

Problems Faced by English Language Teachers on Transfer of Training Skills

Bhim Lal Bhandari¹

blbhandari2024@gmail.com

Laxman Prasad Bhandari²

laxman@lbc.edu.np

DOI: <https://doi.org/10.3126/ljll.v4i1.73840>

Article History

Received: September 7, 2024

Revised: October 21, 2024

Accepted: November 17, 2024

Abstract

Transfer of training is a continuous process of applying the content, instructional knowledge, and skills learned during the training session into classroom practice. This study explored problems faced by secondary-level English language teachers on the transfer of training abilities in their classroom practices. The study was conducted using a narrative inquiry method applying unstructured interviews to get the required information. Four trained English language teachers teaching in four public schools in Rupandehi district were selected purposively. This research revealed pedagogical transformation through training was not satisfactory as the teachers partially transferred the learned knowledge and skills from training in the classroom delivery. Moreover, poor resources and overload, ineffective curriculum and TPD (Teacher professional development) training, poor collaborative culture, and inadequate administrative support were some problems to increase the rate of transfer of training skills. The study can contribute to providing insightful ideas to the teachers in the transformation of training skills.

Keywords: Class management, collaborative culture, instructional strategies, professional development, TPD training

Introduction

Transfer of teacher training is the ongoing process of putting content knowledge, skills, and teaching methods into practice. The content and the methodology are two components of preparation for teachers (Dack & Ann Tomlinson, 2025; Gryzun, 2018). Teacher training is a prerequisite to the job of teachers as it focuses on fundamental teaching strategies and methods that are frequently used by beginning teachers in pre-service education programmes

¹Bhim Lal Bhandari is an Associate Professor at Butwal Multiple Campus, Rupandehi, Nepal

²Laxman Prasad Bhandari is an Assistant Professor at Lumbini Banijya Campus, Rupandehi, Nepal

(Richards & Schmidt, 2005). It supports teachers to update teaching skills in their teaching careers and grow professionally. By imparting essential classroom teaching techniques, training assists the instructors in improving the quality of instruction (Li, 2024). Teacher training prepares and supports the teachers with the skills necessary to handle a job effectively and efficiently.

Training is the process of enhancing a worker's attitude, knowledge, and skills in order to enhance his or her performance at work. It is a short-term task-oriented activity tied to a job (Bhatia, 2005). As mentioned in the definition by Bhatia, training equips workers with the knowledge, and procedures needed to carry out a specific profession successfully and effectively when he/she becomes proficient in doing the job. Regarding this, Wallace (1991) asserted that training equips anyone for a certain skill in a job (as cited in Khanal 2006). Teachers can teach effectively only after receiving adequate knowledge and skills.

Effective teaching requires a particular set of knowledge, skills, and competence. When practising new techniques in the classroom during the training is typically observed, monitored, and given feedback from colleagues (Farrell & Richards, 2010). Teachers receive supervision, monitoring, and comment from training on practice. Balsara (2004) mentioned that the teacher preparation programme provides practical skills with a focus on classroom management and instructional strategies (as cited in Khanal, 2006). Teacher training provides necessary techniques for teaching the trainees to put theoretical knowledge into practice.

A component of teachers' professional growth is teacher training which helps teachers learn theories, acquire practical pedagogical knowledge to handle classroom activities, and solve the practical issues that arise during actual classroom instruction. Teaching skills include planning lessons, classroom management, and methods for introducing new educational materials, practising them, and improving students' mistakes (Richards & Schmidt, 2005). Thus, a teacher preparation course provides trainees with basic instruction, abilities, and techniques to teach effectively. Without being efficient, teachers cannot impart quality education to their students with suitable methods and techniques. Therefore, they must be familiar with current developments in the teaching profession.

Students' academic success does not appear to be as satisfactory as it ought to be. Although government institutions have been training teachers, the training programmes have not been able to deliver the promised results (Khadka 2000; Lawrent, 2025). The outcomes of knowledge and training transfer into the actual classroom fall short of the objectives of teacher professional development. Most of the community school teachers have received teacher training. However, in practice, student performance reveals that the outcome is less than satisfactory. The effectiveness of teacher training has not reached inside the classroom. To ensure that pupils are learning effectively, teachers must transfer their expertise inside the classroom properly. This problem can be addressed by successfully training the teachers and equipping them to teach effectively. However, the training of English language teachers has not been efficient in the Nepali setting. Additionally, laws governing teacher training have changed frequently without a thorough review and evaluation of the prior policies. It has also

been observed that teachers' opinions regarding the training are less supportive of their professional development.

The existing training materials had not been able to address the actual classroom problems. The trained teachers had not been able to demonstrate positive changes in classroom instruction (Wagley et al. 1999) due to large classes, student diversity, working under challenging conditions, and not using locally accessible materials. The training contents had not been able to address the real classroom issue such as large classes. There was no performance difference between trained and untrained teachers because of the four factors: training had not been comprehensive; it was not need-based, it had not focused on practical applications, and training skills had not been monitored on a scientific basis. In the same spirit, the CERID report (1999) revealed that the teachers were not satisfied with the performance of the trainers and the materials provided to them throughout the training session. The policymakers were criticized by the teachers for their unstable and unsuccessful policies, which they say were created with the hope of improving the teaching profession in Nepal. This led us to seriously consider that it will be worthwhile to research this issue surrounding the policy, practice, and potential future directions of English language teacher preparation for secondary school in Nepal. Therefore, the problem being addressed in this study is to explore the perspectives and practices of English language teachers transferring learned knowledge and skills from training. Hence, we decided to choose this issue as a pertinent research agenda. The analyzed training contents provided to the English language teachers can support overcoming the problems regarding the transfer of training skills. The study will be significant for policymakers to revise training programmes, deliver training for trainers successfully, and transfer their knowledge and skills to teachers.

We believe effective teacher training accelerates teachers to transfer novel ideas, information, and skills in real classroom teaching. The majority of public schools lack the proficient manpower, equipment, and materials necessary to implement the curriculum (MoE, 2016). In the past, pupils looked to their instructors as the only sources of knowledge. However, this is being changed. This research explores the condition of the transformation of training skills of secondary-level English teachers and the challenges they face. We intend to address why English teachers are reluctant to transfer training skills in their classroom teaching. The current study aims to explore problems faced by teachers on the transformation of training skills in classroom practices.

Research Questions

To accomplish this research study, we formulated the following research question. What problems do English language teachers face in transferring training skills in classroom practices? How do they address these problems?

Literature Review

Teacher training is one of the most studied topics in Nepal, and it is explored by government and non-governmental organizations as well as individual researchers. Transfer

in the workplace refers to how well trainees transfer their newly acquired information and strategies to the professional world (Jackson et al., 2019). The design and delivery of the training in a real work environment determine how effectively knowledge and skills are transferred (Bhatia, 2005). Customized training, refresher training, information and communication training (ICT), in-service training leadership training, material development training, and teacher professional development (TPD) training are offered by the Education Training Center (ETC) throughout the country. TPD training raises awareness of teachers to improve their performance in classroom practices (Salifu, 2024). Teachers must develop not just didactic and pedagogical abilities, but also educational reform skills, such as critical thinking, curriculum design, and implementation (Snoek, 2017). Teachers are trained through pre-service and in-service training. The transfer of learning depends on training inputs that include the trainee's characteristics, training scheme, and work atmosphere (Baldwin & Ford, 1988). TPD training becomes successful only when these core components are incorporated properly.

Trained teachers require improving the standard of instruction. The transfer of training is the application of pedagogical knowledge and skills learned during training to trainees' employment (Cheng & Ho, 2001; Yang et al., 2024). Teachers add new professional knowledge and skills and maintain their knowledge of theory and practice in order to feel more assured about what they are teaching and get better results from their pupils (Farrell & Richards, 2010). They apply the training-based knowledge and abilities to classroom activities. In this line, Subedi (2004) mentioned that the effectiveness with which trainees transfer their learning from a training context to the workplace is known as the transfer of training.

While designing the training curriculum, the needs of individual teachers and the needs of institutions need to be considered. By improving their pedagogical abilities, instructors become more professional and effective in changing the quality of education (NCED, 2017). TPD training that does not relate to the real classroom world, local context, and trainees' mental constructs, needs, and expectations, cannot achieve the desired goals. Training materials that do not take into account real-world classroom issues, the local setting, and the requirements and expectations of the trainees cannot achieve the desired objectives. Training content that does not consider real classroom problems, local context, and trainees' needs and expectations, cannot achieve the desired goals (Gnawali, 2008).

However, classroom management, preparation for lessons, use of teaching materials, appropriate techniques, child-friendly classrooms, and motivational techniques were not adequately transferred in the classroom (NCED, 2013). Teacher training is not very successful in transferring pedagogical skills and practical knowledge to real classrooms (NCED, 2014). The learner's experience with the instructional programme is enhanced by the teacher's ability to put theoretical knowledge into practice. Consequently, in their professional life, the teacher can be useful planners and skilled practitioners in the actual classroom (Acharya, 2019). Regarding classroom practices and the transfer of training, CERID (2004) found that in Nepal's primary schools, teachers predominate the teaching and learning processes in the classrooms, placing a greater emphasis on their instruction than that of the pupils. The

emphasis was on mindless memorization of textbook material. Child-centred education had not been implemented in terms of classroom procedures during the teacher training.

Likewise, Giri (2007) researched the transfer of training skills on B.Ed. graduates and found that the trained teachers were successful in transferring some training skills to classroom delivery. They were found to have good command over the subject matter and were confident in their subject. It indicated a lack of physical facilities, untrained teachers, inability to give up old habits, heterogeneous class, and some inherent problems as the barriers to transferring training skills. Similarly, Singh (2007) reviewed the situation of the transfer of training skills in the school room and explored the reasons for the non-transfer of training skills as well as the contributing challenging aspects in the transfer of training skills. However, Hora and Lee (2024) found that the pedagogical skills covered in the training were not transferred to classroom teaching despite institutional efforts. The authors also discovered that it was because of the absence of competency on the subject matter, lack of motivation, defects in training delivery modality, misconceptions regarding their overload, and the result-oriented focus.

In the same way, Bhandari (2011) conducted a study on the transfer of training skills in a real classroom situation and concluded that Nepalese teachers got the opportunities to learn about new teaching methods, but there had not been desired effects in the education system due to ineffective teacher training. Lack of standardization in training design and delivery methods among training institutions prevents them from producing instructors of high calibre (Acharya, 2024). It justifies the need for the investigation to determine the current state of the reform of teacher education. Desimone and Garet's (2015) study in the United States indicates five important characteristics- group engagement, continuous duration, coherence, and content focus - are necessary for professional growth to be fruitful. The goal of professional development training is to increase employee professionalism and the visible results for the target group. Capraro et al.'s (2016) study on professional development training indicated that training has improved students' academic performance. When the classrooms were of different levels and quality, the teachers' training greatly impacted the students' ability to learn. A study by Gautam (2016) shows that the Nepalese government has invested substantial resources in teacher training, aiming to enhance teachers' pedagogic skills and apply them in the classroom to improve student achievement. However, students' poor performance indicates that teachers have not effectively transformed the learned skills into classroom practice as progress in this area has been minimal over the past few decades.

Similarly, Budhathoki's (2017) study on teacher training indicated that teacher training was the most crucial, necessary, and significant for their professional development. Joshi's (2017) research on "Perceptions of Secondary Level EFL Teachers towards Teacher Training" indicated that the NCED training programme was fruitful for English language teachers in terms of teaching different language skills, methodology of teaching, use of teaching materials, content, and teachers' professional development. Kshetree's (2018) study in Nepal on basic school English teacher training shows the main causes of the unsuccessful implementation of TPD training were found to be the lack of proper care of the controlling authority, lack of

motivation for change in the teachers and the lack of sincerity in the trainers in conducting the training systematically.

Another study by Bhandari et al. (2022) on teacher training and pedagogical transformation in Gandaki Province, Nepal indicated that the pedagogical changes made by instructors as a result of training were insufficient to improve student performance. The study demonstrates positive attitudes among teachers, trainers, and head teachers regarding the positive contributions of training to high-quality education. However, they were unable to use training skills and information to change the way they taught, including how to manage the classroom effectively, choose and implement effective instructional strategies, and evaluate students' learning most effectively. The absence of teachers' pedagogical and professional commitment, the inadequate and outdated government training policies, the lack of regular monitoring, and the inadequate school facilities were the main barriers to the implementation and the transformation of pedagogical skills. Likewise, a recent study by Shrivastava (2023) indicates that teachers' levels of training and growth have a big influence on the degree of academic performance that pupils reach. Training programmes can help to strengthen a teacher's pedagogical skills.

Thus, to our knowledge, in Nepal, few studies have been conducted on the problems faced by teachers in the transfer of training skills. They showed that TPD training could not bring the expected transformation in teachers' classroom activities and students' achievements. They are also not very specific on the problems of transfer of training skills. However, they have informed the teachers of the need for learner-centred learning activities. Therefore, the present study is different from the previous ones as we found a contextual gap.

Methodology

For this study, we adopted a narrative inquiry research design because in order to tap into the social setting and culture in which instruction and learning take place (Webster & Metrova, 2007), and it is associated with the lived stories of our participants. We used unstructured interviews to collect data. We purposively selected four trained teachers teaching in four public schools in Rupandehi, Nepal to get in touch with those who had detailed knowledge about specific problems (Cohen et al., 2007; Dahal et al., 2024). We conducted in-depth interviews with them to get their accounts of the transfer of training skills and used their first language to delve deeply into their lives to uncover insights and firsthand knowledge. The in-depth interview is the most efficient procedure to explore detailed information covering the subject planned by the interviewer with straightforward communication in each other (Morris, 2015). We interviewed each English teacher to elicit the problems that they had faced with the transfer of training skills. We assigned pseudonyms to each participant to maintain privacy. Face-to-face interview data was descriptively transcribed and analyzed.

Theoretical perspectives

The transformational learning theory allows an individual to recognize, review, and change the organized thoughts, assumptions, and beliefs that influence our predetermined

actions, attitudes, values, assumptions, and beliefs (Mezirow et al., 2009). We chose this theory as this research study as it inspires teachers to update their new knowledge and skills to transfer them to real teaching.

Learners construct their own understanding and knowledge of the real world in which they live and work by experiencing and creating various things and reflecting on them actively. Vygotsky (1978) considers that the roles of culture and society, language, and interaction are important in understanding how humans learn. It provides a comfortable learning space as knowledge is socially and culturally constructed using interaction. When a teacher faces some problems in teaching, they share ideas they come up with the solution. Vygotsky et al. (2018) state that learning takes place through interactions with peers, teachers, and the world at large with the experience possessed by other individuals.

Results and Discussion

This section presents the collected information taken from the interviews of the participants with interpretation under one main theme and five sub-themes.

Problems in the transformation of training skills

The prime problem of training is to transfer skills to the trainees as in most training, the investment is high, and its output is low (Wenzel & Cordery, 2014). The teacher participants were enthusiastic to implement the learnt abilities in the class nevertheless they reported that poor resources and overload, ineffective curriculum and training, poor collaborative culture inadequate administrative support hindered them from transferring training skills and knowledge in the actual classroom situation. They have been discussed as follows.

Poor resources and overload

Teachers need resources for transferring training skills to real classrooms. The resources available in school affect the transfer of training skills. Inadequate resources and materials are major problems for applying the learnt skills. Without having sufficient time for planning the course, designing the activities, and constructing materials, they cannot implement the learnt skills from the training in teaching. In the same context, Manju stated, "We don't have enough time to make lesson plans and instructional materials. The curriculum of the TPD training is not designed based on our need so, it does not address the real situation of our classes." Her view revealed that teachers had limited time to prepare materials and lessons as training was not based on their needs.

Mohan shared his opinions in these words, "I am unable to apply all the learnt pedagogical skills in classroom delivery due to the lack of teaching resources and overloaded teaching hours." From his experience, it is evident that he did not have the required resources. Due to a lack of instructional resources and a lack of time, he was unable to apply the knowledge gained during the training sessions in his actual classroom settings. The success of the transfer of training as Baldwin and Ford (1988) claimed depends on the classroom

setting of the trainees.

Due to the large class size, a time constraint for course completion, and a lack of adequate materials and resources, transfer training skills were not effective (NCED, 2013). In this vein, Krishna mentioned, "It is challenging to apply instructional skills in the class because I have to take six periods in a day." His experience showed that workload was one of the obstacles to effective pedagogical transformation.

Mohan asserted, "I feel difficulty in bringing the training skills in my classroom teaching due to lack of time, large classes, and overload." This indicates that despite the teacher's efforts, they were unsuccessful in fully transferring their training skills to their real classrooms due to the large class, limited time, and the workload of teaching. The training programs were not found to be need-based or school-based (Acharya, 2000).

Ineffective curriculum and TPD training

Teacher training becomes effective only when the training curriculum is designed per trainees' real situations and needs. Only then teachers can transfer methods and techniques that they learned from the training. Acharya (2000) found that due to ineffective training, the classroom and management skills of the teachers were inadequate. To my knowledge, the lower rate of transfer of training skills in the Nepali context is due to the ineffective training curriculum. The trained teachers' performance was not satisfactory as it was found that teachers could only use the questioning technique properly (NCED, 2003).

Manju shared her story thus, "The TPD training curriculum does not address the real situation of my class and school environment. The trainers hardly asked me about my needs before the training." Manju's life story indicated that training sessions were not designed for trainees' real situations and needs. She felt the difficulty in transferring the training skills into real classroom teaching due to a lack of contextual training, lack of time, large classes and overload work. Training programmes were not adequate to address the requirements of the skilled teachers, which caused the low transfer of training. Participants' views are in harmony with Wagley et al. (1999). They contended the training materials had not been able to address the actual problems in the classroom.

Training programmes were not determined to be need-based and school-based since there was a gap between the training and the classroom practice (Acharya, 2000). The transfer of training skills was not found good due to the ineffective curriculum and inadequate training. In this vein, Wilson (2016) stated that colleagues lack the time necessary to properly and thoroughly prepare every detail of their classes. From the above perspectives and experiences of the participants, it is clear that curriculum and training are very crucial in the transfer of training skills.

The transfer of training skills in the workplace was challenging as the curriculum designers overlooked the different working conditions, available resources and environments in different places. Despite being trained, teachers had not been able to apply what they had

learnt in the training and bring about expected changes (Khadka, 2000) in class delivery.

Poor collaborative culture

The collaborative culture among teachers is crucial for the effective transformation and sharing of instructional ideas. Collaboration with teachers, parents and students makes teaching and learning better and more effective. Through collaboration, they can share new ideas and learn new teaching strategies from each other. In this line, Manju asserted, "I rarely interact with my pedagogical problems with my colleagues." Her lived experience showed that she never shared teaching-related issues and ideas with her colleagues.

Collaborative practice enhances learning because it focuses on achieving the required skills of the teachers. The transfer of training skills benefits greatly from collaborative sharing. However, many educators are unwilling to discuss their challenges and instructional practices with their peers. Regarding my question about the difficulties in the implementation of the learned skills, Krishna expressed, "By sharing pedagogical ideas and experiences, I can learn a wide range of things, but my colleagues often escape from working with their co-workers." Workplace often lacks cooperation among coworkers (Thashkeel & Byju, 2022). Due to the lack of collaboration among colleagues, the teachers did not share their pedagogical issues among them. Constructivists also claim that learning becomes effective when teachers learn by sharing new ideas (Wibowo et al., 2025). However, establishing a community of teachers for collaborative learning has become a popular approach in teacher development recently.

Inadequate administrative support

Applying the acquired pedagogical abilities in the classroom requires adequate administrative support for the teachers (Handini, 2024). Regarding inadequate administrative support, Mohan mentioned, "When my students speak up during a task discussion, administrators at the school accuse me of being a reckless instructor. So instead of using student-centred instruction, I frequently use the traditional mode of teaching." He narrated that he had an unpleasant experience trying to put the new skills into practice. The school management prevented him from routinely using the training skills. This indicated that another difficulty in using the acquired skills was insufficient administrative support.

In a similar vein, Sanju stated, "My students do not share ideas when I keep them under control," Sanju's actual familiarity revealed when teachers over-controlled students, they were discouraged from sharing ideas. Therefore, the learning environment must be learner-centred to meet the needs of today's learners. Her idea is reinforced by Johnson & Johnson (1989). They claimed that small groups of students working on the same task promote better learning (Friend, 2008; McKay & Sridharan, 2024). Proper administrative support can create an appropriate environment for adapting information and abilities to actual classroom circumstances.

Lack of regular supervision and monitoring

It is crucial to analyze teachers' teaching and identify strengths and weaknesses. Supervision helps in bringing supportive change in teaching and learning (Ubogu, 2024). Supportive and creative changes are expected to be brought by the supervision but participants narrated there is a lack of regular supervision of their teaching. In this context, Sanju stated, "After taking TPD training, we are trying to implement our learning, but there is no regular supervision and follow-up in our teaching by the head teacher or school supervisors." Her experience clearly shows that there is no supervision of their teaching to improve their instruction. Neither the supervisor nor the head teacher supervises the effectiveness of their teaching. Teacher supervisors have many different responsibilities for guiding less experienced or less capable colleagues. Co-coordinator or headmaster assists in fostering positive change in teaching and learning by supervising teachers' teaching. . The training knowledge and skills for pedagogical reform can be implemented through routine monitoring and a reward and punishment strategy (Bhandari et al., 2022).

Senior and experienced educators help in mentoring less qualified or less experienced colleagues (Bhandari, 2020). However, the findings suggest contrary results. In this regard, Manju asserted, "No one comes to our school to monitor the status of the trainee's skills after the training session. Neither have we got the reward nor the penalty for the transfer of the classroom skills from the local government and district education office." Manju's real experience indicated that after the training, there was a lack of ongoing supervision and follow-up from the principal, resource persons, and school supervisor as well as from the local government and district education office. Until and unless they believed the teacher, he/she could not make learning successful. Therefore, the problem that affects our teacher training programme is the lack of monitoring and follow-up since once the training period is over; there is no provision for knowing how the trainees are performing in school.

Conclusion and Implications

The study talks about problems faced by English teachers in the transfer of training skills in the real teaching context. The findings of the study reveal that teacher preparation programmes are not sufficient in applying skills for the job. It shows that trained teachers in most cases are not found to be successful in transferring the acquired pedagogical skills in classroom application. Although training skills support teachers to update and construct new information and skills, they partially transfer the learned instructional knowledge and skills to the actual classroom situation. Poor resources and overload, ineffective curriculum and training, poor collaborative culture and inadequate administrative support are some problems that affect increasing the rate of transfer of training skills. Therefore, this study indicates the huge gap between the teacher training environment and the actual setting.

Public schools need to upgrade their classroom infrastructure so that teachers may apply their knowledge and abilities effectively. Training packages with sufficient practice of teaching skills and the real needs of teachers need to be focused on training so that they can address the needs of the trainees and facilitate them to solve their problems. Moreover, a team

of skilled, competent, dedicated, and dynamic trainers should be involved in the delivery of teacher training. Furthermore, a collaborative culture among teachers should be established to share ideas among them. The head teachers, resource persons, and school supervisor should supervise and follow up with trained teachers regularly and assess their performance. The administrators of public schools should support the teachers to transfer the acquired skills for pedagogical reforms through routine monitoring and a reward and punishment strategy into real classroom teaching. The authorities should establish an efficient system for ongoing intensive follow-up support, and feedback, to the teachers to implement the pedagogical skills in real classroom situations efficiently. The study can contribute to providing insightful ideas to the teachers, head teachers, trainers, and researchers who face similar problems in the transformation of training skills. The study might contribute to authorities designing a need-based training curriculum in the days to come.

Because this small-scale qualitative study only involved four participants and used in-depth interviews without observing their real teaching, its findings cannot be generalized all over the nation. Therefore, an additional study can be done to address the restrictions covering a greater area and bigger population to have a clearer perspective of instructors on how to put their knowledge and skills into action for better performance of students.

References

- Acharya, K. P. (2024). Science Teachers' Professional Development at Tribhuvan University: Bridging the Policy-Implementation Gap. *ILAM*, 20(1), 40-59. <https://doi.org/10.3126/ilam.v20i1.67308>
- Acharya, P. (2019). Teacher professional development concept, need and challenges of teachers in Nepal. <https://www.academia.edu/23183560>
- Acharya, S. (2000). *Teacher training and its implication in classroom practice*. Unpublished theme paper on education sector review papered for World Bank.
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>
- Bhandari, A. B. (2003). Enhancing quality education through school supervision. Distance Education. MOE/ DEC.
- Bhandari, B. M. (2011). Teacher training for professional development. *Perspectives on Higher Education, TUTA, Vol. 6*.
- Bhandari, L. P. (2020). Teaching writing through task-based instruction: Exploring English teachers' experiences. *International Journal of Language and Literary Studies*, 2(4), 177-186. <https://doi.org/10.36892/ijlls.v2i4.466>
- Bhandari, N. B.; Paudel, P., Baral R. P., Sapkota, N. P., & Yadav, A. (2022). Training and transformation: implication of teacher training in community schools of Gandaki province. *Prithvi Journal of Research and Innovation*, 4(1), 60-74. <https://doi.org/10.3126/pjri.v4i1.50160>
- Bhatia, S. K. (2005). Training and development. DEEP and DEEP.
- Budhathoki, T. R. (2017). *Teachers' perceptions towards teacher training for professional*

- development [Unpublished M. Ed. thesis]. Tribhuvan University
- Capraro, R. M., Capraro, M. M., Scheurich, J. J., Jones, M., Morgan, J., Huggins, K. S., & Han, S. (2016). Impact of sustained professional development in STEM on outcome measures in a diverse urban district. *The Journal of Educational Research, 109*(2), 181-196. <https://doi.org/10.1080/00220671.2014.936997>
- CERID (2004). Effective classroom teaching-learning (Phase III): School-based assessment. Author.
- Cheng, E. W. L. & Ho, D. C. K. (2001). A review of transfer of training studies in the past decade. *Personnel Review, 30*(1), 102-118. <https://doi.org/10.1108/00483480110380163>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education (6th ed.)*. Routledge.
- Dack, H., & Ann Tomlinson, C. (2025). Preparing novice teachers to differentiate instruction: Implications of a longitudinal Study. *Journal of Teacher Education, 76*(1), 12-28.
- Dahal, N., Neupane, B. P., Pant, B. P., Dhakal, R. K., Giri, D. R., Ghimire, P. R., & Bhandari, L. P. (2024). Participant selection procedures in qualitative research: Experiences and some points for consideration. *Frontiers in Research Metrics and Analytics, 9*(1), 1512747. <https://doi.org/10.3389/frma.2024.1512747>
- Desimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development in the United States. *Psychology, Society and Education, 7*(3), 252- 263. <https://shorturl.at/TZok6>
- Farrell T. S. C. & Richards. J. C. (2010). *Professional development for language teachers*. Cambridge University Press.
- Friend, M. (2008). Co-teaching: A simple solution that isn't simple after all. *Journal of Curriculum and Instruction, 2*(2), 9-19. <https://doi.org/10.3776/joci.2008.v2n2p9-19>
- Gautam, G. R. (2016). Teacher training in Nepal: Issues and challenges. *Tribhuvan University Journal, 30*(2), 43–56. <https://doi.org/10.3126/tuj.v30i2.25540>
- Giri, R. (2007). *Transfer of training skills: A case of B.Ed. English graduates [Unpublished master's thesis]*. Tribhuvan University.
- Gnawali, L. (2008). Strategies and opportunities for English language teachers' professional development: A study report. *Journal of NELTA, 13*(1-2), 35-42.
- Government of Nepal Ministry of Education (2016). *Teacher competency framework*. National Centre for Educational Development.
- Gryzun, L. (2018). Integrative Approach to the Curriculum and Content Design for the Pre-Service Teachers' Training. *PEOPLE: International Journal of Social Sciences, 4*(2), 1446-1462.
- Handini, O. (2024). Contribution of Teachers' Pedagogical Competencies and Professional Competencies to Classroom Management. *Research Horizon, 4*(2), 1-8. <https://doi.org/10.54518/rh.4.2.2024.1-8>
- Harmer, J. (2007). *The practice of English language teaching*. Longman.
- Hora, M. T., & Lee, C. (2024). Does industry experience influence transferable skills instruction? Implications for faculty development and culture theory. *Innovative Higher Education, 1*-22.
- Jackson, D., Fleming, J., & Rowe, A. (2019). Enabling the transfer of skills and knowledge

- across classroom and work contexts. *Vocations and learning*, 12(3), 459-478.
- Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Interaction Book Company.
- Joshi, S. R. (2017). *Perceptions of secondary level EFL teachers towards teacher training*. [Unpublished M.Ed. thesis]. Tribhuvan University.
- Khadka, R. (2000). *Rise of class education: A study report for Action Aid Nepal*.
- Khanal, J. R. (2006). Trained teachers and teacher training: A research study. *Journal of NELTA*, 11(1-2), 120-129.
- Kshetree, A. (2018). *Policies, practices and prospects of basic school English teacher training in Nepal*. [Unpublished PhD dissertation]. Tribhuvan University.
- Lawrent, G. (2025). Initial teacher education under new school development: False policy promises and their implications. *Social Sciences & Humanities Open*, 11, 101240. <https://doi.org/10.1016/j.ssaho.2024.101240>
- Li, X. (2024). Research on the Impact of Teachers' Instructional Leadership on Classroom Teaching Quality. *Journal of Education and Educational Research*, 8(1), 82-86.
- McKay, J., & Sridharan, B. (2024). Student perceptions of collaborative group work (CGW) in higher education. *Studies in Higher Education*, 49(2), 221-234. <https://doi.org/10.1080/03075079.2023.2227677>
- MOE/ DEC NCED (2000). *Teacher training follow-up. A study report*. Author.
- Morris, A. (2015). *A practical introduction to in-depth interviewing*. Sage.
- NCED (1998). *Effect of the training program in classroom practice*. Author.
- NCED (2003). *Effectiveness study of teacher training*. National Centre for Educational Development.
- NCED (2013). *A research report on teacher professional development programme: Skill transformation issue*. National Centre for Educational Development.
- NCED (2014). *Effectiveness of teacher professional development (TPD) training*. National Centre for Educational Development.
- NCED (2017). *Teacher professional development curriculum*. Government of Nepal, Ministry of Education.
- Paulus, P. B., & Nijstad, B. A. (2003). *Group creativity: An introduction*. In *Group creativity: Innovation through collaboration* (Paulus, Paul B.; Nijstad, Bernard A. ed., pp. 3-11). Oxford University Press.
- Richards, J. C. & Schmidt, R. (2005). *Longman dictionary of language teaching and applied linguistics*. Longman.
- Salifu, I., Agyekum, B., & Nketia, D. (2024). Teacher professional development (TPD) in Ghana: constraints and solutions. *Professional Development in Education*, 1-18. <https://doi.org/10.1080/19415257.2024.2351947>
- Singh, G. B. (2007). Transfer of training skills-derivation from cases. *Journal of TESOL*, 1(1), 53-62.
- Shrivastava, A. (2023). The study related to teacher's training and their impact on the academic success of students. *Res Militaris*, 13(2). 4225-4239.
- Snoek, M. (2017 September 10). *Teachers as agents of change in responsive schools*. *School Education Gateway*. <https://www.schooleducationgateway.eu/en/pub/viewpoints/>

- experts/teachers-as-agents-of-change-i.htm
- Subedi, B. S. (2004). Emerging trends of research on transfer of learning. *International Educational Journal*, 5(4), 591-599. <http://iej.cjb.net>
- Thashkeel, A., & Byju, K. P. M. (2022). Teachers' emotions at work: The perceived role of supervisors and coworkers. *South Asian Journal of Management*, 29(4).
- Ubogu, R. (2024). Supervision of instruction: a strategy for strengthening teacher quality in secondary school education. *International Journal of Leadership in Education*, 27(1), 99-116. <https://doi.org/10.1080/13603124.2020.1829711>
- Wagley, et al. (1999). *A study on the monitoring of distance teacher training programmes*. Distance Education Centre.
- Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. Routledge.
- Wenzel, R. & Cordery, J. (2014). *Training transfer research: A manager's guide and bibliography*. Australian Institute of Management-Western Australia, Perth.
- Wibowo, S., Wangid, M. N., & Firdaus, F. M. (2025). The relevance of Vygotsky's constructivism learning theory with the differentiated learning primary schools. *Journal of education and learning (EduLearn)*, 19(1), 431-440.
- Wilson, G. L. (2016). Revisiting classroom routines. *Educational Leadership*, 73 (4), 50-55.
- Yang, M., Lowell, V. L., Exter, M., Richardson, J., & Olenchak, F. R. (2024). Transfer of training and learner attitude: a mixed-methods study on learner experience in an authentic learning program. *Human Resource Development International*, 1-25. <https://doi.org/10.1080/13678868.2024.2361178>