

English Language Teachers' Experiences and Perceptions on the Effectiveness of TPD Training: A Narrative Inquiry

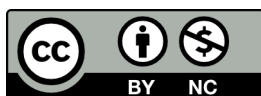
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Received: 16 April 2026
Revised: 28 May 2026
Accepted: 02 July 2026
Published: 28 July 2026



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JANA JYOTI JOURNAL
(जनज्योति जर्नल)

ISSN : 2961-1563

eISSN : 3102-0275

<https://www.nepjol.info/index.php/jj>

Printed at : July, 2026

Published by :

RMC

JANA JYOTI MULTIPLE CAMPUS
Lalbandi, Sarlahi, Nepal
www.jjmc.edu.np

Abstract

Teachers' professional development is one of the major factors in enhancing the quality of second or foreign language (English) teaching. In the context of Nepal, Teachers Professional Development training is provided by the government; however, its effectiveness from the teachers' perspective and experiences is not well explored. So, this study aims to explore English language teachers' perceptions and experiences with using training skills and techniques in the everyday classroom. I employed narrative inquiry as a research method. Four English teachers from Kathmandu Metropolitan City were interviewed to explore their lived experiences and perceptions. The findings showed that teachers perceived training skills as a source that helps them understand the shift from traditional to modern teaching and become familiar with information Communication Technology and modern tools and techniques. Similarly, when training was transformed into a classroom setting, teachers felt more motivated and confident. The study also highlighted that practical application of training

Preferred Citation:

Kafle, G. (2026). English Language Teachers' Experiences and Perceptions on the Effectiveness of TPD Training: A Narrative Inquiry. *Jana Jyoti Journal*, 4(1), 187-205. <https://doi.org/10.3126/jj.v4i1.98928>

skills in the classroom can create a more effective learning environment and enhance the quality of education. The study recommends continuing the training program and conducting strong monitoring and evaluation after its completion. Effectiveness of training, experiences of teachers, perceptions ,TPD training

Keywords: classroom implementation, english language teaching (ELT), narrative inquiry, teacher professional development (TPD), teachers' perceptions and experiences

Introduction

Teachers' development and teacher professional development (TPD) are closely linked to the quality of education and the overall development of the education system. According to Poudel (2022), the quality of education is directly related to the teachers' professional upliftment. He believes that the quality of education is equally dependent on the institutional infrastructure and the development of the teachers. TPD is an evolving process in which teachers develop their professional and personal lives (Richards & Farrell, 2005). In professional life, they upgrade themselves with new and updated teaching methods, techniques, and strategies. TPD is associated with quality education as it provides teachers with knowledge, skills, and effective pedagogical practices necessary for effective teaching. Similarly, it provides opportunities to connect theoretical ideas to classroom practices in the local context. Head and Tyler (1997) emphasize that TPD supports teachers in advancing diverse professional competencies through ongoing learning. Thus, TPD is accepted as an important tool for enhancing the quality of teachers and ultimately the quality of education.

Drawing on my own experience as a secondary-level English teacher working in various community institutions in Nepal, as a novice teacher, I have encountered numerous professional challenges. Due to the lack of classroom management techniques, I was unable to handle the large classes; students were not motivated in my class, and it was always noisy. The unproductive noise in the class was demotivating me from pursuing a career in the teaching profession. Then, I realized that the teaching profession requires specific skills and updated knowledge to effectively engage the young learners that is supported by Darling-Hammond et al. (2017) who says that continuous professional growth is necessary to respond to evolving trends and content demands in the teaching profession. From the

bitter experiences of teaching without training, I began to seek ways to foster my professional growth. Initially, I became involved in professional organizations, such as NELTA, and attended their annual conferences, which helped me stay up-to-date on recent pedagogical developments. Furthermore, participation in programs like Teaching Excellence and Achievement Program in the USA, alongside completion of all phases of TPD training, significantly enhanced my classroom delivery and teaching efficacy. However, Bhandari and Bhandari (2024) report that, although teachers are provided with numerous trainings in Nepal, in real classroom practices, they have not been able to transfer the training. In this regard, the motto of quality enhancement through teacher training has not been fulfilled. Although TPD is considered one of the best means of quality education (Wang, 2024), many language teachers are reluctant to transfer their knowledge into the classroom, as they face numerous challenges (Ranjit, 2022). Similarly, there are context-specific gaps that also create challenges for implementing training in the real classroom. In this context, understanding the relevance, applicability, and sustainability of training from the teachers' perspectives is very crucial (K.C., 2021). That's why I chose this topic to explore the perceptions of other teachers regarding the impact and support of TPD training in their professional development.

Based on my observations, I (as a headteacher of a public school) have sent many teachers to attend TPD training and many other workshops. I am aware that teaching requires continuous development through various trainings and workshops. However, when the teachers return from their training, they seem reluctant to apply the skills and knowledge acquired from the training in the classroom. The teachers do not prefer me to observe their classes after they return from training, as they cannot implement the changes they have learned during the training. All the training and post-training activities remained ritual rather than transformative. The Government of Nepal mandates TPD training and has invested a significant number of resources; however, classroom practices have not changed substantially after training, as reported by Kshetree (2021). This raises critical questions regarding teachers' reluctance or inability to integrate newly acquired skills into their classrooms.

Teacher professional development (TPD) is regarded as an essential component for improving and reforming the competency of teachers. To make our teachers more competent and skilled, continuous TPD opportunities must be provided. In this regard, Kshetree (2021) stated that the students' learning outcomes are not

satisfactory, despite a significant investment in teacher training programs. Several studies have been conducted in this area, highlighting the role and responsibilities of TPD in students' learning and teachers' professional development. Dhungana's (2016) study advocated for the role of TPD in enhancing classroom management, language teaching skills, and pedagogical practices. Similarly, Bhandari (2019) stated that the TPD is crucial for the development of teaching materials, the adoption of student-centered teaching pedagogies, and the transformation of classroom dynamics. The study further highlighted that teachers with proper training appear to possess a higher level of skills in classroom management, school culture, and student engagement in the learning process. In the role of TPD in transforming teachers from traditional to innovative, Chhetri (2022) highlighted that, despite having a mother tongue or the first language influence, after training, teachers are able to maintain a learning environment. He further enforced the advancement of training with ICT and digital content in the sessions delivered. The studies highlighted the importance of TPD in teaching, learning, and teacher development. Although many studies have been conducted in this area, no study has been found that examines the perceptions and experiences of teachers regarding the effectiveness of TPD training. So, this study is regarded as one of the essential areas to be explored. This study aims to explore English language teachers' perceptions and experiences in using training skills and techniques in the everyday classroom. To achieve the study's aim, I formulated two research questions: 'How do English language teachers perceive TPD training in terms of its effectiveness in classroom practice?' and 'What kinds of experiences do the teachers have after participating in the TPD training?'

Teacher, Teaching, and Teacher Training

A teacher is someone who delivers an educational program, assesses student participation, and provides consistent and substantial leadership. Teaching is a very creative and challenging job in the field of education. It is a system of providing knowledge and skills to individuals through classroom teaching. To be competent in the associated field, any teacher needs training that helps them to sharpen their skills and knowledge of the related field. According to Dori (2016), teacher training refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills required to perform their tasks effectively in the classroom. In this regard, training is considered a powerful tool for enhancing the professional growth of teachers.

According to Paul (2014), the term teacher training is generally used to describe the courses and qualifications that teachers undertake and receive at the outset of their careers, which are designed with an immediate purpose in mind. Training is essential for every teacher, as they are the foundation of quality education; therefore, teacher professional development (TPD) is a top priority in the national education system. TPD is the first step toward quality education and is a continuous process. In the words of Richards and Farrell (2010), training refers to activities directly focused on a teacher's present responsibilities. They further state that training helps to understand basic concepts and principles, which are prerequisites for applying them to teaching, as well as the ability to demonstrate these principles and practices in the classroom. It means that teacher training is designed to fulfill teachers' short-term goals, which make them competent to apply and demonstrate skills in the relevant field. Bhandari (2013) supports the idea by saying that professionally qualified teachers deliver quality education in the national education system. Generally, teacher training programs are categorized into two types: pre-service and in-service. Pre-service training is considered mandatory for entry into the teaching profession, and in-service training is provided throughout the professional journey to develop teaching expertise and facilitate continuous professional development.

Teachers Professional Development Training in Nepal

Nepal's educational policies, like the School Sector Reform Plan (SSRP, 2009-15), the School Sector Development Plan (SSDP, 2016-21), and the School Education Sector Plan (SESP 2022-2031), over the last two decades have given a high priority for Teacher Professional Development. School Sector Reform Plan (2009) had emphasized a mandatory 30-day in-service TPD program for all teachers (Ministry of Education [MoE], 2009, 2016; Ministry of Education, Science & Technology [MoEST], 2022). The role of the National Centre for Educational Development (NCED) in monitoring the implementation of the training programs was highlighted in the policy. It conceptualized career paths for teachers as beginner, experienced, master, and expert, and linked them to career progression. Similarly, pre-service and in-service professional development courses were provided in the School Sector Development Plan (SSDP, 2016), which was based on a teacher competency framework. It was more demand-driven, context-specific, and approaches and efforts to enhance equity, inclusion, and ICT skills. Nepal's National Education Policy (2019) focused on strengthening teacher selection and preparation,

mandated the development of national teacher competency standards, and prioritized continual professional development, especially in multi-grade, ICT, and emergency teaching modalities.

Furthermore, the School Education Sector Plan (2021) has recommended updating the Teacher Competency Framework (2015) and TPD (2015), promoting ICT-based training, school-based professional support networks, and revising the TPD curriculum to include disaster response, inclusion, and digital skills. The policy document offered 10 days of training to the teachers. These policies indicate a systematic commitment to improving teacher performance and student's learning by institutionalizing TPD as a regular and essential part of a teacher's professional journey, making teacher training competency-based, aligning it with national competency standards, and expanding themes such as pedagogical skills, subject knowledge, ICT, and emergent crisis response.

Regarding the practice, TPD training has not been as effective as envisioned by different plans and policies. There are no follow-ups or support for teachers. Monitoring and mentorship are weak. Training content lacks contextual relevance, certification is prioritized rather than teacher practice and student achievement, which is aligned with the view of (Kshetree, 2021) too. Upon examining the existing studies, it becomes clear that TPD is theoretically presented but lacks practical application (Khanal, 2020). Similarly, training without proper mentoring is always less effective and a waste of time and effort (Bhandari, 2021). Similarly, Pokharel and Behera (2022) also stated that many teachers frequently experience a mismatch between policy and practice. Several studies have explored teachers' experiences with narrative inquiry in various parts of the nation. However, the teachers' experiences their stories in urban areas like Kathmandu are not well explored.

Methods

Based on the aim of this study, I employed narrative inquiry, which enabled me to explore the multiple lived experiences of teacher training and their implications in the classroom through the use of stories. I adopted a specific perspective informed by experience, drawing on narrative inquiry (Connelly & Clandinin, 2000) to inform the topic being studied. Stories are regarded as a good source of information and also a means of knowledge transformation. I employed narrative inquiry to explore the narratives, which enabled me to analyze the contextual experiences of teachers

related to the study's topic (Clandinin et al., 2007). This approach enabled me to work with a smaller number of participants (Riessman, 1993).

I purposively selected four English language teachers from four different public schools of Kathmandu Metropolitan City. To maintain the gender parity, I selected two male and two female teachers as my participants. TPD training was mandatory for all teachers teaching in public schools, so I found these schools and teachers appropriate for the study. Similarly, since my issue is in the field of English language teaching, I purposefully chose teachers who teach English at the secondary level. I used pseudonyms Rita, Mahesh, Prakash, and Sujana to maintain anonymity.

Initially, I met the participant teachers in person at their respective schools to obtain their consent for the interviews. I used in-depth interviews to collect the data from the participants. The time was set based on the preferences and availability of the participants. In-depth interview allowed me to recount events, reflect on meaning, and construct knowledge from narratives. Similarly, in-depth interviews provide a flexible and open environment for participants to express their authentic voices (Riessman, 2008). I used Saldana's (2016) analysis model of narrative inquiry. I coded the collected data from the interview, then organized it into categories, and finally created themes. These themes were discussed in the analysis section. This allowed me to prolong engagement in playing with data for meaning-making.

Results and Discussion

This section presents the results of thematic data analysis, which connect with literature and prior knowledge. This section reports the findings derived from the study. Themes are generated based on the aims of the study and described thoroughly. The open interviews with the teachers explored their perceptions and experiences of the effectiveness of TPD training in their classrooms.

Need for Continuous Professional Growth and Support

The very first wish of the teachers was to continue the opportunities of TPD over time so that they could update themselves with culture of language teaching, professional growth, uplifting pedagogical practices and personal development. In the same line, Rita pointed out, "TPD should be provided to all the teachers in their respective schools each year. The trainers should teach the students in front of the trainee teachers for at least a month. It should not be limited to one-time certification training." (Rita, May 5, 2024)

Research supported the idea that ongoing professional development was crucial for maintaining effective teaching practices and adapting to evolving educational standards (Bhattarai & Pandey, 2018).

In her perception the TPD training was really practical, constructive and inspirational. It was essential for the teachers since it facilitated them in teaching learning activities to bring improvement in the existing standard of learners' achievement. She personally liked the TPD training very much, as real life experiences were brought into the training which sharpened their teaching and learning activities. TPD Training was very effective for them as it provided them with an opportunity to become accustomed to innovative teaching and learning techniques and trends. She found herself more engaged and active in her classroom with the students. Students were more motivated and interested in her class after she had taken TPD training.

Prakash also opined that training was essential for teachers to get updated and stay connected with like-minded people. He further said that it helped to enhance the professional capacity of the teachers as well as supported classroom delivery techniques. So, it should have been provided in certain time intervals to keep the teachers always refreshed.

Sujana was also in favor of TPD training as she said,

"TPD is regarded as a formal training too. In my view I have seen some positive aspects about it. I got it in the beginning of my teaching career. The most important thing I want to mention here about TPD training is that we have a group of trainees which always updates us on different issues. We collaborate with each other and share our problems and ideas. It should be given frequently and not to be limited on certification only."(Sujana, May 11, 2024).

These excerpts from the participants show the need of TPD training for their continuous growth and professional support.

Importance of Monitoring and Evaluation

For the complete implementation of TPD training in the classroom, there is the need of continuous monitoring and evaluation from the concerned authorities, but the teachers felt a lack of this system in the current TPD model. They suggested for the continuous supervision and constructive feedback to ensure the effective transfer of training in the classroom. When Mahesh was asked about his perception regarding TPD training, he pointed the need for a strong evaluation system. He said

“One of the drawbacks of the program is that there is no monitoring and evaluation system. So strong mechanism of supervision should be developed.” (Mahesh, (May 24, 2024)

The view of Mahesh is for the strong supervision which is supported by other studies too. According to Timperley et al. (2007) and Parajuli (2020), effective monitoring and evaluation systems are essential for assessing the impact of professional development and guiding ongoing improvement. Mahesh further said,

“The positive aspect of the training is that it covered issues like classroom management, formative assessment system, pedagogical skills and ICT integration in teaching. Training becomes fruitful for teachers if they are provided in certain time intervals.”(Mahesh, May 24, 2024)

The narrative of Mahesh indicates that the teachers need training at certain time intervals which further motivates them. Monitoring and evaluating their classroom performance and keeping a record of the progress should be made mandatory. He further adds that TPD training should not be limited to one time only.

In the same way, the next participant, Sujana put forward her views and said,

“In my perception, training should be mandatory for all. Regarding the training package, it should be ICT based, interesting as well as motivating. It should be continuous not one time only. Trainers should be friendly and overall training should energize the teachers to be more dedicated towards their profession.” (May 11, 2024),

From the narratives of Sujana it can be inferred that if the training packages are need-based, interesting and motivating, it can have a positive impact on teachers' perceptions. The climate of the training center, nature of the trainers and content of the training play a significant role in the effectiveness of the training program and its impacts on the learning outcomes of the students. In her view, the training should be provided in a certain time interval and should be mandatory for all.

When Prakash was asked about his perceptions regarding the effectiveness of TPD training, he said:

“Frankly speaking, I am very positive regarding this training. Including ICT in the training package is a very good aspect of the training that I had attended. I want to emphasize the need for supervision of the trainees from authentic persons and provide constructive feedback. It should be provided annually at the beginning of the session. It should be practical

rather than theoretical which should give hands-on experiences to the teachers.” (Prakash, May 11, 2024)

Regarding the perceptions of the TPD, teachers were motivated and interested to take the training regularly, however their foremost demand was that there should be regular monitoring and evaluation of post-training activities from the concerned authorities.

Professional as well as Personal Empowerment

The main aim of providing TPD training to the teachers is for their continuous professional growth. After training teachers are expected to be more energized and active in their classroom performance. In this regard, during the interview the participant teachers narrated that TPD training had empowered them both personally and professionally. They were provided them with new tools and techniques to implement them in classroom teaching. Their ability to innovate new ideas in teaching and addressing the classroom challenges effectively was boosted. Rita expressed:

“The first training I attended was the TPD training which was conducted for 10 days. There was one madam who had taught us minutely about the importance of lesson plans and its major parts. It was a kind of motivating training for the teachers. The trainer had shared different ideas related to classroom performance and student motivation techniques with us. We had to fill up the worksheet also. It was very much engaging training. Only after this training I was empowered with different techniques and skills. It supported me a lot in my professional as well as personal development. (Rita, May 5, 2024)

Empowerment for teachers is very important factor for teacher development. This fact is supported by studies too. Guskey, (2002) has also highlighted the role of training for professional development which enhances the skills and confidence of teachers. Teachers frequently cited that practical and hands-on training was more effective than theoretical one. Teachers always were in favor of interactive training sessions so that it could help them to practice and refine their teaching skills.

Prakash also emphasized the need for activity-based practical training. He said:

“Training should be practical rather than theoretical, giving hands-on experiences to the teachers. The training that I got was really impressive

and useful to improve my teaching. When I learnt some hands-on activities for classroom management and student engagement, I found myself more confident in classroom delivery. When a teacher can handle the classes skillfully, that's the part of professionalism. My self-esteem was increased and I was empowered after training.” (Prakash, May 11, 2024).

This view of Prakash aligns with the research of (Bhandari, 2021; Borko, 2004), which suggests that for effective classroom application, experiential learning in TPD is crucial. If a training is inductive, learner-centered and activity-oriented, teachers actively engage in learning activities.

Similarly, Mahesh also found himself empowered after training. During the conversation he expressed his positive thoughts regarding TPD training. When he was asked about his perception, he said,

“Certainly it helped develop the confidence in the teacher. We got some new techniques and skills to activate as well as to motivate the students in the classroom. We got ourselves motivated and energized to reflect on our existing practices and we found the space for improvement. I found myself different from the past.” (Mahesh, May 24, 2024).

Overall expression of the teachers towards TPD training were positive. They felt energized and empowered after participating in the training. So, it was found that teachers were feeling more professional and confident after they attended the TPD training.

Shift from Teacher-Centered to Students-Centered Approaches

The TPD has impacted positively to the participant teachers. Training indeed provided refreshment to the teachers and they learnt some new techniques and tools to imply in their classroom teaching which helped the teachers change their conventional teaching methods into innovative ones. In this regard, Rita, one of the participants, said that her classroom teaching efficiency was improved after she participated the TPD training.

When she was asked to explain the difference in her classroom delivery after she had participated the training, she replied,

“I have found a vast difference. Before I attended the training, I would explain the entire text to the students, and the class was under my control. The students didn't have any chance to think or complete a task independently.

However, I now motivate and engage students more in various tasks. I ask them to read the text, explain the meaning, and ask many questions. In the past, I used to provide answers to the students, but now I don't. I help them to find the answer.” (Rita May 5, 2024)

Rita's narrative indicated that TPD training and the skills and techniques she learned there helped her engage learners in different activities and encouraged to become independent learners. The role of the teacher was transformed from a dominant teacher to a facilitator. It supported her in analyzing students' performance, identifying areas of improvement, and applying diagnostic teaching to provide targeted support where necessary. As mentioned by Gusky (2002), the primary objective of the TPD program is to refresh, strengthen, and update the knowledge and skills of teachers, thereby promoting visible changes in the classroom and contributing to improved learning outcomes. Furthermore, she said that training skills helped her to deliver the content effectively in the classroom. She became familiar with recent teaching and learning techniques, and her pedagogical skills were enhanced, which ultimately supported the improvement of her students' learning outcomes.

In informal sharing, she reported, *“TPD played life-changing role in my profession. I learned updated pedagogical practices, updated techniques, and methods of teaching language in diverse classrooms. It taught what, when, and how I should teach.”* Her sharing clearly stated that the TPD is a life-changing tool for teachers teaching in public schools of Nepal, especially English language teachers.

When Prakash was asked to share his experience regarding the impact of TPD training in his classroom delivery, he excitedly said,

“There is a vast difference between having training and not having the training. When I first attended the training, I found that I had kept the students in complete darkness. I had done an injustice to them by not teaching properly. I realized that I had kept the students in a state of suspended animation by merely creating an illusion in the classroom. I had not provided them with any exposure. No activities, no games, no warm-up, just conventional delivery of bookish knowledge. However, after the training, I began to engage the students in practical learning by dividing them into different groups and assigning tasks. I used different teaching materials, which motivated the students in their learning. I found myself in a comfort zone while using student-centered methods in the classroom.” (Prakash, May 11, 2024)

When he was further asked to share one example, he said,

"I want to share one skill that I learnt from the training. When teaching writing skills to students, such as sentence writing or paragraph writing, we can write sample sentences on chart paper or paste them on the classroom wall. Then ask each student to go outside and read one sentence. When they return to the classroom, they can share it with their group. In this way, they can write complete paragraphs based on the activity and learn actively. They start to feel that time has passed so quickly. Learner engagement is the main part that should be captured by the training syllabus."

A similar experience was shared by another participant, Sujana. She said, *"I learnt some gaming techniques as well as warm-up activities to motivate the students at the beginning of the class. I made the students feel that English can be learnt with fun. It's not a boring subject."*

The experiences of Prakash and Sujana also suggest that TPD training helped them shift from a teacher-centered to a student-centered approach to teaching, which ultimately enhanced student engagement in their learning.

ICT Integration and Use of New Techniques

One of the most significant outcomes of TPD training was the increased ability of teachers to integrate ICT in their teaching. Teachers who participated in TPD training acquired practical skills in using ICT tools, were able to teach effectively, and their classroom management was also found to be enhanced compared to before. When Mahesh was asked about the effective skill he learnt from training, he emphasized that it was the integration of ICT tools in his teaching: In his words:

"I have completed two phases of TPD training. The most important thing I learned in the training was the effective use of ICT tools in the classroom to teach various language skills. Besides these, I also learnt some techniques like effective management of the classroom, techniques of formative assessment, and learner engagement techniques."(Mahesh, May 24, 2024)

Mahesh's experience is also supported by other studies. Such integration of ICT training enables teachers to incorporate technology more effectively into their teaching practices, leading to improved student engagement and enhanced professional development (Sharma, 2022; Tondeur et al., 2016).

When he was further asked about the effectiveness of the training. He added,

I found the trainers very competent. The training was need-based, and most of the classroom issues were addressed. The training helped to improve my teaching. No training is ineffective if we engage in learning and use it in the classroom. It was very useful to me. I learned many skills that helped enhance teaching and learning activities in the classroom. Students' engagement techniques were more focused in the training module. I have been really transformed into an experienced and skilled teacher after I got training." (Mahesh, May 24, 2024)

His experiences indicated that the TPD training provided teachers with new experiences. It helped enhance their teaching skills and ultimately increased the learning outcomes of the students. Training helped them transform themselves into experienced and efficient teachers from novice ones, which also aligns with Merizow's theory.

Prakash also excitedly shared his experience of learning ICT-integrated teaching skills. He said,

"I remember one thing related to teaching poems in the classroom. I had no idea that we could find the poem recited on YouTube. One of the trainers taught the poem by showing a video from YouTube. I was so fascinated by this technique that I promptly used it in my classroom. Not only I, but also students found the difference in the classroom. I found myself more energized, and students become more motivated." (Prakash, May 11, 2024)

Similar experience from Sujana also came when she was asked:

"The most important thing I want to mention here about TPD training is that we have a group of trainees which always updates us on different issues. We collaborate with each other, sharing our problems and ideas. ICT was the major part of the TPD training that I had attended. It was a very motivating training for professional growth. TPD was the first training that prepared me based on ICT. It is a great platform for the teachers." (Sujana, May 11, 2024)

The excerpts from Sujana and Prakash also show that ICT was the major part that the teachers learnt, enjoyed, and applied in the classroom. Teachers were enabled to integrate ICT into their teaching, which transformed both the teaching and learning of the students.

Increased Confidence and Motivation

Training has been found to be highly beneficial for teachers, as it has enhanced their confidence. The new techniques and strategies that the teachers learnt in training had boosted their motivation. They were more energized, and their teaching efficacy was improved, which enhanced their ability to address classroom challenges. In this regard, Sujana shared her experience and said,

“Certainly, TPD training was very helpful in developing confidence in my teaching career. I acquired numerous new techniques and skills to engage and motivate students in the classroom. The gaming and warm-up techniques were found to be very effective in engaging the learners. Not only were my students, but I was also motivated and energized after I attended the training.” (Sujana, May 11, 2024)

This experience aligns with other studies, which suggest that teacher training increases teachers' confidence and efficacy, ultimately improving classroom dynamics (Desimone & Garet, 2015). Sujana's story suggests that TPD training helps improve teachers' practices by providing innovative ideas to combat classroom challenges. Motivating others and self-motivation are important factors in a teaching career, which was the main focus of the training.

When Rita was asked about her experience, she explained that TPD helped her transfer the knowledge and skills in the classroom, which made teaching easy and increased her confidence. Besides the positive aspects, she also discussed some limitations when asked about factors that hindered the transfer of training to the classroom. She said,

Despite the improvement of training skills, there are some challenges to applying those skills in the classroom. Due to the classroom structure and the diverse backgrounds of the students, time management is a particularly challenging aspect, as we must complete the course on time. There are many holidays in Nepal. We must be concerned about the exam and focus on the results. So we are compelled to throw the training skills and apply traditional methods to finish the course in time.” (Rita, May 5, 2024)

Similarly, Prakash also had experienced the positive impact of the training. He highlighted the effectiveness of training by saying, *“I was highly impressed when I learnt some warm-up activities and gaming techniques to use in the classroom. I found them to be effective icebreakers to break the monotony in the classroom. It*

made the students motivated, and my confidence increased to deliver the lessons effectively.” (Prakash, May 11, 2024)

Based on the narratives of all participants, the findings indicate that teachers expressed a sense of empowerment and an enhancement in their teaching skills after receiving TPD training. They said the training was very effective and helped them transform into experienced teachers. They were boosted and energized as the training provided them with refreshment. It significantly supported them in integrating ICT skills into the classroom, which in turn enhanced student engagement and motivation in teaching and learning activities. Therefore, TPD training is considered a crucial aspect for enhancing students’ learning outcomes. Motivated teachers are the foundation for creating a better learning environment in the classroom.

Conclusion

The study explored the perception and experiences of English Language Teachers on the effectiveness of TPD training and its transfer into the classroom. The finding revealed that regarding the teachers’ perceptions, similar types of feelings were found among all the teachers. Teachers perceive that TPD training is essential for all teachers to enhance their teaching skills; however, they highly demanded the need of its continuation in their professional journey. The study also explored the teachers’ lived experiences of their feelings about TPD, emphasizing the positive impact of training sessions, what they learned, and how that helped them in their everyday classroom practices for enhancing student learning and quality education. The study further highlighted that although there are numerous benefits and positive effects of TPD training, teachers felt the lack effective monitoring and evaluation of TPD training from the concerned authorities. So, they demanded the follow up activities with constructive feedback for the intended outcomes.

The study further highlighted the practice part of the TPD. Through the lens of participants’ narratives, the study yields findings that ICT integration in teaching is highly effective. It has also addressed the major issues of the classroom, including both pedagogical and managerial skills. The findings highlighted that teachers experienced TPD training as one of the most effective ways to enhance their professional skills. Similarly, it has been found that teachers with proper TPD training can effectively manage large classes and maintain a conducive learning environment. TPD not only equips teachers with pedagogical skills but also provides

a huge amount of confidence and motivation in teaching. The significant effect of TPD felt by the teachers was the shift from the traditional teacher-centered method to the modern student-centered method of teaching. Although the study is significant for teachers, stakeholders, and policymakers, it has limitations, including its focus on a single urban area with a small number of participants, and the data were gathered through narratives. Due to these limitations, the study's findings cannot be widely generalized. Despite some limitations, this study can serve as a milestone for policymakers and stakeholders in maintaining a robust monitoring and evaluation system and enhance the quality of training. Ultimately, this study can serve as a valuable source of literature for the future research.

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