge levels so that new practices can be continued and supported until they are embedded in routine practice. McLeskey and Waldron (2002) argued that the professional development approach exclusively depends on the participants ability to apply their newly acquired knowledge in their workplace.

Effective professional development characteristics have been outlined by Bull and Buechler (1997). These characteristics include: i) being individualized and school-based; ii) using coaching and other follow-up techniques; iii) participating in cooperation; and iv) integrating practices into teachers' daily lives. Effective professional development empowers teachers to actively plan, design, and conduct research in their own institutions and classrooms. Nishimura (2014) highlighted that practice takes place in each teacher's classroom to produce the most effective teacher learning and application. Kennedy and Shiel (2010) argue that to encourage teachers to have a better belief and confidence in their teaching techniques, observations, peer support, and frequent feedback are key components of professional development. Similarly, they state that peer coaching is the act of one teacher helping another strengthens their teaching abilities. According to Fullan (2007), cooperative planning, a part of professional development that enables educators to routinely get together, plan units, lessons, and distinguish and clearly define the roles and responsibilities required to promote inclusion.

Application of training skills in the classroom

The importance of this topic was reiterated by Baldwin and Ford's (1988) conception of training applications in terms of an input-process-output model. Given that it allows motivational and learning dynamics to interact, McDonald (2010) has stressed the transfer of training as an integrative notion in professional development. In order to properly fulfil professional progress, transfer must be given high attention. It is well known that teacher behaviour affects student performance. Defiantly, the concept of transfer of training is more controlled and relates to the application of the knowledge, abilities, and attitudes acquired through deliberate training experiences. Recent assessments of the transfer of training show its importance in both theory and practise (Blume, Ford, Baldwin, & Huang, 2010).

In-service training is often centralised and supply-driven in the context of Nepal. A few days each year, a select group of well-to-do teachers were removed from the classroom and brought to remote training centres, where they were lectured on how to act in situations that were frequently removed from their normal work environments and did not necessarily concern them. They were then sent back to an unchanging school, where they encountered a lack of interest without the opportunity to put their newly acquired skills to use in the classroom (Sinha, 2009). Singh (2007) claims that the inability to apply training techniques in the classroom may be due to a range of training-related issues. They fall into the following categories: insufficient local planning for teacher training; a lack of subject matter expertise; a failure to put knowledge and skills learned during training into practise, disorganised school environments; a lack of student-friendly classroom environments; irregularities between teachers and students; a lack of opportunities for additional professional development programmes; and a failure to address real-world issues in the classroom.

Wagle (2010) states that teachers dominated class, there was no use of lesson plans while teaching, teachers taught from the textbooks, primarily used the lecture method in the classroom, did not assign homework, had a lack of a warm relationship with staff, and ineffective classroom management were the main factors in the implementation of training skills in the classroom. Similar to this, he notes that non-training factors like inadequate school facilities, a lack of teaching materials, a lack of collaboration among teachers, a lack of economic and educational support for children from disadvantaged groups, and a lack of adequate monitoring and follow-up support from concerned authorities all

disadvantage the transfer of training skills into the classroom and professional development.

Effective teachers must have a clear understanding of their objectives, reflect on their own learning while instructing, be doubtful of standardised models and methods, expect uncertainty, learn about students' backgrounds, speak with co-workers and share experiences, have faith in their own judgement, encourage diversity in the classroom, take calculated risks, when necessary, acknowledge their own personalities, and strike a balance between support and challenge. Upadhaya (2014), Thapa (2012), and Singh (2007) highlighted that teachers with specialised training lacked the enthusiasm and skill-building required to promote a positive learning environment. This demonstrates that the teacher training had little to no impact and that they require additional support to practise these abilities in the classroom.

Problems and issues of application of training skills

Most of the responsibilities are fulfilled during training by trainers, trainees, and head teachers. Trainers perform less after training activities than trainees do before training activities. The job of head teachers is not emphasized prior to, during, or after the training. One of the main issues with the transfer of training is this (MOE, 2006). According to a number of studies conducted by Upadhaya (2014), Thapa (2012), Singh (2007), NCED (2000a, 2000b, 2002a, 2002b, 2010, 2012), CERID (2002a), MOE (2009), and PEDP (1993), the degree to which the skills learned during training are transferred during actual classroom teaching and learning is not as high as likely. These are briefly covered in the paragraphs that follow:

Lack of modern methods/techniques: According to CERID (2003), if teachers are not satisfied those modern techniques/methods can modify, or improve the classroom delivery; they are not of a mind to employ them. This kind of situation is most likely to arise if the training emphasizes knowledge transmission more than demonstration and practice. Practice and demonstration are essential instruments for assimilating ideas and applying skills.

Inability to quickly break bad habits: According to Singh (2007), English language instruction was not the norm in the class. It is crucial that teachers receive assistance in order to unlearn and get rid of old habits if the methods and strategies taught during training differ from those used in reality.

Ineffectiveness with regard to the subject: Particularly, several of the teachers faced issues since they lacked the necessary subject-matter expertise and English-speaking skills. This was clearly evident in the class that was being observed during the "Interactive Radio Instruction" programme that the Distance Education Centre, Sanothimi, ran a few years ago (NCED, 2012). Low-competency teachers were unable to understand the instruction given and, as a result, were unable to use the practical methods shown in the "Interactive Radio Instruction" programme (CERID, 2001).

Teachers' lack of interest and enthusiasm: It is remarkable that workshop participants lacked motivation, and the teachers' uninterested manner was a major contributing reason to the underutilization of training techniques in instruction. The teachers were not forced to put their newly gained skills to use because there was no follow-up, monitoring, rewards or punishments, or responsibility (Singh, 2007).

Confusion brought on by the excessive covering of techniques/activities. With too many strategies and exercises being recommended during teacher training, several educators appear confused. They emphasise that there wasn't enough time for practice and internalisation.

There are a few issues with the curriculum materials themselves. A subject-by-subject analysis (CERID, 2002a) exposed issues with the curriculum at the primary level as well as with several of the primary level textbooks and teaching manuals. For instance, in certain instances, the textbook and teachers' guides did not effectively cover higher-level curriculum objectives. Examples and activities like going to a health centre were inappropriate for elementary school-aged children. The explanation of textbook content in some places, such as the explanation of the bar graph concept and its application in a way that helped students understand it, was not relevant (Singh, 2007).

Teachers' avoidance of responsibility: Singh (2007) asserts that the main justifications for not using training skills typically centre on a lack of resources, such as time, money, space, encouraging individuals, a supportive family environment, dedication, and monitoring. Another issue that is frequently mentioned is overcrowded classes. These are teachers' escape mechanisms and a justification for not implementing training techniques in the classroom. However, it was challenging to use group work, individual attention, activities that required physical mobility, etc. in full courses with a large number of students.

ILAM Vol. 19, Issue 1, August 2023

Wrong belief that the course should be covered. Some of the teachers state that it takes a lot of time to employ exercises, games, group projects, etc. There might not be enough time to finish the course in such a situation. If the Teachers' Guide is followed and training skills are applied, it can be difficult to determine if a given course can be completed on time. It is not acceptable to finish the textbook material even if the students do not learn. They believe that even though students couldn't understand the material, it still needed to be covered.

Attention on outcomes. The tendency to want results right now is another obstacle. In order to conceptualise through repeated addition, it is preferable to memorise the multiplication table rather than the word meaning or sounds (Upadhaya, 2014; Thapa, 2012).

Conclusions

The practical use of knowledge, skills, and approaches acquired during the training plays a vital role in the classroom. There are many reasons why trained teachers may find it difficult to put their acquired skills into practice in the classroom, including limitations in their training abilities, doubt about newer techniques, an inability to easily break old habits, a lack of subject-matter expertise, a lack of motivation, indifference on the part of the teachers, and result-oriented focus. By closing the gap between the attitudes, knowledge, skills, and practices of teachers; improving teachers' competence and performance in understanding child psychology; balancing the supply and demand for new teachers by evaluating performance in actual classes; and developing and improving teachers' teaching methods, strategies, and techniques for implementing subject matter successfully in actual classes, we can create an environment that is conducive to learning. Better performance cannot be achieved with just these three elements, such as information, skill, and attitude. In order to provide great service, a trained teacher essentially needs management support.

Positive changes have been made to teachers' professional careers as a result of teacher training programmes. After completing a teacher training programme, teachers are better equipped to create and use new techniques and materials in the classroom, create and implement lesson plans, and effectively manage classrooms. But based on the aforementioned results, it can be mentioned that there are several issues with implementing teacher training in the classroom, including inadequate school facilities, a lack of teaching resources, a lack of a collaborative teaching atmosphere, inadequate monitoring, follow-up, and feedback, and a lack of administrative support. Therefore, this study assists the stakeholders in carrying out the training in terms of the materials, support, and resources available. In a similar vein, conducting, managing, and evaluating induction training for newly appointed

teachers, as well as the collection of courses in the teacher education programme, practices, strategies, policies, and provisions, should be updated to reflect the most recent developments in society, the workplace, and the globalized world.

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