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Training and Transformation: Implication of Teacher Training in Community Schools of Gandaki Province

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ABSTRACT

This paper analyses the implication of Teachers' Professional Development (TPD) training in pedagogical transformation in community schools in Gandaki Province, Nepal. It followed sequential explanatory mixed methods research design. The sample size of this study comprised selected 45 secondary level TPD trained teachers purposively from Kaski, Tanahu, and Syangja Districts of Gandaki Province from five schools from each district. The quantitative data were collected through questionnaire survey with teachers and the qualitative data were collected through Focus Group Discussions with trainers and head teachers separately. The analysis of data reveals that pedagogical transformation through training is not satisfactory. For the effective implementation of training knowledge and skill of training, the coordination among all the stakeholders needs to be harmonious. The training curricula, trainers' knowledge and skill, and teaching context should be updated and improved as per the current social situation. Besides, the teachers' motivation and devotion are the key elements for adequate pedagogical transformation. The study concluded that regular monitoring with a reward and punishment policy can implement the training knowledge and skill for pedagogical transformations.

KEYWORDS: TPD training, pedagogical transformation, classroom management, instructional strategies, teacher

INTRODUCTION

Teachers play pivotal roles in enhancing the quality of education in schools. They should be equipped with the required knowledge, skill, and attitude. For this, they

should be given in-service trainings which upgrade professional competence along with imparting knowledge of curricular change (Bhan, 2006). Nepal government and the Ministry of Education, Science and Technology has formed the Center for Education and Human Resource Development (CEHRD) which has been designing teacher training curriculum and giving trainings to community school teachers through its various training centers across the country. In collaboration with CEHRD, Education Training Center (ETC), Gandaki Province also has been providing various types of training to the community school teachers in the province.

Education Training Center (ETC) Gandaki provides various types of training including Customized Training, Refreshment Training, Information and Communication Training (ICT), In-service Training for Technical Assistant, Training for especially abled teachers, Leadership Training, Materials Development Training and Teacher Professional Development (TPD). These trainings have been designed to serve various purposes. The TPD training aims to develop professionalism and efficiency of teachers to transform quality of education by enhancing their pedagogical skill (NCED, 2017). Previously, TPD training was conducted in a series of three sessions. Each session consists of ten days training workshop followed by self-study exercise and instructional counseling. Now, TPD training consists of two phases. Each phase consists of two inter-related parts: training workshop for ten days and forty- five days' self-study exercise along with project works which is considered equivalent to five days face-to-face training. Many secondary level community school teachers of Gandaki province have taken this training for their professional growth. In this way, Nepal government has invested a huge amount of money, time and resources for providing various types of trainings at different stages of teachers' career. However, general perception of people and research conducted in the area (Gautam, 2016) question about the implication of such trainings in enhancing quality of education which is reflected in pedagogical skills of teachers and achievement of students. The various factors account for the inadequacy of professional teachers' trainings in achieving the targeted goal. The teacher training curricula are based on theories and approaches developed by foreign experts. The imitation of such approaches developed in foreign cultural and social contexts sometimes fails to address local issues. Similarly, the problem also lies with the trainers. They fail to meet the expectation of trainees in imparting insight of the subject matters and innovative pedagogical skills. Moreover, the teachers face unfavorable working conditions such as political interferences and inadequate resources in their schools which hinder in implementing the knowledge they have got in training. Most importantly, the teachers lack motivation to be innovative in teaching and collaboration with different stakeholders. Such scenario logically leads to raise question on the implication of teachers' trainings. The following section makes a brief survey of literature about teacher training.

REVIEW OF LITERATURE

The section reviews the theories and previous studies of teacher trainings. The history of teacher training reveals the evolution and application of distinct theoretical positions (Hill-Jackson & Lewis, 2010). The first perspective gives primary importance to efficiency in subject matter and treats method or practice as of secondary importance. The second position gives due importance to efficiency in method or practice over the subject matter. The third position recognizes the contextual dimension in realizing the efficiency of teaching and learning. It asserts that efficiency relies on the selection of subject matter about the jobs to be done. Finally, giving equal importance to subject matter and methods, the fourth position invites the concurrent mastery of subject matter and skill (Bastian, Patterson, & Pan, 2015). Though these positions have their period of

inception, growth, supremacy, and decline, there are supporters of each of the theories working even today. The majority of teacher-training institutions at present follow the fourth position, as Woodward (1991) argued, to produce teachers who have good knowledge of subject matter and is proficient in professional skills. In this sense, teacher training serves dual purposes: enhancing pedagogical skills and enriching subject matter.

Teacher education programme acknowledge the seminal role of the teacher in education. The success of the instructional process largely depends on what and how aspects of teachers' delivery. Teachers must develop not only pedagogical and didactical skills, but also educational change skills, such as critical analysis, curriculum design, and implementation (Snoek, 2017). So, teachers are trained either before their teaching career as pre-service training or during their teaching career as in-service training.

Particularly, there has been a trend away from behavioural theories of teaching and learning, which are aligned with many educators, and toward more constructivist, sociocultural, and contextual theories of teaching and learning. In-service teacher education has changed from one-time seminars when a subject matter expert lectures instructors to more professional learning opportunities where teachers participate in communities of learning to dissect content, evaluate teachers' instruction, and assess students' thinking. Through this progression, the terms "in-service teacher education" and "professional development" (Koellner & Greenblatt, 2021, p. 68) have evolved to mean the same thing. These patterns and the many conceptualizations of teaching and learning used in the area of education have wide yet significant consequences for pre-service teacher preparation and professional development.

Professional development trainings theoretically put the aim to develop professionalism in the employee and the visible outcome of the targeted group. Capraro et al. (2016) in the context of professional development training have made a study on urban high school students and their outcomes. The study was made when the schools were most unsuccessful in their result and outcome of the students. The finding of the research indicated that the professional development training has raised the achievement of the students. Students' learning ability was improved in high quality with trainings to the teachers when the classrooms were of diverse level and quality.

In the context of medicinal practitioners, professional development training has the important role that the research in medical practice field indicates. The research was made on evidence based methodology to the occupational therapist through online mode. The theoretical knowledge is to be converted in medical practice and the research was conducted over fifteen practitioners and the conclusion is found that, all participants' knowledge of evidence-based practice increased. All participants reported an increase in using evidence-based practice to make decisions about student goals and benchmarks (Lawdis, 2017). The trainings develop the confidence level, increase the decision-making power and also increase the evidence-based practice so professionalism develops and the outcome of the work naturally increases.

Dedousiset (2014) in the context of professional development training and bullying to the girl students have made a research. The study was made over 326 girl students and teachers and they were trained with psychologists and other trainers. The outcome of the training was so good that they developed the self- efficacy over such bullying. The teachers also got the practical knowledge for intervention in such situations. Trainings are not only for teaching and learning but also for other qualities of professionalism and self -powering. The outcome is not only on academic result but also for the development of self, against harms and for tackling over the difficult situation.

All the above theories and researches have underscored the importance of training to enhance the skill and competence of teachers and the outcome in the student's

results. However, the academic achievement the students of community schools in different national level examination like Secondary Education Examination is not very much encouraging despite the fact that many of the teachers of community schools have obtained various types of training in their teaching career. The present study explored the connection of teacher trainings and pedagogical transformation. The present study included TPD Training as it has been given many secondary level teachers of Gandaki province. In the present study, the implication of the TPD Training has been studied through sequential explanatory mixed method which is briefly discussed in the following section.

METHODOLOGY

This study followed sequential explanatory mixed methods research design. In this design, the data were collected in two consecutive phases over a period of time where the quantitative phase is followed by the qualitative phase (Creswell, 2014; Terrel, 2012). The researchers first collected and analyzed the quantitative data and being based on the outcomes of the first phase, qualitative data were collected and analyzed. Blending data helps a stronger understanding of the research problem and supports to derive a suitable and effective conclusion (Creswell, 2014). The findings derived from the quantitative data set are used to contextualize the qualitative data and qualitative data enhances and enriches the findings to explore the actual context and generate new knowledge (Creswell, 2013; Mason, 2006). The output of the first phase was taken as the base for planning the second phase. In this research, the researchers collected quantitative data through questionnaire survey and qualitative data were collected from Focused Group Discussion. Finally, both the data sets were integrated and discussed. The study area for this study was Gandaki Province. The total population of this study was all the secondary level teachers, head teachers and teacher trainers of the community schools. Due to the constraints like scope and objective and time, 15 community schools from three districts namely Kaski, Tanahun and Syangja of Gandaki Province and an Educational Training Centre (ETC) from Gandaki province were purposively selected. Five schools from each district and 3 teachers from each school were selected purposively. From the selected 15 community schools, 45 secondary level TPD trained teachers were also purposively selected for survey. Generally, 40 participants are supposed to be an appropriate number for most of the quantitative studies (Budiu & Moran, 2021). To make the study, more representative and proportionate, 45 teachers were involved for the quantitative data in the study. Among the selected trained teachers, 10 were females and 35 were males and their age ranges from 25-50 years. All of them completed three modules/ two phases of TPD training and were 8-20 years of teaching experiences. Moreover, 10 head teachers from the sampled 10 community schools were selected for Focused Group Discussion. All the head teachers were experienced more than 20 years and bore the role of head teachers from 4-8 years. The head teachers were purposively selected from the different schools than that of the teachers were involved for survey. Moreover, the study also conducted Focus Group Discussion with purposively selected 10 teacher trainers specified in the roster of the Education Training Center of Gandaki Province. The collected data were discussed in the critical frame of Jefferess's (2008) transformation model which underscores transformation in perception, material condition and human relationship.

RESULTS AND DISCUSSION

This section presents the results and discussion of data analysis of both types of data: quantitative data collected through a questionnaire survey conducted among TPD

trained teachers and qualitative data collected through FGDs among teacher trainers and head teachers. After the separate analysis, the final part of the chapter integrates and discusses both types of data in the critical frame of Jefferess's (2008) transformation model.

Quantitative Data Presentation and Analysis

Quantitative data were collected through a questionnaire survey with TPD trained teachers of purposively selected fifteen community schools of Kaski, Tanahu and Synagya districts of Gandaki Province. The questionnaire based on J. H. Stronge's (2007) teacher's skill check list includes mainly two important areas of teaching activities: classroom management and implementing instruction. Teachers' responses were recorded on five point Likert scale as strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). A cut-off point value of 3.0 was used to demarcate teachers' agreement and disagreement in the given statement. The mean above 3.0 shows agreement whereas less than 3.0 shows disagreement. The succeeding section discusses teachers' responses on different parameters of these areas.

Classroom Management

We divided Classroom management into Classroom Management and Classroom Organization skill of a trained teacher. We included eight parameters of Classroom Management and collected responses of TPD trained teachers. Table1 shows teachers' responses to these eight aspects of classroom management.

Table 1
Teachers' Responses Towards Classroom Management

Statement Questions	Teachers' Responses in %					M	S.D.
	SA	A	N	D	SD		
I use consistent and proactive discipline.	29.55	63.64	6.82	0	0	4.228	0.631
I establish routines for all daily tasks and needs.	37.78	53.33	6.67	2.22	0	4.267	0.64
I orchestrate smooth transitions and continuity of classroom momentum.	20.48	58.82	20.48	0	2.27	4.014	0.587
I balance variety and challenge in students' activities.	33.33	48.49	17.78	0	0	4.14	0.612
I engage students in multitasks.	46.67	51.11	2.22	0	0	4.445	0.681
I am aware of all activities in the classroom.	54.55	38.64	6.82	0	0	4.478	0.689
I anticipate problems in classroom.	18.18	59.09	18.18	4.55	0	3.909	0.567
I use space, proximity, or movement around the classroom for nearness to trouble spots and to encourage attention.	46.67	46.67	6.67	0	0	4.4	0.671

(source: Field Visit)

[SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree, M= Mean, S.D.= Standard Deviation]

In a class, a trained teacher is expected to use consistent and proactive discipline to manage the classroom effectively. Most of our respondent teachers agreed on it as the

mean of their response is 4.228 with a standard deviation of 0.631. Similarly, the majority of the teachers showed their agreement to make a daily routine for their class. The mean of their responses is 4.267 with a standard deviation of 0.64. In the same way a trained teacher needs to coordinate different activities with smooth transition in a classroom. The mean calculation to the answer of this parameter is 4.024 with the standard deviation of 0.587. We also asked teachers whether they balanced the varieties in the classroom activities. The mean of their answer is 4.14 with a standard deviation of 0.587 to this parameter. The varieties of activities also engage students in multitask. About engaging students in multitasks, the majority of teachers agreed as the mean calculation of their answer is 4.445 with a standard deviation of 0.681. Managing the classroom also entails teachers running all activities in classroom as per their plan and purpose. The mean of their answer is 4.478 with a standard deviation of 0.689 to this aspect of Classroom Management.

A trained teacher needs to anticipate the potential problems in a classroom. About the need of preparedness to the potential problems, 3.909 is the mean calculation with a standard deviation of 0.567 of the answer of our respondent. The use of space in classroom and movement of teachers help motivate students and discourage the troublesome activities in classroom. We also asked our respondent teachers about use of space, proximity and movement around the classroom. The mean of their answer is 4.4 with a standard deviation of 0.671. In this way, the mean value of the responses of TPD teachers in these eight aspects of effective classroom management exceeds cutoff point 3.0 which ranges from 3.909 to 4.4 with marginal variations in the standard deviation calculations. So, they agreed that TPD training has been beneficial in managing their class.

Classroom Organization is another important aspect of teaching learning activity along with classroom management. For organizing classroom, the trained teachers should handle routine tasks properly, prepare teaching materials in advance and organize space of the classroom properly. Table 2 shows calculation of TPD trained teachers' responses to the different aspects of Classroom Organization.

Table 2
Teachers' Perspectives on Classroom Organization

Statement Questions	Teachers' responses in %					M	S.D.
	SA	A	N	D	SD		
I handle routine tasks promptly, efficiently, and consistently.	59.09	38.64	2.27	0	0	4.568	0.712
I prepare materials in advance and has them ready to use.	31.11	46.67	20.0	2.22	0	4.067	0.597
I organize classroom space efficiently.	64.44	26.67	6.67	0	2.22	4.511	0.698

(source: Field Visit)

[SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree, M= Mean, S.D.= Standard Deviation]

The mean of the answer of our respondents is 4.568 with a standard deviation of 0.712 in handling routine tasks effectively and consistently. In the same way, the mean of the response is 4.067 with a standard deviation of 0.597 to the parameter of preparing teaching materials in advance. Likewise, with the need of efficiently using space of classroom 4.511 is the mean with a standard deviation of 0.698 of the responses of TPD

trained teachers. The mean calculation of these responses exceeds the cut-off point: 3.0. Moreover, there is marginal variation ranging from 0.597 to 0.712 in standard deviation calculation. The marginal variations in the answer show that most of our respondent teachers either strongly agree or agree with using routine task, preparing materials in advance and proper use of class room space. Besides organizing classroom systematically, instructional strategies of a teacher remain crucial in pedagogical transformation.

Implementing Instruction

We included selection of proper instructional strategies and organizing content of subject matter in implementing instruction. Table 4 shows teachers' responses on four different statements about instructional strategies.

Table 4
Teachers' Perspectives on Instructional Strategies

Statement Questions	Teachers' responses in %					M	S. D.
	SA	A	N	D	SD		
I employ different techniques and instructional strategies, such as hands-on learning.	35.56	57.78	4.44	2.22	0	4.267	0.64
I stress meaningful conceptualization, emphasizing the students' own knowledge of the world.	33.33	55.56	11.11	0	0	4.222	0.63
I suit instruction to students' achievement levels and needs	30.23	60.47	6.98	2.32	0	4.186	0.622
I use a variety of grouping strategies.	17.78	64.44	15.56	2.22	0	3.978	0.58

(Source: Field Visit)

[SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree, M= Mean, S.D.= Standard Deviation]

Table 4 exhibits that the mean point of the responses is 4.267 with a standard deviation of 0.64 in using varieties of instructional techniques in the classroom. In the same way, the mean of the responses is 4.222 with a standard deviation of 0.63 in stressing meaningful conceptualization relating to students' real world knowledge. To the next statement: to suit instruction to students' achievement levels and needs, the mean of the answers is 4.186 and a standard deviation is 0.622. To use a variety of grouping strategies, the mean of the answers is 3.978 with the standard deviation of 0.58. The mean of the responses of teachers in different aspects of instructional strategies is higher than the cutoff point 3.0 and the variation of responses ranges from 0.58 to 0.64 in standard deviation calculation. These figures show that most of our respondent teachers agreed on effectiveness of TPD training in enhancing their skills of instructional strategies. Moreover, effective delivery of content and meeting expectation of students are also part of instructional aspect of a teacher.

For effective pedagogical transformation, a trained teacher should handle the content of subject matter and set the expectation with students. We included setting the expectation, offering guided practice, stressing on student responsibility and

accountability and teaching metacognitive strategies on learning progress in this parameter. Table 5 shows the responses of our respondents in these areas.

Table 5
Teachers' Attitude Towards Content and Expectation

Statement Questions	Teachers' responses in %					M	S. D.
	SA	A	N	D	SA		
I set overall high expectations for improvement and growth in the classroom.	20	55.56	22.22	2.22	0	3.933	0.571
I give clear examples and offers guided practice.	66.67	28.89	4.44	0	0	4.622	0.725
I stress student responsibility and accountability in meeting expectations.	25	61.36	6.82	6.82	0	4.045	4.045
I teach metacognitive strategies to support reflection on learning progress.	18.18	54.55	27.27	0	0	3.909	0.567

(Source: Field Visit)

[SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree, M= Mean, S.D.= Standard Deviation]

Table 5 shows that the mean of the responses is 3.933 with a standard deviation of 0.571 to the first aspect: setting overall high expectations for improvement and growth in the classroom. Similarly, the mean point of responses is 4.622 with a standard deviation of 0.725 to giving clear examples and offers guided practice. In making students responsible and accountable in their learning process, the mean value is 4.045 with standard deviation of 4.045. In the same way, teaching metacognitive strategies to students the mean value of the responses is 3.909 with a standard deviation of 0.567. In this way, the mean calculation of the responses of TPD trained teachers exceeds the cutoff point 3.0 which means they all agreed on effectiveness of TPD training in managing the content of subject matter and the expectation of students.

In recapitulation, the survey questionnaire includes mainly two areas: classroom management and implementing instruction. These areas have been further divided into various parameters. There are various statements in every area in which teachers have responded their answer. The mean calculation of their answers exceeds the cutoff point 3.0 with marginal variation which means they agreed on effectively implementing the skills they have learned in the TPD training to transform their pedagogical skill.

Qualitative Data Presentation and Analysis

This section caters for the thematic presentation and analysis of the results based on the Focused Group Discussion (FGD) which are divided into two major themes (a) Training boosts up the quality and skills of teachers for classroom management and (b) training becomes tools for better classroom instruction.

Training Boosts up Teachers' qualities and Skills for Classroom Management

Adequate classroom management can be one of the indicators of showing teachers' quality in teaching. A good teacher is supposed to have adequate knowledge and skills of proper classroom management for making teaching learning activities interesting, effective and efficient. The knowledge and skills obtained from teacher

training can be the key mechanism to meet educational standard, and maintain adequate classroom management. Effective classroom management incorporates maintaining students' discipline, planning the daily lessons and the tasks, establishing and balancing transitions in the classroom presentation and continuity of the classroom momentum, engaging students in a variety of tasks, balancing the varieties and challenging the students, anticipating the possible magic moments, and establishing proximity (Stronge, 2008). A trained teacher is expected to be significantly different from novice one managing all these aspects of classroom management. Both teacher trainers and head teachers agreed that training enhances teachers' skill and knowledge for proper classroom management.

Regarding the classroom management skill of TPD trained teachers in the post training phase, T1 states, "Trainings are focused more on subject content than pedagogical skill transformation like classroom management, classroom organization, seating arrangement of students". Similar to this, T2 concedes, "Focus of the training is not according to a classroom situation. The ground realities of the working condition of teachers differ than the training session and context of ETC". The training context and implementation context do not assimilate with each other, teachers feel difficult to transfer their skills and knowledge even if they received a good quality of knowledge and are willing to implement it into their pedagogical practices. Revealing this fact, T3 mentions, "Teachers are satisfied with their training and the performance of trainers. However, the trained teachers do not translate their skill and knowledge of training in classroom management". Agreeing with this, H1 argues, "Untrained teachers' performance seems better than trained teachers however trained teachers are better equipped with pedagogical skills." These accounts show that trained teachers are unable to transfer their post-training skills and knowledge in proper classroom management as they should.

Both the trainers and head teachers agree that training can be a means for effective pedagogical transformation tools but a kind of gap can be seen in the number of trainings the teachers received and the proper implementation of the training skill into classroom management. In this context, H2 states, "Teachers take more trainings but implementation of the training skill is not done properly". The accounts expressed by both teacher trainers and head teachers show the poor transformation of training knowledge into the real practical world. T5 in this backdrop expresses that the group discussion, management of the class, student centred approach whatever the things discussed in training are not practicable in classroom. During the focus group discussion, all the trainers claim that lessoning planning is focused in the training package and the teachers are engaged in practical activities so that they feel comfortable in implementing it in the classroom, but head teachers from their experiences and observation of the trained teachers' classes, state that lesson plans are only for formality and occasionally used, and in fact they are burden for the teachers.

The similarities between training and teaching contexts may have affirmative results in managing classroom. But, T3 concedes, "The real class room situation and class room problems faced by teachers are not adequately discussed in the training". The lack of context and need specific training can be a barrier for the pedagogical transformation of the teachers. T3 in this context states, "Pedagogical skills, content knowledge, project works are instructed better in training, teaching materials are provided, and are encouraged to construct teaching materials". But head teachers rarely found the trained teachers constructing and using the materials in the classroom. In this situation, H1 states, "Multimedia are provided but they are not used regularly. ICT class rooms are set up they are not used as they should be". Contrast to this, as a trainer as well as a teacher, T11

claims, “Classroom infrastructure, the condition of desk and benches of our schools do not support the teachers to transfer their knowledge into practice. We have fixed furniture and lack of ICT friendly interactive classrooms”. Revealing the bitter experience as a teacher as well as a trainer, T9 shares, “Training encourages teachers for interactive classroom which is likely to produce noise in the classroom. The noisy class is the matter of objection sometimes by the head teachers or other teachers teaching in the adjoining classrooms”. Interactive classroom, project work, research based teaching are major tools for transformation of knowledge and skills.

Another important aspect in classroom management is maintaining discipline. A TPD trained teacher is expected to have sound skills and knowledge to maintain proper discipline in the classroom through affirmative actions. In this issue, T4 expresses, “Training enables teachers to manage classroom without using strict traditional measure of discipline like corporal punishment of using stick.” However, in the experiences of the head teachers, “Trained teachers seem reluctant to provide psychological counseling to low achievers and problematic students”. These accounts show that TPD trained teachers are unable to transfer their training knowledge and skills in adequate classroom management in their post training career.

Training is a Tool for Better Classroom Instruction

Active participation and engagement of the students in language learning is possible using students’ friendly techniques and strategies. A TPD trained teacher is supposed to equip with tricks and activities for effective, complete, accurate and successful delivery of the course content in lively and student friendly manner. Adequate selection of instructional strategies facilitates a teacher for better pedagogical transformation. Sharing the experiences as a teacher trainer, T6 states, “Training includes many aspects of instruction strategies but I am in doubt whether they are really implemented in classroom”. In the same vein, T2 expresses, “Training curriculum and session focus on enhancing instructional strategies of teachers”. In contrast to this, H2 states, “Training is meaningless; it is not skill based, not technique based but only content base”. Successful implementation of classroom instruction and proper transformation of pedagogical knowledge and skills obtained through training is possible with teacher will power.

The effective and student friendly content presentation is expected more from the trained teachers than those of novice and untrained ones. But as a head teacher, H7 does not agree with this belief and claims, “Even though teachers are trained, they prefer to use traditional pedagogies: teacher centred method rather than presenting the content in child friendly manner.” Both the trainers and head teachers state that trained teachers are unable to transfer their knowledge and skills due to peer influences and contextual limitations.

The insufficient transformation in instructional activities can be due to the multi-tasks assigned to the teachers at workplace. In this issue, as a teacher as well as head teacher, H8 shares his experiences:

Teachers are trained a lot in instructional strategies, effective content delivery and students in the classroom. They know a lot of things during training session and promised to use them in their real classroom. But when they come back to their school, they are assigned with six/seven periods per day which is really overload for them. They cannot think and get sufficient time for planning the course, designing the activities and constructing materials.

Similar to this account, T6 states, “Teachers eagerness emerged during training session to implement instructional activities gets killed when there are differences between school

environment and training centre environment". Teachers' workload can be one of the barriers for effective pedagogical transformation.

Data Integration and Discussion

This section integrates two types of data: quantitative and qualitative analyzed separately in the previous sections and discusses them simultaneously. Both types of data were used for better understanding of the phenomena being explored: teacher training for pedagogical transformation. Moreover, the deficiencies of one type of data are reduced by the strength of the other which improve the credibility and validity of the study (Bans-Akutey&Tiimub, 2021). The integrated data analysis employs Jefferess's (2008) theory of transformation.

Jefferess (2008) postulates his theory in the context of postcolonial resistance and dynamics of social transformation which is equally applicable in the context of pedagogical transformation. Jefferess (2008) insists on mutual interdependence, affirmative human connection, alteration of material condition and the role of individual agency in meaningful social transformation. The pedagogical transformation also incorporates mutual interdependence and affirmative relationship of all the stake holders: trainers, head teachers, teachers, students and guardians. In the same way, it involves in changing material condition and structure of school and classroom by initiation of trained teachers. The following section analyzes the contribution of teachers training in transforming pedagogy through changing material condition and human relationship by integrating both qualitative and quantitative data.

Classroom Management: Material Condition

Classroom management and organization are essential in changing existing social and physical structure in order to transform pedagogy. The mean of responses of our respondent teachers ranges from 4.234 to 4.382 with marginal variations of less than 1.0 in these areas. They all agreed in implementing all innovative strategies of restructuring their classroom. This shows that TPD training has been really fruitful in bringing about positive transformation in classroom's material and social structure.

However, the teacher trainers, some of them are teachers themselves have reservation in the claims of the teachers. There are various constrains in implementing the skill and knowledge of training in classroom. T4 who himself is also a teacher teaching at a community school reveals that: "Trainings are focused more on subject content than pedagogical skill transformation like classroom management, classroom organization, seating arrangement of students". In the similar vein, the head teachers who are immediate supervisors of teachers' performance in classroom and school also remain skeptical in the claims of teachers.

In the FGD, head teachers mainly raise two issues: lack of motivation and initiative among trained teachers; and physical facilities in school. H3 reveals that the trained teachers attempt to bringing the positive changes immediately after their training but they tend to adopt the traditional way gradually. Besides motivation, H5 points out the lack of infrastructures like portable furniture, spacious classroom and huge number of students in classroom create problem in transforming traditional classroom into student's friendly one. Thus, head teachers contradict with the claims of teachers in classroom management and organization. These accounts contrast with Orchard &Winch (2015) trained teachers are intrinsically motivated for pedagogical transformation irrespective to the lacunas exist in the institutions

The meaningful transformation requires the alteration of structure that reinforces and perpetuates the existing social order (Jefferess, 2008, p. 105). The classroom is both

physical and social structure in which teachers interact with their students in course of teaching. The continuation and subversion of traditional social structure in classroom depends on teacher's preparation and performance. A trained teacher is supposed to deconstruct traditional hierarchy of teachers and students by fostering harmonious relationship with students. The three stake holders have different claims about the implication of teacher training in transforming material and social condition of classroom. Besides classroom management, fostering harmonious relationship with students remains crucial in pedagogical transformation.

Instructional Strategies: New Type of Human Relationship

Innovative instructional strategies help foster harmonious relationship of teacher and students. Our respondent teachers who have got TPD trainings agreed in implementing innovative and student friendly strategies in their instructional plans and strategies. However, the teacher trainers have different opinions about these aspects. The teacher trainers assert that the present TPD curriculum has enough content about instructional strategies which they discuss a lot in their training session. But, they raise doubt about the implementation of the strategies the teachers learnt in training in their classroom. T5 observes that training includes many aspects of instruction strategies but they have doubt in implementation of them in classroom by teachers. In the same way, Head teachers point out that lack of motivation, overload, and content of curriculum of training are responsible factors for hindering transformation of instructional strategies of teachers. Such claims reveal that trained teachers mostly use conventional methods and techniques rather than selecting and using new, innovative, appropriate and contextual classroom instructions that contrasts with Orchard & Winch's (2015) claim reviewed in this study.

A trained teacher should be child friendly and should make the students responsive and responsible in their learning rather than delivering only the content. Then, teacher and students enjoy harmonious relationship. In his transformational model Jefferess (2008) underscores the need of new type of human relationship based on mutual interdependence and positive affirmation. He rejects traditional antagonistic relationship based on binary dichotomies. He asserts the need of collaboration, cooperation and coexistence of different stake holders for meaningful social transformation. In pedagogical transformation, all the stake holders: students, teachers, head teachers, guardians, teachers' trainers and policy makers should mutually work together for common pursuit of educating students. In the present study, we looked for the contribution of teacher trainings in fostering new type of relationship of two principal stake holders: teachers and students. Teacher can develop such relationship with innovative instructional strategies which help make students accountable and responsible for their learning process. These findings corroborate with the argument that a trained teacher can help students become responsive, responsible, strategic and independent in the content, methods, classroom environment, their engagement, assessment, and feedback (Stronge, 2007; Yussif, 2022). Teachers' will power determines successful implementation of classroom instruction and proper transformation of pedagogical knowledge and skills obtained through training.

TPD trained teachers, trainers and head teachers differ and resemble in the implication of teacher training in fostering mutually dependent and harmonious relationship of students and teacher by transforming instructional strategies. Most of the teachers agreed in implementing the innovative instructional strategies they learnt in the training and such strategies help develop new type of relationship with students. However, their opinions are slightly countered by teacher trainers who themselves are

teachers. They raise doubt on the implementation of skills of trainings in the classroom although training curriculum has enough content about instructional strategies. Moreover, head teachers counter both the claims of teachers and trainers. They express that teachers lack motivation in using skill and knowledge of training in classroom and training curriculum also lack sufficient content about instructional strategies. Such diverse opinions of three stake holders not only raise question about the implications of teacher training but also need for dialogue, cooperation and collaboration of all stake holders for fulfilling the purpose of training.

CONCLUSION AND RECOMMENDATIONS

Based on the results and discussion, we make a conclusion that there is not the corresponding relationship between teachers' responses and the ground reality, that is, teachers' pedagogical transformation after getting TPD training is not effective and sufficient for students' better performance. The poor academic performance of students also substantiates this claim. Likewise, teachers' post-training behaviours do not reveal that they are able to use training skills and knowledge for pedagogical transformation, specifically on proper classroom management, selection and use of adequate instructional strategies, and appropriate evaluation for students' satisfaction. A TPD-trained teacher is supposed to be an ideal teacher in post-training career through the effective and adequate pedagogical transformation for appropriate classroom management, organization, instruction, evaluation system, maintaining discipline and applying effective evaluation procedure despite several contextual and pedagogical challenges. The study shows positive and optimistic perception of the teachers, trainers and head teachers towards beneficial roles of training for quality education through adequate pedagogical transformation even the head teachers raised question about the training policy, curricula, teachers' eagerness and the quality of trainers, while the trainers raised questions about the classroom contexts for implementation.

More importantly, the regular monitoring, reward and punishment policy can support to improve the implementation of the training knowledge. The need based; and context and content based and timely training package for the teachers can improve the quality of education, students' performance and personal and professional qualities of the teachers. The trained teachers' inability for effective pedagogical transformation insists that they need to adopt a paradigm shift from old traditional methods of planning, managing, teaching and evaluating to new methods in order to implement their training knowledge and skills effectively, which will enable them to cater for the needs of 21st century's pedagogical transformation for social change. Training itself is not bad but its effective implementation for adequate pedagogical transformation has become ineffective and challenging due to the limited infrastructures of the schools, lack of teachers' pedagogical and professional devotion, regular monitoring and the adequate and updated training policy of the government.

Based on the conclusion, some recommendations have been proposed. Firstly, teachers should be motivated for effective pedagogical transformation because they are the agent for social change through knowledge. Secondly, the schools should improve the quantity and quality of classroom infrastructures and should encourage the teachers in using their knowledge and skills appropriately. Thirdly, the government should make a specific teacher training policy and its effective implementation process. After the training, its implementation should be monitored and evaluated. Fourthly, the regular meeting among trainers, headmasters, teachers, students, parents and other stakeholders should be organized for finding out the real needs of the society and the concerned.

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