

TRAINING TRANSFER IN CLASSROOM SITUATION

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Abstract

Educational institutions spend a considerable amount of money on training the faculties to ensure quality in education. Contradictorily, the trained teachers also face difficulties to transfer training in the classroom situation effectively due to linguistic variation, improper teaching methods, unavailability of adequate resources, size of the class, mismatch between teaching hour and volume of curriculum and lack of professional zeal. The main purpose of the study is to explore hindrances that obstruct transfer of knowledge to students in the classroom. The article is confined to the pedagogy of peer review, dramatic presentation, narration and active participation of students in solving problems. I have conducted this study under the frame work of Transformational Theories that deal with the problems transforming knowledge, skills and attitude in the real classroom. This research article tries to fill a gap conducting the study on how teachers are prevented from transferring training in the classroom situation. The study explores the problems by interviewing the trained teachers who have faced difficulties in transferring training in classroom situation.

Key Words: Training, transformation, hindrances, classroom situation, exploration, learning, and academic institution

Transferring Training

The article scrutinizes the research on transferring training in the classroom situation by exploring an area to relate the agenda and describing a research gap in it. Transformation of training uplifts the academic standard of any educational institution. Both academic and non academic institutions spend a substantial amount of money on training employees for the growth of the institution. Training programs are effective methods of gaining knowledge, developing skills, and attitudes of the employee who will work hard and in a systematic way to meet organizational objectives as stated: "Training transfer is fundamentally about the impact of trained KSAs on relevant behavior at work to achieve work objectives or outcomes" (Blume, Ford, Surface, & Olenick, 2017, p. 6). In the age of technology, training done virtually rather than face to face is more preferable. If we analyze the mode of teacher training, we find both: merits and demerits the methods. However, positive outcomes of the training depend on the question of how much both: trainees and trainers deal with it to ensure the worth of training transfer.

Relating the issue of training transfer in academic institutions they invest a huge capital in developing human resources: "Training transfer consists of two major types: direct transfer and indirect transfer" (Ismail et al., 2015, p.28). Ismail et al urge: "... direct transfer is often referred to the ability of trainees to learn and implement the knowledge, skills and abilities gained from training programs to similar situations. While, the indirect transfer is often seen as the ability of

trainee to learn and implement the knowledge, skills, and abilities gained from training programs to dissimilar situations” (2015, p.28). Training is the means through which schools enhance quality education through effective teaching learning methods. Despite their rigorous efforts to train their teachers, effectiveness to transfer training in the classroom situation is in question.

Inability of Transformation of Knowledge

Teaching is a challenging job as it is both: art and skill. In lack of training, the expertise faces obstacles in transforming knowledge to the recipients. The job of teaching is challenging due to the exploration of technology in this field. Pedagogical methods are being invented for effective teaching and learning. Peer review, dramatic presentation, narration, making the classroom conducive for learning, engaging students in problem solving, drilling and revising words are innovative methods of teaching and learning that a training imparts: “Training has been considered as a big and deserving investment for any organization”(Shaari, Rajab, Acho, 2016, p.170). The contradiction is that the trained teachers are unable to transfer the training and teaching skills to students. Because of this inability, the institutions have faced many difficulties in ensuring quality education. At the same time those trained faculties struggle to implement the teaching skills they have learnt in the classroom situation. The main aim of this research article is to bridge the gap by exploring those hindrances that create obstacles on transferring training in the real classroom situation.

Training transfer enhances the quality in any organization. The training embodies training design, trainee characteristics and environmental characteristics (Shaari et al, 2016). Training is essential to meet the organizational goal: “However, employees must first apply and transfer all those knowledge and skills into workplace before it can give any competitive advantages to the organization” (Shaari et al, 2016). Training inculcates a positive impact upon the trainee and encourages them to apply the skill learnt in the working environment: “The capability of the administrators to adequately provide support, openly communicate the information about the training, and clearly giving training assignments may help employee to repeat positive behavior learned from training programs when returning to the workplace” (Ismail et al 2015). So, training transfer is an important area to research in academic institutions since it is applied to ensure quality in education.

Data Analysis

Training transfer is the burning issue in today’s academia. The academic institutions only sustain healthily if they are capable enough to provide quality education. Quality in education can only be ensured if students learn what you want them to learn effectively. To improve students’ learning capability teachers should be well trained. Generally, it is believed that only the trained teachers teach students in the way they understand subject matter better. Therefore, to enhance students’ learning outcomes in particular, most of the schools and colleges and in general government and private sector spend a huge amount of money to train their teachers. However, from teachers’ perspective receiving training is one thing and transferring it in real classroom situation is completely different, one should not believe that a trained teacher always teaches in an effective way or transfers the training in real classroom situation effectively. Regarding the issue of training transfer, a teacher who is well trained and has involved in teaching profession

for more than two decades also states that there are various obstacles a trained teacher faces while transferring training. One of the obstacles he points out is that of language. In some of the cases mother tongue of the students cannot support the Nepali language which is the medium of instruction in most of the government and some of the private schools of Nepal. Because of this problem a teacher struggles to transfer the training in real classroom situation. As he says:

Mine is the subject of language so such problem frequently occurs. In a single class there are many students having different mother tongue. Like, as I teach Nepali, those students whose mother tongue is Nepali understand easily. But those students whose Nepali is second language, it is difficult for them to understand. In Nepali language verbs are formed as masculine and feminine but in Newari language there is not such form of verb as masculine and feminine. In Nepali we say chhoro aayo (son came), chhori aayi (daughter came) but in Newari verb is the same as kya wala (son came), mya wala (daughter came). Because of these types of variation in language a teacher faces problem in transferring training effectively.

The teacher gives numerous examples focusing language as a major obstacle of transferring training effectively in our off talks as well. His focus is that specially in drilling, group discussion and pair review methods of teaching students face such problems in the classroom and the teacher cannot assure effective teaching in such situation.

Similarly, other obstacles most of the teachers face transferring training are the availability of resources, reading materials, the size of class and so on. Most of the community schools and some of the institutional schools have got very limited resources, and due to the limited resources, most of the trained teachers face problems transferring trainings or skills to the students. Likewise, class size also hampers the methods of teaching like group discussion and pair review. If there is small size of class, all the students can participate and learn effectively. If there are large number of students in a class a teacher can not apply these methods even, he or she is willing to do. Beside this, other resources like playing objects, board to write or paste the objects also play a vital role to apply the appropriate method of teaching effectively. If a teacher does not find appropriate resource needed to teach effectively in the classroom, he or she is reluctant to apply any method of effective teaching. All most all the teachers who narrated their experiences to the researcher expressed the same problems. Among them one of the teachers clearly states the problem like this:

Another problem I face is the availability of appropriate size of class and other resources like reading materials, different kinds of boards and those things that we can display to the students. If we lack these things in the schools it is difficult to teach students effectively in the classroom. In such situation we can't apply the appropriate teaching method. Similarly, as said earlier number of students in the class also determines the effectiveness in teaching. If number of students is less the teaching becomes more effective and vice-versa.

The above stated statement clearly indicates that the availability of appropriate resources, class size, well designed classroom, reading materials and so on play vital role in transferring training in real classroom situation.

Likewise, other factors that obstacle transferring training in the classroom are the

theories on the basis of which certain teaching methods are invented. These all theories are invented in the western world and we cannot just pick them up and apply in our context as they are. In our context teachers feel comfortable to use the descriptive method in the classroom. If some methods, which are other than descriptive, are to be applied teachers feel uncomfortable no matter how much trained they are. How we teach now also depends on how we were taught in our student life. Our teachers are the ideal personality for us. Unconsciously we copy how we were taught and applying new methods in which we are not exposed in our student life is very difficult and we do not want to apply those methods. We do not assure that these later learnt methods are more effective in teaching. One of the teachers explores this area that hampers them transferring training. In this regard he expresses his view as:

Most of the teaching methods are based on certain theories which are propounded in affluent West on the basis of their society and infrastructure. We face difficulties when we try to copy and apply them as they are. When we look at our class room we don't have appropriate room. We have long classroom and even it is difficult to have eye contact with each student. These are the problems. When we try to apply the methods that fit only to them creates problem. So we mostly use descriptive methods, teachers feel comfortable on it, they don't want to use other methods because they are difficult to apply. Another thing, how we used to be taught in the class also hampers using other methods. Our teachers are our ideal personality and we try to copy them. Most of teachers forget how difficult it was for them to learn when they were students. Now they equal students up to their level which creates problem in understanding for students.

Above mentioned long statement explores lots of things that hamper transferring training in the classroom. Some of the ideas like where theories were originated from, in which society they are fit, how is the infrastructure of the school and blue print of their ideal teachers also hampers transferring training. Another important thing he explored is that teachers regard students as equal to them in understanding subject matter and they deliver it in the class in that caliber. He further aids that teachers need to step down from their actual level to make teaching effective to the students. In this regard teachers understanding of the subject matter and behaving students as equal to their level is also one of the obstacles in transferring skill.

In the similar vein, all respondents pointed out that volume of the curriculum or popularly called course weighted is another factor that hampers transferring training in the class effectively. When we apply group discussion or dramatizing of the topic or pair reviewing it consumes long time but we don't have enough time to prepare well and implement all teaching methods in the classroom. Students need to study the prescribed course and they have to pass the final examination. In their examination questions can be asked from any part so teachers need to complete the course in given time frame. To complete the course in given time frame, teachers use descriptive methods and go on following it. This lengthy course and time-consuming methods of teaching don't match each other. In such condition teachers find difficulties in transferring training in the real classroom situation. One of the respondents says:

If we go on teaching on the basis of given direction, we can't complete the course on time using the teaching methods other than descriptive. If we did not complete the course students may know only from that portion taught to them but questions can be asked from

the left portion as well and it's our responsibility to make them pass. So, because of this mismatch between time and given course, we can't apply the teaching methods as you said effectively in the classroom.

In many of the cases teachers' personal interest to use the appropriate method also hampers to the effective delivery in the class. Some of the teachers are really interested in applying effective method; they warm up the class before entering in the subject matter. These types of teachers apply different methods for effective understanding. On contrast to this, some of the teachers enter into the class and start teaching abruptly delivering one sided lecture. These kinds of teachers tell to the students what they know, they are not interested to know their students' ability and they don't bother measuring students understanding. Thus, according to one of the respondent personal willingness of the teachers also hampers transferring training in real classroom situation. As he says:

First teachers have to tell briefly about the topic, they should say how that topic is related to the society, how it affects our life to the students before entering in it. If we did these things then only the teaching will be effective no matter which method we apply. I personally use the methods effectively but most of the teachers are interested applying such methods. I think in many cases teachers' personal interest also hampers the effectiveness of transferring training.

As discussed above training transfer is an important part to ensure quality in education. This short research report also pointed out that training transfer is equally challenging job. To train teacher is just one aspect of ensuring quality in education but transferring that training plays vital role. Most of the trained teachers are unable to transfer the training effectively in their classroom. There are multiple factors that hamper transferring training one of the factors as expressed in the text is that of language variation. We need to be careful to deal with such problem. Similarly, infrastructure, availability of the teaching materials also hampers transferring training.

Similarly, the length of the course, teachers' interest also play vital role in transferring training. A college/school administrator has to pay their attention in these multiple factors to ensure quality in education.

Practicability of Pedagogy

All of the academia wants to ensure quality education and for this they spend a huge amount of money. One of the areas they want to improve is providing training to the students. Many trained teachers face difficulties to transfer training effectively in the classroom and academia should pay proper attention towards this problem. As the study has pointed out that language variation is also an important factor that hampers transferring training. Similarly, another obstacle the trained teachers face is that the effectiveness of the methods themselves. The teaching methods are based on certain theories and those theories are propounded in the western world. So, the methods that suit to the affluent society are not applicable in our society. So, if we expect the complete implementation of the western method as they are is impossible.

Likewise, availability of the appropriate teaching materials, classroom size, playing objects is also an important part of training transfer. One should get all the needed to impart training effectively. Being trained is one part but to transfer training is completely different you

need to be fully equipped with the materials thus availability of appropriate resources also hampers transferring training. Likewise, the volume of curriculum also plays vital role in transferring training. The effectiveness of teaching methods being applied depends on the magnitude of prescribed syllabus and assignments given students. In the similar way, personal interests of the teachers also play an important role in transferring training effectively. To ensure quality in education the school administration needs to solve these associated problems in a scientific way.

On the basis of the conducted research I recommend academia to train their teachers to ensure quality in education keeping in mind that only training is not sufficient to ensure intended quality in education in schools. There are other things associated to this which play a vital role in transferring training. Most important aspect is availability of enough resources that a trained teacher needs to transfer training in real classroom situation. Similarly, other aspects like language, course weighted, interest of the teachers, appropriate class size should be available so that teaching and learning activities become effective. Academia should adopt the policy of effective transformation of training in the real classroom situation. There should be constant facilitation to the teachers to transfer their training in the real classroom situation.

If any academia works on the findings appropriately it can ensure quality in education.

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