

PROFESSIONAL DEVELOPMENT TRAINING PROGRAMS
FOR THE TEACHERS OF ENGLISH MEDIUM SCHOOLS IN
DHAKA CITY

By

Sumana Afrin
19357002

A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

BRAC Institute of Educational Development
BRAC University
August, 2021

© 2021. Sumana Afrin
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Sumana

Sumana Afrin
19357002

Approval

The thesis titled “Professional Development Training Programs for the Teachers of English Medium Schools in Dhaka City” submitted by

1. Sumana Afrin (19357002)

of Spring, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 10.08.2021.

Examining Committee:

Supervisor:
(Member)

Nazia Tasnim
Research Associate (Faculty Member), BRAC Institute of
Educational Development

Academic Coordinator:
(Member)

Mohammad Mahboob Morshed, Ph.D.
Associate Professor, BRAC Institute of Educational Development

External Expert Examiner:
(Member)

Sabira Sultana
Lecturer, BRAC Institute of Educational Development

Head of the Institute:

Erum Mariam, Ph.D.
Executive Director, BRAC Institute of Educational Development

Ethics Statement

I am Sumana Afrin, hereby declare that thesis titled ‘Professional Development Training Programs for the Teachers of English Medium Schools in Dhaka City’ is prepared following all the ethical guidelines provided by the BRAC Institute of Educational Development, BRAC University. Consent has been taken from the research participants beforehand. Confidentiality and anonymity has been maintained in this thesis.

Abstract

Professional development is a continuous process. For enhancing teachers' professional growth as well as personal development, professional development training programs play an important role. The purpose of this study was to understand the practices of teachers' professional development trainings of English Medium Schools in Dhaka City. This study also intended to understand the perception of teachers and administrators about professional development training and challenges they face. By using a qualitative approach, perceptions were explored based on the in-depth interviews. The interviews were conducted through phone call with the help of semi-structured interview guidelines. Data were collected from teachers, trainer and academic training supervisor. Findings from this study shows that, English Medium School mostly provides trainings related to teaching techniques, classroom management, active learning, differentiated learning strategy, conflict management, time management, language development, dealing parents and students, google tools, MS Office etc. Some trainings are organized for building professional relationship among teachers. Need assessment process before the training is not clear to the teachers. This sometimes create conflict of interest while assigning trainings to the teachers. This lack of proper needs assessment create challenges for trainer also. However, all the teachers expressed that, trainings has been helpful in their day to day work and having a great impact on their career in a positive manner.

Keywords: English Medium School, Professional Development Training, Teachers' Perception, Challenges.

Dedication

This Thesis is dedicated to my beloved parents who never lost faith on me and my husband who never allowed me to compromise with my studies.

Acknowledgement

I am very grateful to my thesis supervisor Nazia Tasnim ma'am who wholeheartedly supported and guided me throughout the process. Also, I want to thank all the participants who showed me a great enthusiasm and helped me in collecting data.

Table of Contents

Declaration.....	i
Approval	ii
Ethics Statement.....	iii
Abstract.....	iv
Dedication	v
Acknowledgement	vi
List of Acronyms	xi
Chapter 1 Introduction and Background	1
1.1 Introduction.....	1
1.2 Research Topic.....	2
1.3 Statement of the Problem.....	3
1.4 Research Questions	5
1.5 Purpose of the Study	6
1.6 Significance of the Study	6
Chapter 2 Literature Review and Conceptual Framework.....	8
2.1 Definition of Professional Development of Teachers.....	8
2.2 Importance of Professional Development Trainings for Teachers	9
2.3 Types of Professional Development Trainings for Teachers.....	10
2.4 Perceptions of Teachers and Administrators about Professional Development Trainings and Their Expectations from It	11
2.5 Conceptual Framework	12

Chapter 3 Methodology	14
3.1 Research Approach	14
3.2 Research Site.....	14
3.3 Research Participants	15
3.4 Sampling Procedure	16
3.5 Data Collection Methods	17
3.6 Data Collection Tool (Semi-structured interview guideline).....	18
3.7 Role of the Researcher	19
3.8 Data Analysis	20
3.9 Ethical Issues and Concerns.....	21
3.10 Credibility and Rigor	22
3.11 Limitations of the study	23
Chapter 4 Results	24
4.1 Introduction.....	24
4.2 Types of Professional Development Trainings provided.....	24
4.3 Perceptions	27
4.4 Challenges.....	31
Chapter 5 Discussion and Conclusion	35
5.1 Discussion	35
5.2 Conclusion	39
5.3 Recommendations.....	41

References.....43

Appendices.....53

 Appendix A. Consent Letter53

 Appendix B. Interview Guide for Teachers55

 Appendix C. Interview Guide for Academic Training Supervisor56

 Appendix D. Interview Guide for Trainer from Administration.....57

 Appendix E. Interview Transcription58

List of Table

Table 1: Sampling information of participants	16
---	----

List of Acronyms

BANBEIS Bangladesh Bureau of Educational Information and Statistics

EIA English in Action

IT Information Technology

PD Professional Development

SBTD School Based Teacher Development

Chapter 1

Introduction and Background

1.1 Introduction

The concept of English Medium Schools in Bangladesh was introduced in British period (Mousumi & Kusakabe, 2017). However, some of the then established schools have been converted to Bengali Medium Schools after the liberation of Bangladesh. But after independence, English Medium Schools were started to establish by Bangladeshi nationals. The number of English Medium Schools grew exponentially in the 90s. Bangladesh government's giving importance on increasing availability of Education for All, instead of focusing on any particular system of education provided by private institution (Kitaev, 2007) helped to rise the number of English Medium Schools. .

The number of English Medium Schools are approximately 500, among those 162 are registered under the British Council in Dhaka. The number of English Medium Schools can be larger than this also in reality (Kamol, 2009). British curriculum and syllabus are followed in these schools (Haque, 2011).

English Medium Schools became very popular in Bangladesh when it started providing O' and A' level studies along with pre-schools and primary grades. As these ensures the credibility and international standard which also attracted the parents of the students. Local elites are attracted to international examinations to increase the advantage in this growing educational competition and economic globalization (Lowe, 2000). Due to the need of English in every sector parents' interest shifted towards English Medium Schools more than Bangla Medium Schools (Rahman et al., 2010). Bangladeshi people explored opportunities with the help of good grasp on English which attracted them more towards the English Medium Schools. People

also consider western culture as a modern culture (Al-Quaderi & Mahmud, 2010) thus want to educate their children with modern and western education system.

To keep up with the quality and modernization style of education system teachers' professional development is considered as an essential part. Teachers' professional development is important to improve the quality of education (Darling-Hammond, 1999). To maintain the standard of education, English Medium Schools are also focusing on the training and development of teachers. These trainings are helping teachers to develop themselves as a better teacher and also providing knowledge in different areas of professionalism for the betterment work environment. By providing various pre-service and in-service training to the teachers English Medium Schools are setting different standards.

This study intends to understand the current practices of professional development trainings at English Medium Schools and the perceptions on it. It will identify the challenges are being faced throughout the trainings from both teachers' and trainers' perspective. Results may help to address teachers needs through professional development trainings. Schools may get better understanding as teachers expect professional development training services from the schools.

1.2 Research Topic

Professional development is needed for the better performance of teachers. Professional development helps teachers to get adapted with the change of teaching learning process, improves attitudes towards students and as a result help improving students' academic results. It is more related with the need of individual as well as organizational (Heideman, 1990). It was indicated that teachers have a major role on students' learning and school improvement in every country (Cochran-Smith & Zeichner, 2009).

Professional development training can be categorized into different varieties – permanent training, continued training, in-service training, human resources development, skill-building courses etc. (Bolam & McMahon, 2004). Professional development of teachers also referred

as the quality of maintaining classroom, identifying teaching learning processes and maintaining relationships with colleagues for any situational support (Rudduck, 1991).

Teachers' professional development is also important for their drive for career and motivation. Creating an environment in the workplace which makes opportunity of more creativity and insightful skills will motivate the teachers to progress (Bredeson, 2002)

The research area for this study is professional development training programs of English Medium Schools of Dhaka city. Types of trainings those are provided for teachers, perception of teachers and school administrators about those trainings and challenges faced regarding those trainings will be covered in this research.

The title for this study is –

Professional Development Training Programs for the Teachers of English Medium Schools in Dhaka City

1.3 Statement of the Problem

Professional development plays an important role in a teacher's life. It helps to improve teaching skill and also develop the professional career. Lack of professional development trainings of teachers has also impact on the classroom. Student's achievement can be increased by implementing the techniques and suggestions learned from the professional development trainings (Hsieh, 2015; Richards & Skolits, 2009; Tam, 2015). Without professional development trainings teachers won't be able to learn different teaching techniques and methods of conducting a class to make the lesson fruitful for students. According to Guskey (1994), schools can be improved only by cultivating skills and capabilities to the teachers.

Professional development training teaches about managing classroom and give guidance to handle different types of students for giving better education. Student learning cannot be

ensured without developing a teacher. An actual teacher has the duty to focus on student learning and thrive for personal development (Stronge, 2018).

Not only students learning, professional development trainings but also cover different aspects of professionalism such as time management, team building etc. which will make a teacher more professional and build a positive work environment. To create a better environment in the workplace and keep the teachers motivated to overcome any challenges, professional development trainings are very essential. Having professional relationship with colleagues and practical knowledge is known as 21st century need which must be polished by professional development training for teachers. These professional development trainings will also help the teachers to prepare themselves to adjust with the different changes in the institution (Trilling and Fadel, 2009).

Professional development focuses on teachers' needs (Zhao, 2012). For the maximum benefit, professional development programs should be aligned with teachers' need. Without focusing on the need of the teachers, this will be of no use. According to Zhao (2012), those professional development trainings which are conducted by other teachers and focused on specific teachers' needs have the most impact on teachers. However, there is not much data regarding teachers' perception about school based professional development trainings. It has been seen in a research that, the lack of focusing on teachers about their perception on professional development and ignoring their suggestions towards it has made them uninterested toward their work environment and had impact on high turnover (Moss & Brookhart, 2015). To improve students' learning and develop teachers' skills professional development trainings are unavoidable for teachers' professional and personal growth.

This study will help us to identify the perceptions of teachers along with school administration and also give us the knowledge of current practices of professional development of English Medium Schools. The study will also give us the information about the challenges regarding

any professional development trainings. Through this research, we will get to know about how to overcome those challenges and will find out recommendations based on the that.

1.4 Research Questions

To explore the trainings provided from the school and perception about it along with the challenges of professional development trainings there are three research questions developed.

The research questions are -

Research Question 1: What are the professional development trainings teachers get from an English Medium School?

Sub question 1: What are the types of trainings teachers get?

Sub question 2: What are the modalities of those trainings?

Sub question 3: What new trainings have been introduced in Covid-19 pandemic?

Research Question 2: What do teachers and school administrator perceive about the professional development trainings?

Sub question 1: What do teachers perceive about the professional development trainings?

Sub question 2: What do school management perceive about the professional development trainings?

Sub question 3: Does professional development trainings have any impact on teachers' career development?

Research Question 3: What challenges do teachers and school administrators face while conducting these professional development trainings?

Sub question 1: What challenges do teachers face regarding professional development trainings?

Sub question 2: What challenges do school administrators face while providing professional development trainings?

Sub question 3: What challenges do trainers face while providing professional development trainings?

Sub question 4: How these challenges can be overcome?

1.5 Purpose of the Study

The purpose of this qualitative study is to understand more about the professional development training programs of English Medium Schools, and the perception about the trainings from teachers' and school administration's end. From both ends, I will try to find out the current trend of trainings that teachers get from the school.

I will also try to find out what school administration thinks about giving professional development trainings to the teachers, how they plan and organize it, how the training need is being assessed and if the teachers feel their need is being met.

Lastly it will focus on the challenges those are faced from both side while conducting or organizing a training. By answering all the three research questions I will try to find a holistic view of professional development trainings of English Medium Schools in Dhaka city.

1.6 Significance of the Study

The result of this study will help to get the teachers' as well as school administration's point of view about the professional development trainings. It will help to understand the perception of teachers about professional development trainings and their expectations about it; which can be beneficial for the school administrator and trainer for designing any training for teachers.

This study will help to understand the challenges faced by teachers during a training. It will also cover whether the trainings are being helpful, are they being able to apply the techniques and strategies in the classroom, if teachers feel these trainings have impact in their career growth.

It will also focus on the challenges those a trainer or an academic supervisor face while bring arranging or conducting a training. It will bring out the solutions to avoid those challenges. This result will help to make a bridge on understanding different perspectives of teachers, trainer and administrators about professional development trainings.

Also the study will give the reflection on the school's current practices of professional development training programs and how teachers' perceive those programs. The results may be used in designing the professional development trainings effectively considering the teachers' feedback.

There has not been any study relating to this field in Bangladeshi English Medium School context. This study will give the researchers further scope for study in future.

Chapter 2

Literature Review and Conceptual Framework

In this chapter I explored themes related to professional development trainings for teachers and perceptions about it. The literature has been reviewed from different books, journal articles and paper. There has not been sufficient research on professional development trainings of Teachers related to English Medium Schools in Bangladesh. After analyzing different authors' published research papers, I have organized my literature review in four different categories: a) Definition of professional development of teachers, b) Importance of professional development for teachers, c) Types of professional development trainings for teachers and d) Perception of teachers and administrators about professional development trainings and their expectations from it.

2.1 Definition of Professional Development of Teachers

Professional development means to increase professional knowledge or skill of teachers or administrators from education sector through different training or workshops (Partnership, 2013). People can develop themselves individually through their experiences. Assessing abilities can help them to identify the growth in their profession (Kagoda & Ezati, 2014).

In another way, professional development means that teachers understanding their roles and the processes of teaching learning. It starts from the beginning of the career and continues development throughout the provision (Linda Darling-Hammond et al., 1995).

Professional development improves the quality of teaching (Hirsh, 2001). Similarly, it plays an important role in teacher's preparation and progress (Birman et al., 2000).

Professional development is equally important for both new and old teachers (Starkey et al., 2009). Professional development programs help the old teachers to renew their previous knowledge and experience (Rogers et al., 2007).

2.2 Importance of Professional Development Trainings for Teachers

Professional development is very important to improve the quality of education as it helps teachers to develop continuously through understanding of teaching skills and different knowledge which also increases a student's learning opportunity (Hargreaves & Fullan, 1992). It also brings out the best learning outcomes from students with the help of teachers' different approaches in classroom performance in an organized manner (Guskey, 2002). Professional development trainings also help the new teachers to learn about classroom management techniques (Berliner, 1986).

The best kind of professional development programs are those which meet the specific needs of teachers. Teachers crave for practical relation between their learnings from training and classroom scenario (Sandholtz & Scribner, 2006). Teachers expect to gain definite ideas that will have the contribution to their everyday classes (Fullan & Miles, 1992). Along with this, developing skills and abilities to contribute to the personal growth also attracts the teachers towards professional development. The professional development of teachers involves any action or process which has relation in improving skill, attitudes, understanding or involvement with present or future work (Hargreaves & Fullan, 1992). To promote professional development, it is important to understand the process of professional growth (Clarke & Hollingsworth, 2002). Teachers achieve professional growth through professional development and practice. It helps to be successful in individual goals and also gives space to get feedback for further development (Abdal-Haqq, 1996).

2.3 Types of Professional Development Trainings for Teachers

The two major type of professional development trainings are – traditional and non-traditional. The traditional professional development training consists of short workshops, conferences etc. The non-traditional professional development training consists of mentoring, coaching, peer observation etc. The basic difference of these two types of trainings are their duration (Ozer, 2008).

Researchers expressed that shorter period of professional development trainings have lesser impact to the participants as it takes more time to reach the goal (Birman et al., 2000; Easton, 2008). So, it is less effective for improving teachers' skills (Boyle et al., 2004).

Traditional professional development trainings also do not have much impact on individual teaching and learning problems (Collinson & Cook, 2001). It does not give enough time and freedom to the teachers to experiment with teaching learning process. Alternatively, non-traditional professional development trainings provide more time which helps the teachers to implement the learnings in real life (Birman et al., 2000).

Professional development trainings can be categorized in another type- which are in-service training and pre-service training. Different person needs different areas to develop. Professional development programs can overlay with each other. Thus this should be designed according to the need of area (Lucilio, 2009). Pre-service training and in-service training helps to increase the overall quality of a teacher (Behrstock-Sherratt et al., 2014).

In the analysis of English in Action's (EIA) school-based teacher development it was found that the teachers class performance improved because EIA provided educational mobile technology, new materials and school-based support. The authors also agreed that SBTD might help to improve teachers' performance (Power et al., 2012).

As per teachers, professional development includes observation of colleagues, on-the job training, workshop, mentorship, research and all the inquiries which address individual need (Boyle et al., 2004). Teachers also want practical classroom problems related contents in the training (Filipe et al., 2014).

Yook and Lee did a research on the perception of Korean EFL teachers about their classroom teaching and if it has been affected by the professional development trainings. In that study, in service trainings were more helpful than pre service trainings. According to them, pre-service trainings were more theory oriented and in service trainings helped more in speaking skills and methods of EL teaching (Yook & Lee, 2016). According to Fullan (2005), professional development includes all the learnings experiences be it formal or informal from pre service till retirement.

2.4 Perceptions of Teachers and Administrators about Professional Development Trainings and Their Expectations from It

Effective professional development means to understand the goals of the professional learning (Wells, 2014). In a study conducted in Indonesia, it was found that most of the EL teachers of Elementary schools did not have any in-service training. Also mismanagement has been seen in the training programs arranged by governments as the contents was chosen by the government which was more focused on theories rather practical application (Zein, 2016).

According to a research in Ireland, teachers feel they are responsible for their own professional development. Personal interest, career growth these influences them to attend professional development trainings. They also feel schools' limited training budget and lack of interest is the barrier of getting professional development trainings (McMillan et al., 2016).

Teachers' perception about professional development helps the school management to understand teachers' need and interest regarding the areas of development that keeps the teachers motivated for further development (Bartolini et al., 2014).

Teachers prefer hand-on application trainings with follow-up from academic coaches rather than passive workshops (Richards & Skolits, 2009). Teacher viewed professional development as administrative leadership and ownership in professional learning (Owen, 2015).

Teachers have expectation towards administrators regarding getting support on resources, leadership and encouragement for curiosity for professional development (Burke, 2013). It was found in a study that, those teachers who got support from administrator are more motivated to take risks to improve student learning (Curwood, 2014). Teachers felt valued intellectually when given some leadership responsibilities (Díaz, 2013).

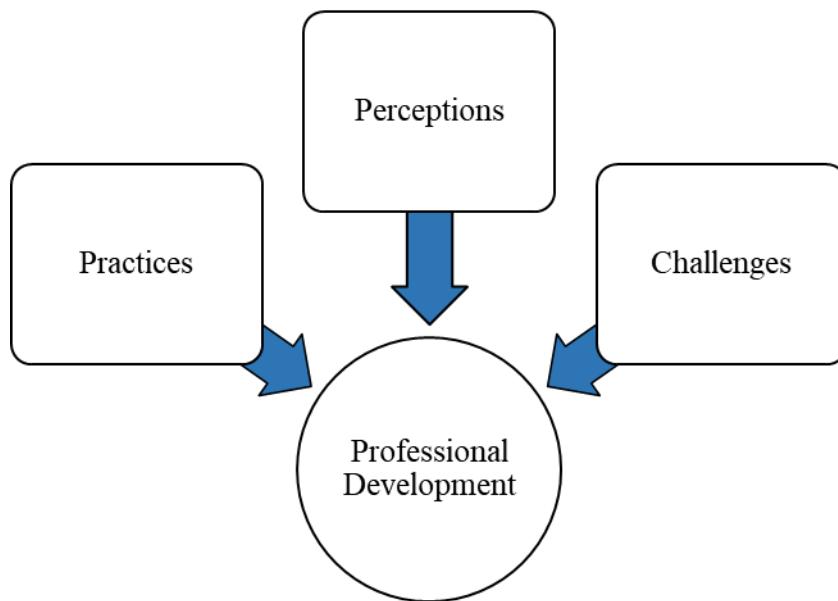
2.5 Conceptual Framework

A conceptual framework helps to organize the research and gives the guidance along with research questions for better conceptualizing in conducting research (Brooks, 2000). From literature review it was understood that professional development is a lifelong process for career.

It develops a person both personally and career wise. Professional development helps a person to understand his/her areas of improvements and motivates to work on those. Professional development plays a very important role for teachers. Teachers performance in the classroom have an impact on the students. So it has also an impact on students' performance also.

In this research, I want to find out about the practices of professional development trainings of English Mediums Schools in Dhaka city as well as the challenges teachers and administrators face. I also want to find out the perception of teachers and school administration about

professional development trainings. All these will help me to find out the holistic understanding of professional development trainings of English Medium Schools in Dhaka city.



Three research questions have been developed to find out the above understandings. This conceptual framework will guide us to answer all the research questions addressed in this study and help to reach to the goal of its conclusion.

Chapter 3

Methodology

3.1 Research Approach

Qualitative study focuses on the broader perspective of a research and produces descriptive data based on the written, oral or observable behavior (Taylor, S. J., Bogdan, R., & DeVault, 2015). Qualitative research is designed to give an in-depth explanation of a specific program or topic or setting (Mertens, 2010). As this study also focuses on an in-depth understanding on the professional development trainings of English Medium School teachers. So, I planned it as a qualitative research.

Qualitative research focuses on the understanding of individual or groups or human problem. This starts with emerging research questions and moves forward to data collections procedures. Data collection takes place in participant's setting and researcher make interpretation of those data discovering from specifics to making general themes (Creswell, 2014). This approach will be the best suit in this research as it will guide us to find the result in an in-depth manner. To understand the practices and perceptions of professional development trainings from teachers and administrators end, an in-depth analysis of data is needed and with the help of qualitative approach this can be achieved in the best manner.

3.2 Research Site

In the Annual report of BANBEIS (2012) it was mentioned that the number of English Medium Schools are 159. Among those 109 (68.55%) schools are post-primary English Medium Schools, which are located in Dhaka mostly (BANBEIS, 2012). As most of the English Medium Schools are located in Dhaka city, from this population two English Medium Schools have been purposively selected for this research. These two schools are very renowned. One of them is the oldest English Medium Schools of Dhaka.

Both of the schools follow same British curricula. Data regarding professional development was available and easy to accessible for the researcher to these sites. As in-depth data was needed for this research and both the schools conduct professional development trainings regularly so it was helpful to get necessary data from these schools. It was one of the main reasons for choosing these schools.

Another reason was to collecting data from similar profiled schools will also help the study to give a general idea of professional development trainings from an English Medium School's perspective.

3.3 Research Participants

The participants for this research were selected through purposive sampling. The reason behind choosing the participants was getting rich data from the participants. All the participants were able to provide enough information related to this study as they had sufficient knowledge in this field. Purposive sampling allows to select participants as per the need of the study to gather the most relevant data. According to Creswell & Plano Clark (2017), in purposive sampling the selection of participants involves individual or group of people who have the proficient knowledge and are well informed with a phenomenon of interest.

There will be total 7 participants for this research. Among them 3 participants were male and 4 participants were female. None of them have work experience less than 2 years. Five teachers, one trainer from management and one academic training supervisor were selected purposively for this qualitative study.

I have selected two schools for this research and considering those as school A and school B. In this case, among five teachers, two of them were from school A and the other three teachers were from school B. One academic training supervisor was from school B and one trainer was from the management of school B.

3.4 Sampling Procedure

The participants were selected through purposive sampling. Purposive sampling is the most common used procedure in qualitative research (Wu Suen et al., 2014). It is also known as judgment sampling which focuses on the qualities of participants while selecting them. It is not a random procedure. The researched decides to select participants based on the purpose of study and choose those who have rich data and willing provide with honesty for research (Bernard, 2006).

Five teachers from two different schools, one trainer from administration and one academic training supervisor were selected purposively for this qualitative study. Upon taking verbal consent from the school administration the participants were contacted through email. After getting the response from the email the participants were confirmed for the interview for this study. Before interview a consent letter was sent and signed from every participant for confirming their consent.

Initially I planned to take equal number of samples from both the schools, which means choosing additionally a trainer and academic training supervisor from school A. But during pandemic it was difficult to get response from those participants and for this reason was unable to manage data.

This research involved getting written consent letter from participants at the beginning of the study and before or during data collection ensured participants satisfaction and willing to provide data. Also, personal identity of all the participants were handled with confidentiality in this study. A table has given below about sampling information -

Schools	Teachers	Trainers	Academic Supervisors	Total Participant
A	02	00	00	02
B	03	01	01	05

Table 1: Sampling information of participants

3.5 Data Collection Methods

Data collection process is interviews with the help of semi structured interview guidelines. In the semi structured guideline the questions are predetermined and communicated by using that the interview guide (Rubin & Rubin, 2005). I interviewed five teachers from two different schools, one trainer from administration and one academic training supervisor. Three sets of semi structured interview guidelines are used for three different segments of participants. One is for teachers, another for academic training supervisor and other is for trainer from school administration. The interview has been taken over mobile phone conversation.

3.5.1 Phone Interview with Teachers

The qualitative research process is emergent for the researcher. It means, the plan for the research might change or shift after starting to collect data in the field. Qualitative research is understanding the issue or problem from participants and addressing it in the research for more information (Creswell, 2014).

For phone interview, appointment has been taken from teachers beforehand through email. The phone interviews were conducted as per teachers' preferred time. Each interview was recorded after taking permission from the teachers. It took 15 to 20 minutes for each interview.

3.5.2 Phone Interview with Academic Training Supervisor

The interview guideline for academic training supervisor covered types of training they mostly arrange for teachers and how they do need assessment before assigning any training to teachers. It also covered challenges academic training supervisor faces while arranging a training. Also we got to know about teachers' preferences about trainings shared with the academic training supervisor.

Academic training supervisor was agreed to do the phone interview for this research. I used a semi structured guideline for this interview. Semi-structured design is used most frequently in

the interviews of qualitative research. The semi structured method can be used for both individual or group. This method is versatile and flexible (DiCicco-Bloom & Crabtree, 2006). This method helped to collect data through phone interview with the academic training supervisor. The interview schedule was set by communicating with the academic training supervisor through email. The schedule was set as per the preference of the participant. It took 15 minutes to get done with the interview. The phone interview was also recorded after taking permission from the participant for this research.

3.5.3 Phone Interview with Trainer

A semi structured interview guideline used for the Trainer. The interview guide has the main contents of the study (Taylor 2005). This interview guideline helped to understand trainer's perspective of delivering any training, teachers' feedback to the trainers about training, challenges a trainer face to arrange a training etc.

In the face-to-face interview it is easier to build the rapport with the participants through gesture and posture. To build the rapport in the telephone interviews, instant response is important to make the participants feel that the researcher is providing them full attention in order to collect data (Glogowska et al., 2011). Considering the current pandemic situation, the data was collected through telephone/mobile. Telephone interviews have played a significant role of collecting data in various research fields (Purdon & Thomas, 1994).

3.6 Data Collection Tool (Semi-structured interview guideline)

Three semi structured interview guidelines have been used in this research. Researcher get the freedom in this method to improvise follow-up questions according to the response and situation. To study perception or opinion, semi structured interview guidelines are very appropriate (Louise Barriball & While, 1994). Three different sets of questions were included in those three interview guidelines to get the most valid data from different segment of

participants. There was not much difference of those tools. One tool was for teachers, another one for academic training supervisor and the one was for the trainer. In semi structure interview guideline, the interviewer can add or avoid questions to get the most relevant data which makes the data collection method more effective (Keller, 2012).

I used semi structured interview guideline for this study as the sample size was relatively small, consisting of 7 participants. According to Munn & Drever (1990), semi structured interviews are the best for small scale research as it gives the flexibility to the researcher to gather the most useful data.

3.7 Role of the Researcher

As the researcher collects data and gives input in analysis so it has been sees as a critical role in qualitative research (Creswell, 2014). My role in this study was as an observer and included collecting data, recording, making transcription, analyzing the data and storing it safely. In qualitative research the researcher plays as an instrument of data collection (Denzin & Lincoln, 2008). I worked as a primary instrument in this study as I have collected data, after that coded those data and analyzed to find emerging concepts and patterns.

A professional relationship and trust had been developed with the participants and maintained the confidentiality in this study. Participants responded me through email after I proposed their consent for the interview. The participants were allowed to choose the time and medium for their interviews. All the participants chose to do the interview over phone due to the Covid-19 situation. I interviewed participants for this study from 7th February 2021 to 4th March 2021. To avoid biasness, I cross-checked the information with participants after transcribing the data. I cross-checked over phone after transcribing the data to confirm the transcription and asked the participants if they want to add, change or discard any information. All the participants

confirmed the data transcription and did not change anything. I tried to be fair and honest throughout this research.

3.8 Data Analysis

For analyzing data, I have followed the steps shown by Creswell (2014). According to Creswell (2014), first of all we need to organize and prepare the data, then transcribe the data and reading it, after that conducting analysis for coding, then identifying sub-themes from those codes and then generating bigger themes and finally making interpretation of those larger meaning of data.

I have collected data over phone interview for this study and recorded those data while interviewing the participants for further analysis. While collecting data, taking notes are very important. As it helps to transcribe the data later through multiple scanning (Creswell, 2014). Notes were taken in this study while interviewing over phone. Then I transcribed the data by listening those recordings. Then I read those transcriptions multiple times. As the first read will give an overall idea. In this stage, taking notes, observations in margins or transcripts help to understand the depth and creates reliability of the data (Creswell, 2014).

Then I started to do coding of those data by reading the transcripts again and again to find similar topic by making clusters. Coding is a process where data are organized by writing a word which represent a category in the margin. This is done by putting brackets on similar terms or images (Rallis & Rossman, 2003). Coding gave the idea of important data and with more data more codes were developed. Researcher can make codes for description if needed (Creswell, 2014).

After that, the codes were breaking down into manageable themes (Creswell, 2014). I tried to develop a description and make categories of sub themes and then identified the emergent themes for analyzing the data. Researcher uses his/her personal experience or knowledge as a tool to interpret the data from coding and by analyzing comes up to the answer (McCracken,

1988). The detail information of people, places or events in a setting falls under the description. In the end, I made interpretations of those data from themes. In qualitative studies data are in descriptive form after interpretation.

Data triangulation was done in this research. Triangulation means to collect data from multiple sources for the enhancement of accuracy (Creswell, 2009; Merriam & Tisdell, 2016). I have collected data from different sources such as teachers, academic training supervisor and trainer. These three sources have been used to collect data for understanding the different aspect of similar research issue which can be included as triangulation method.

3.9 Ethical Issues and Concerns

In order to conduct this research, I asked for a signed consent letters from each of the participants prior to the research. Before signing the consent letter, I explained about the whole research objective, procedures and where will I use the findings. As, It is needed to give full disclosure to the participants about the purpose of study prior getting the consent (Patton, 1990). Then asked for their consent. Also, the participants were given full right to withdraw in any point of the process. Though no participants withdrew and everyone cooperated with me very well.

The anonymity is maintained throughout this study. All the data recorded with the consent of the participants. No name or personal information is revealed this study.

The data are kept safely in my phone storage with password protected system. As I am solely conducting the research by myself no one else has the access to this except me. All data transcriptions will remain locked on the home property of the researcher for two years in a locked file cabinet. The result will be shared with the participants after the completing the research.

To promote reliability and validity of data analysis process “rich, thick descriptions” and adequate engagement in data collection” strategies (Merriam, 2009) were employed. As researchers are expected to explain the research experience in a real way rather than focusing on the personal aim in qualitative research (Munhall, 1988). So the analysis has been done in an unbiased manner too.

To avoid biasness, this research has done by following the ethical guidelines of BRAC IED. An ethical form was filled and had taken approval from the supervisor and the committee prior collecting the data. Another ethics report was also submitted after analyzing the data to ensure the maintenance of ethical guidelines.

3.10 Credibility and Rigor

This study is conducted to complete my master’s thesis. Before selecting the research topic, I have gone through different literatures and tried to identify a problem related to education sector. To develop this study, I submitted a proposal to my supervisor and upon feedback piloting has been done to finalize the tool before collecting main data. After that the actual research has started. Keeping myself bound into my research timeline has helped me to maintain the rigor of the research.

To avoid biasness cross checking has been used in data analysis. This research employs participants interview, research of literature and cross checking with the participants. Member checking allowed to analyze the findings and make any comment by the participants (Harper & Cole, 2012; Creswell, 2014). I conducted member checking after the transcription is done. The participants were later informed about the data they provided after the interview transcription was done. They were allowed to provide more clarifying information or edit previously given information.

3.11 Limitations of the study

The biggest limitation of this study was collecting data in a small scale. Considering the current pandemic situation, the data collection process was also done through phone interview.

As it was not possible to observe the participants while collecting data, some data might get lost. Because, in qualitative study it is important to observe participants' expression and gesture-posture to understand the deeper meaning of the data. It was a limitation of this study for not having an in person interview..

Another limitation was small sample size of the qualitative research. As smaller sample size in qualitative research, it does not allow to generalize the issue to the whole population (Harry & Lipsky, 2015). I chose two English Medium Schools of Dhaka city and among all the population chose 7 participants for this study. I tried to collect data of one trainer and one academic training supervisor each from both the schools but due to not getting proper response from one of those schools, it was difficult for me to collect data equally. It has been another limitation of this study as school administrator's perspective has been shown considering data from one school only.

Chapter 4

Results

4.1 Introduction

This study intended to know professional development training practices in English Medium Schools. This study also tried to find out how teachers and school management perceive about those trainings and challenges they face while attending or conducting those trainings. Five teachers from two different schools were interviewed to know the practices and perception of Professional development trainings. One Academic Training Supervisor and one Trainer were interviewed using a semi-structured interview guidelines to collect the qualitative data.

The researcher analyzed the data of interview transcripts thoroughly which emerged into three different broad themes: (a) Types of professional development trainings provided from Schools, (b) Expectations and (c) Challenges. There are several sub-themes under each theme.

This chapter is organized with the description of these three emerging themes. Supporting evidences to the themes were presented through direct quotes and interview stories.

4.2 Types of Professional Development Trainings provided

To understand the practice of professional development trainings, it is important to know what type of trainings are provided from the English Medium Schools to the teachers. Almost all the participants mentioned about major trainings on classroom management, active learning, lesson planning and time management. There are also different trainings which have been provided by the schools such as conflict management, team building, google tools, cyber bullying etc.

4.2.1 Trainings on teaching methods and classroom management

In my study it has been found that teachers are provided trainings on lesson planning, classroom management, active learning, activity based learning, differentiated learning, academic related training etc. T2 said, “We got training on differentiated learning, activity based learning, classroom management etc.” (T2, 14-02-2021). In addition to T2, T4 expressed, “We also got training on how to prepare lesson plans, making questions for exams” (T4, 23-02-2021).

Participants also mentioned about getting different trainings on their initial days which helped them a lot. T3 expressed –

“When I joined in this school, I was a fresher. How to manage a class, how to form a group in the classroom and make it effective, how to categorize different type of students and form groups; all these hands on trainings helped me a lot in those initial days” (T3, 22-02-2021).

Trainer and academic training supervisor from school administration also mentioned similar types of trainings. SchAd1 said, “Trainings are provided based on the need. If any teacher face problem regarding classroom management, then he/she will be assigned to that training” (SchAd1, 26-02-2021).

4.2.2 Other skill development training

Among different types of trainings, teachers are also provided some skill development trainings from schools. In this study teachers mentioned about getting trainings on time management, language development, problem solving, team building, conflict management, behavior, etiquette, professionalism, dealing parents and dealing difficult students. As per T3 –

“There are different types of trainings. Some trainings are focused on our professionalism, which were arranged for all; for example – trainings on

professionalism, conflict management, team building etc. Some trainings are academic training; for example – subject related teaching techniques” (T3, 22-02-2021).

Similarly, Trainer1 said –

“Among the soft skills, language development skill is given more priority as it is an English Medium School. Other than that problem solving, team building, conflict management etc. are provided to the teachers” (Trainer1, 26-02-2021).

On the other hand, T3 mentioned significantly about the trainings on dealing parents and students. As per T3, “We got trainings on how to deal with parents and difficult students, which helped us a lot” (T3, 22-02-2021).

4.2.3 IT training

Participants mentioned some IT trainings on – digital board, google classroom, google meet, google tools, google slide, MS office, MS word, MS powerpoint etc. As per SchAd1, “We arrange training as per the need. If any teacher needs training on google tools, we assign him/her for next training on it” (SchAd1, 26-02-2021).

A Teacher of that school mention the similar trainings. T3 said, “School organizes training on MS word, MS office, MS powerpoint throughout the year as per our need” (T3, 22-02-2021). Besides, T5 expressed, “We got training on digital board and how to make the class interesting by using it” (T5, 24-02-2021).

4.2.4 Trainings during Covid-19 pandemic

Schools have been arranging trainings on google tools, google classroom, google meet, google slide, online teaching, cyber bullying, how to increase involvement of students in the classroom, how to motivate students and increase participation online during pandemic.

According to T4 –

“Schools are regularly arranging trainings on how to motivate the students and how to increase their participation in the classroom during this pandemic. These trainings are helping teachers to connect with students more in this pandemic” (T4, 23-02-2021).

In addition, T2 mentioned about trainings regarding digital safety. T2 said, “During this pandemic as everything is going online, schools are arranging trainings for teachers to create the awareness of cyber bullying among students” (T2, 14-02-2021). She also added, “Initially we got trainings on how to teach online and how to use google tools during this pandemic” (T2, 14-02-2021).

The academic training supervisor also mentioned about similar type of trainings. According to SchAd1, “In this pandemic, we had training on google classroom, google meet” (SchAd1, 26-02-2021).

4.3 Perceptions

In this theme both teachers and management’s expectation and perceptions are addressed from the result.

4.3.1 Perception of teachers

In this study, teachers perceived that professional development training helped them growing as a teacher. Teachers also feel customization training is not possible to arrange for schools. But teachers feel training from direct professional trainers are more effective than getting it from other senior teachers.

While talking about the previous experiences of training T1 said, “Trainings are seemed more effective when we get it from direct experienced trainer” (T1, 12-02-2021).

T4 stated differently that sometimes senior teacher’s stories of real life experiences motivate in the training session. According to him, “When any senior teacher shares her journey or

experience regarding any situation in a training session, it motivates me further” (T4, 23-02-2021).

Teachers understand that schools cannot arrange training to fulfill everyone’s need. As T3 said, “It is impossible for school to arrange customized training for teachers. School tries to arrange trainings those will be beneficial for us” (T3, 22-02-2021).

In addition to that T2 described, “The trainings are designed such as it can be used in the classroom. In the end, all the teachers feel these trainings help them a lot in their professional life” (T2, 14-02-2021).

According to T5, “Professional development trainings helped a lot to grow personally and professionally” (T5, 24-02-2021). T1 strongly emphasized on career development and said, “Professional development trainings grew me as a teacher” (T1, 12-02-2021).

4.3.2 Perception of trainer

Trainer feel the trainings can be more fruitful if participants show interest in the session but at the end of the training all the participants can feel these trainings bring improvement in their performance. Trainer also agrees that not all the trainings are equally helpful for the teachers.

According to Trainer1, “Learning of training sessions can be more fruitful if the teachers feel interested towards it” (Trainer1, 26-02-2021). As a reason for teachers’ lower interest, he also mentioned, “Not all the trainings meet expectations of teachers equally” (Trainer1, 26-02-2021).

At last when telling about trainings and teachers’ improvement afterwards, Trainer1 expressed, “After completing a training when teachers see their improvement then they can realize these trainings have helped” (Trainer1, 26-02-2021).

4.3.3 Perception of school administrator

School administrator feels the trainings are conducted as per the need of the teachers. Furthermore, SchAd1 said, “We observe classes to assess the need of the teachers and then assign trainings accordingly” (SchAd1, 26-02-2021).

However, she also feels like the trainer that, all trainings are not equally effective. According to SchAd1, “The success of a training depends a lot on the trainer” (SchAd1, 26-02-2021).

Shedding light on improving the training quality, she said, “Teachers convey time to time their feedback regarding training and we can see their improvement in the performance” (SchAd1, 26-02-2021).

4.3.4 Expectations of Teachers from Trainings

Teachers expressed expectations of getting more training on making effective lesson plan for 40-45 students, differentiated learning, teaching learning strategy, child psychology, hands on training on technology, English language training and coping mechanism after pandemic. Also expressed the expectations of having resources available those used in the trainings.

According to T5, “It would be beneficial if any training is arranged on how to prepare an effective lesson plan which will help to manage a class of 40-45 students” (T5, 24-02-2021).

On the other hand, T3 expressed expectations about getting more training on IT and English language. As per T3, “I think we need more hands on training on technology and English language for a better communication” (T3, 22-02-2021).

Teachers also said their classes are consisting of different types of students. In the expectation of further training T1 expressed, “There should be more trainings on teaching learning techniques, how to implement differentiated learning, understanding child psychology” (T1, 12-02-2021).

By emphasizing on this, T2 said, “We need more trainings on differentiated learning trainings to handle special needs children” (T2, 14-02-2021).

T4 focused on the teachers and students’ mental health and adjustment with the physical classes after pandemic. As per T4 –

“After pandemic when school will be open, if the school arranges trainings on how to cope up with new situation, it would be helpful to adjust for both teachers and students.”

(T4, 23-02-2021)

Sometimes, teachers feel there are scarce of resources to apply any strategy learned from the trainings. On this issue T1 expressed her opinion, “The resources they use in a training session should be available to implement in the regular class” (T1, 12-02-2021).

4.3.5 Expectations of Trainer from Trainings

In this study, trainer explained about their expectation, that they want teachers’ enthusiasm and eagerness to learn during a training. Along with it, trainer has expectation of a better communication between administrator and teachers before assigning any training to them. They want school administrators to maintaining time properly.

According to Trainer1, “Training allocation should be cleared with the participants from administration while assigning any training” (Trainer1, 26-02-2021). He further added, “Time management is very important. It should be maintained for a better training session” (Trainer1, 26-02-2021).

In addition to that Trainer expressed that –

“Sometimes teachers show resistance towards a training which makes it difficult to conduct a session. More enthusiasm from teachers are expected to have a successful training session” (Trainer1, 26-02-2021).

4.3.6 Expectations of school administrator on Trainings

The school administrator expressed expectation of teachers coming to them and opening up about any training related problem and attend all the trainings regularly. She also showed expectation from trainers and school authority to arrange more hands on trainings which are mostly requested from teachers.

According to SchAd1, “Teachers ask for more hands on training which we need to organize more” (SchAd1, 26-02-2021).

She also expected on getting feedback from teachers after trainings. This will give them a chance to improve the trainings. There she said, “We want teachers to come to us for any feedback regarding training” (SchAd1, 26-02-2021).

The school administrator also emphasized on trainer’s capability to make a training interesting. As SchAd1 said, “Teachers always expect real scenario based problem solving training which a trainer sometimes misses and that leads to an uninteresting session for teachers” (SchAd1, 26-02-2021).

On the contrary, about the improvement after trainings, she added, “Sometimes to see the improvement of teachers, they are expected to attend the assigned trainings regularly” (SchAd1, 26-02-2021).

4.4 Challenges

4.4.1 Challenges for teachers

Teachers face different challenges during trainings. This includes having different group mates to discuss about teaching techniques, getting trainings on the weekends, after school trainings, internet issues for online trainings, not getting time to convey the need.

According to teacher T1 –

“While different subject related teachers were in a same group. The teaching techniques shared in the trainings were difficult to discuss instantly about application with other group members as they had different subject knowledge.” (T1, 12-02-2021)

While talking about the training schedule T4 conveyed that, “Trainings are arranged on weekdays after classes. It is challenging if these are arranged on weekends” (T4, 23-02-2021).

Putting strong emphasize on trainings over the weekend, T5 said, “When any day long training comes on weekend then it becomes difficult to do office without any rest” (T5, 24-02-2021).

Same teacher when asked about trainings after schoolwork, said that, “It’s difficult to concentrate on training sessions after school hour as we feel exhausted” (T5, 24-02-2021).

While focusing on the challenges based on need assessment, T1 expressed, “We remain so busy with classes and all that we don’t get time to convey the need. The trainings are assigned randomly from admin” (T1, 12-02-2021).

Teachers also shared struggles related to technical issues like- internet disruption during pandemic. About it T2 said, “We face challenges when internet gets disrupted during any online training. It has been the biggest challenge in this pandemic” (T2, 14-02-2021).

4.4.2 Challenges for organizers

Challenges are different from administrator and trainer’s perspective. School administrator faces challenges with IT support and instant problem solving.

The school administrator conveyed about the challenges with IT during any training sessions. SchAd1 quoted, “Sometimes IT supports are needed and technological challenge seems the biggest one during a training” (SchAd1, 26-02-2021).

SchAd1 also focused on another problem, as per her, “Sometimes teachers come with problems during the training session which can’t be solved instantly, that makes the situation a bit challenging” (SchAd1, 26-02-2021).

According to Trainer, coordinating and arranging a training after managing time from different campuses has been the biggest challenge. According to Trainer 1, “Arranging a common place for training from different locations with limited time is a bit challenge” (Trainer1, 26-02-2021).

Apart from that, less interest of teachers during a training makes challenging for the trainer to conduct. The trainer also expressed -

“Sometimes supervisor recommends a teacher for a training but the teacher does not feel the need of it. In that case, the teacher feels uninterested during training session and does not give the full effort to it.” (Trainer1, 26-02-2021)

4.4.3 How to overcome the challenges

The teachers who participated in this study gave multiple suggestions to overcome the challenges. Teachers said that, instead of assigning teachers randomly to trainings, there should be a communication with teachers before assigning a training so that teachers also get to convey their needs and be aware of the training.

T1 said in this regard, “They should do a survey before assigning trainings, I guess that would help to sort properly in demand-wise” (T1, 12-02-2021).

In similar to that suggestion Trainer1 also said, “Administrators should consult with the teachers before assigning any training. It will decrease the resistance of teachers towards a training” (Trainer1, 26-02-2021).

To make the training more effective T1 suggested –

“If possible the groups should be made with similar subject teachers in the training so that the teachers could discuss applying the learning or technique in their related field” (T1, 12-02-2021).

Participants also expressed about training time. As T5 suggested, “Trainings should arrange within school hour so that we can concentrate better” (T5, 24-02-2021).

The school administrator suggested that, “IT related arrangements needs to be checked beforehand to avoid any interruption during training” (SchAd1, 26-02-2021). She also added, “Any IT person if available during sessions and also could be assigned for any emergency support, that would help” (26-02-2021).

Chapter 5

Discussion and Conclusion

5.1 Discussion

The purpose of this study was to identify practices, perception and challenges of professional development trainings of English Medium Schools of Dhaka city. This study is focused on the perceptions of teachers along with school administrator about professional development trainings and challenges faced from teachers, trainer and school administrator sides regarding it. The information from this study might help the school administrator to strategize and plan professional development trainings and implement in a better manner. Teachers feel driven to become leaders and learn more to achieve goals and do better performance (Cook, 2014).

The key findings of this study are, both the English Medium Schools mostly run training programs regarding pedagogy, which includes – teaching techniques, active learning, teaching strategy, differentiated learning strategy etc. In various studies it was found that effective professional development trainings can lead to the changes in pedagogical practices of a teacher (Lattuca et al., 2014).

Some trainings are organized for better performance in the school environment such as team building, conflict management, time management, dealing parents and students, problem solving, language development, professionalism and etiquette etc. Apart from these, teachers also get IT related trainings which are – google tools, digital board, MS office etc. to run their day-to-day work.

Trainings are provided through online during this pandemic. Before it used to be face to face session. Online trainings for teachers have achieved a great exposure in recent years (Karchmer-Klein & Pytash, 2020). It was shown in my study that teachers get trainings on online teaching, cyber bullying, google tools, MS office etc. during this pandemic. Online

trainings are mostly focused on teaching techniques in online and IT related. These trainings are also focused in managing students online during a class, increase participation of students, motivating students during this pandemic.

In this study, it was found that teachers feel professional development trainings helped them to grow as a teacher and have a positive impact on their professional career. Teachers understand that professional development trainings cannot be customized according to individual needs, but they agree so far that the trainings have been arranging are being helpful for them. Some teachers expressed that it can be more effective to get training from a professional trainer. In their initial days, these trainings taught all the necessary things from conducting a class to managing it. According to Calderhead & Shorrock (2005), teachers face most difficulties in their initial days from teaching to managing a classroom and trainings help them a lot in that time. Teachers also feel their experience has made them better teachers along with these trainings.

Teachers expressed expectations on trainings about differentiated learnings and techniques to handle special needs children as the classroom consists of students with all types of learning styles. Differentiated learning means giving instructions to students and teaching materials based on the needs and according to the different learning styles of the children (Morgan, 2014). In a research in Indonesia it was found that, teachers were unable to teach and address the needs of special need children in the classroom because they didn't have enough knowledge or training about different learning styles (Marlina et al., 2019). In my study, teachers also showed expectations about trainings on child psychology, hands on IT training, English language training.

In addition to that, teachers mentioned about trainings on coping mechanism for both teachers and students when the schools open after covid-19 pandemic. Teachers feel it will be beneficial

for both teachers and students to overcome the challenges in attending physical classes and activities after this long pandemic.

From a trainer, it was found in this study that the professional development trainings are very helpful for teachers. It can be more fruitful if teachers were more enthusiastic and eager about it. According to that trainer, teachers feel the difference after completing a training, though all the trainings don't bring similar result. But at the end of the training, teachers realize it was fruitful. Trainer expected more interest from teachers attending any training. The trainer also emphasized on time management in his interview. Trainer also expressed his expectation of maintaining proper time and communicating with teachers beforehand. Trainer consult with academic training supervisor before organizing any training. In previous researches it has been seen that, to increase learning, professional development should be aligned with need and focused on the problem (Stewart, 2014). Similar findings are present from the trainer's perspective in this study too.

Academic training supervisor participated in this study as school administrator. It was found in this study that academic training supervisor thinks the trainings are arranged based on the needs of the teachers. This was a contradictory statement from the trainers and the teachers' perspective. As per the academic training supervisor, they observe the classes and then assign the trainings accordingly. Teachers sometimes convey to their supervisor if they feel any training needed further. Teachers mostly convey the requirement of real problem based trainings to their supervisor. Similarity found in a study that, teachers prefer professional development trainings which includes real classroom based problem or real life experiences (Filipe et al., 2014; Roseler & Dentzau, 2013).

Academic training supervisor also expressed her expectation about getting feedback and sharing observations about trainings from teachers. She also showed her expectations on arranging more hands on trainings for teachers and to make the trainings more effective. The

academic training supervisor assigns training after observing the classes and tries to arrange as per the need of the teachers. She expected teachers to attend trainings regularly.

On the contrary to academic training supervisor's take on needs assessment before trainings, teachers think that the trainings are assigned randomly from administration. They suggested to do need analysis with teachers before assigning them any training which might increase their interest to attend also. In my study, teachers find challenges if the training schedule is not aligned with their work routine. On weekends they find it hectic to attend a training. They prefer trainings on weekdays. Most teachers gave feedback that the training schedules are good to attend if it's on weekends.

In this study, teachers expressed that, in the training the resources they use for techniques and teachings should also be available for practical classes. Sometimes, they don't follow a strategy because of the scarcity of resources. In this case, they can't implement the strategy that they learned from a training. They also said, if the groups are made with similar subject teacher in a training session, then it would be helpful for peer learning and then during discussion about applying methods taught in the session in their classes.

While arranging trainings, the trainer faces challenges to match time for all the participants of different campuses to conduct a training on everyone's common time. Trainer also suggested to have a better communication between teachers and school administrator for avoiding difficulties in the training session before assigning to the teachers.

In this study, both teachers and academic supervisors face IT related challenges in trainings. There has been a number of studies where it was seen that both new and experienced teachers feel inadequate to use any kind of technology in the classroom (Abdal-Haqq, 1995). It was also seen that schools are incorporating technologies in the classroom but was not providing enough training on it (Large et al., 1998). Especially if it's in online the network issue becomes crucial

for both parties. Though schools are providing different trainings on google tools in this pandemic but participants asked for more IT trainings to become more sound on technology and use it in teaching.

Professional development has an impact on classroom teaching and student learning; which also increase a teacher's knowledge and skills (Yoon et al., 2008). As per the participants, professional development helped them to develop their different skills to grow personally and professionally. The participants agreed that these trainings are being helpful in their daily life work and making them grow in their profession. In conclusion, all the participants shared Professional Development Trainings are important in career development and are being helpful in teaching the students.

5.2 Conclusion

This study was intended to identify the practices of professional development training of English Medium Schools. The results shown in chapter 4 gives the glimpse of idea about the common trainings of English Medium Schools. The data were collected from 2 different schools' participants and the results were quite similar regarding practices of professional development trainings.

The study also tried to find out the perception of teachers and school administrators about professional development trainings. The results also reflected some of the challenges faced by teachers and school administrators.

It has been observed in this study that schools are arranging professional development trainings on mostly teaching learning methods, techniques on classroom management, time management, team building, conflict management etc. Teachers feel these trainings played an important role initially in their career. Trainings like active learning, differentiated learning helped teachers to deal with different types of students in the classroom. Though teachers feel

more trainings on these topics are needed. According to academic training supervisor, teachers always expect real scenario based problem solving training. Teachers also expressed the need of trainings on language development for better communication. Trainer also mentioned about giving priorities of language development training from school.

All the participants in this study commonly showed interest on training related to IT. During this Covid19 pandemic, online teaching was the only way to run the schools. Teachers expressed, they are not much sound on technology and more IT related trainings will be beneficial for them to conduct the classes in a better manner. Along with that, schools also focus on IT trainings like google tools, MS word, MS power-point, google meet etc. Along with those, trainings on safe internet, cyber bullying, keeping students' attention, making online classes interesting and interactive etc. have been arranged online for teachers in this pandemic.

Teachers feel sometimes the trainings are assigned which they don't feel they need. In this case, both teachers and trainer expressed that, the teachers feel uninterested. This de-motivation and uninterest creates difficulty to conduct a training. The academic training supervisor said differently in this matter, they assign the trainings after observing the class where they feel the teacher needs improvement. Also, if any teacher seeks any training for personal development they try to assign him/her when they get chance. Teachers doesn't know how the needs are analyzed before assigning training. They feel the trainings are assigned randomly mostly by the administrators. The teachers suggested to communicate with them before assigning any training or do a survey which will eradicate any confusion and will make the training more fruitful.

Regarding the challenges, all the teachers preferred trainings on weekdays. They find it challenging to attend any training on weekends as they feel exhausted without any weekly break. Teachers also mentioned about getting groups with different subject-oriented teachers

in the training session which makes it difficult to discuss and relate any idea shown in the training instantly. Teachers preferred same subject teachers in a same group in a training. The trainer faces challenge while coordinating with different campuses and make a common time for the teachers. The academic training supervisor mostly mentioned about technological challenges during a training. Teachers also mentioned about internet issue while attending any training online during pandemic.

All the participants agreed that these trainings have been very helpful to grow them professionally and helped a lot in teaching also. Teachers feel apart from their experiences, these professional development trainings also made them a better teacher.

Personally, this study helped me a lot to understand the in-depth knowledge of professional development trainings that occurs in English Medium Schools, how teachers see those trainings, how those trainings are assigned, if the trainings are meeting the needs and all those challenges faced by trainer, supervisor or teachers.

5.3 Recommendations

The recommendations are given based on the findings of the study. Some recommendations are below:

- Schools need to inform the teachers about need analysis process and take suggestions from teachers while doing need analysis.
- A better communication should be established between teachers and administrators regarding assigning any training to teachers; after need assessment is done for trainings.
- Schools should arrange more IT related trainings on how to use different tools and incorporate them in daily teaching to make the lessons interesting in this pandemic.

- After trainings, schools need to make availability of resources for teachers to use in the classroom to apply the strategies learned from training.
- Teachers need to convey more to the administrators about their need and requirements about trainings.
- Schools need to focus more on the IT support system during a training. If any challenge arise while conducting a training, an IT person should be assigned to support the trainer for solving the problem instantly to have an uninterrupted training session.

References

- Abdal-Haqq, I. (1995). Infusing technology into pre-service teacher education. ERIC Digest. *ERIC Document Reproduction Service# ED.*
- Abdal-Haqq, I. (1996). Making Time for Teacher Professional Development. *ERIC Clearinghouse on Teaching and Teacher Education.*
- Al-Quaderi, G. G., & Mahmud, A. Al. (2010). English literature at English-medium schools of Bangladesh: The question of culture. *Pedagogy, Culture and Society.*
<https://doi.org/10.1080/14681366.2010.488046>
- Almeida, F., Superior, I., Gaya, P., Queirós, A., & Faria, D. (2017). Strengths and Limitations of Qualitative and Quantitative Research Methods. *European Journal of Education Studies.*
- BANBEIS (2012). special survey, Retrieved on December 20, 2013 from http://www.banbeis.gov.bd/webnew/index.php?option=com_content&view=article&id=479&Itemid=166
- Bartolini, V., Worth, K., & Jensen LaConte, J. E. (2014). A Shift to Inquiry: The Heart of Effective Teaching and Professional Development for the Twenty-First Century. *New Educator.* <https://doi.org/10.1080/1547688X.2014.868229>
- Behrstock-Sherratt, E., Bassett, K., Olson, D., & Jacques, C. (2014). *From Good to Great Exemplary Teachers Share Perspectives on Increasing Teacher Effectiveness Across the Career Continuum.* April, 1–44.
- Berliner, D. C. (1986). In Pursuit of the Expert Pedagogue. *Educational Researcher.*
<https://doi.org/10.3102/0013189X015007007>
- Bernard, H. R. (2006). Research methods in anthropology: qualitative and quantitative

- approaches (4nd edition). In *AltaMira Press*.
- Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. *Educational Leadership*.
- Bolam, R. & McMahon, A. (2004). Literature, definitions and model: towards a conceptual map. In C. Day (ed.), *International Handbook on the Continuing Professional Development of Teachers*. Berkshire: McGraw-Hill Education, vol. 33-60.
- Boyle, B., While, D., & Boyle, T. (2004). A longitudinal study of teacher change: What makes professional development effective? *Curriculum Journal*.
<https://doi.org/10.1080/1026716032000189471>
- Bredeson, P. V. (2002). The architecture of professional development: Materials, messages and meaning. *International Journal of Educational Research*. [https://doi.org/10.1016/S0883-0355\(03\)00064-8](https://doi.org/10.1016/S0883-0355(03)00064-8)
- Brooks, T. A. (2000). Tricks of the Trade: How to Think about Your Research While You're Doing It. *The Journal of Academic Librarianship*. [https://doi.org/10.1016/s0099-1333\(00\)00089-6](https://doi.org/10.1016/s0099-1333(00)00089-6)
- Burke, B. M. (2013). Experiential Professional Development: A Model for Meaningful and Long-Lasting Change in Classrooms. *Journal of Experiential Education*.
<https://doi.org/10.1177/1053825913489103>
- Calderhead, J., & Shorrock, S. B. (2005). Understanding teacher education: Case studies in the professional development of beginning teachers. In *Journal of Chemical Information and Modeling*.
- Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*. [https://doi.org/10.1016/S0742-051X\(02\)00053-7](https://doi.org/10.1016/S0742-051X(02)00053-7)

- Cochran-Smith, M., & Zeichner, K. M. (2009). Studying teacher education: The report of the AERA panel on research and teacher education. In *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*.
<https://doi.org/10.4324/9780203864043>
- Collinson, V., & Cook, T. F. (2001). "I don't have enough time": Teachers' interpretations of time as a key to learning and school change. *Journal of Educational Administration*.
<https://doi.org/10.1108/09578230110392884>
- Creswell, J W. (2014). Research Design: Qualitative, Creswell, J. W. (2014). . Research design Qualitative quantitative and mixed methods approaches. *Research Design Qualitative Quantitative and Mixed Methods Approaches*.
- Creswell, John W., & Plano Clark, V. L. (2017). Designing and Conducting Mixed Methods Research | SAGE Publications Ltd. In *SAGE Publications, Inc*.
- Curwood, J. S. (2014). Between continuity and change: Identities and narratives within teacher professional development. *Teaching Education*.
<https://doi.org/10.1080/10476210.2012.755159>
- Denzin, N. K., & Lincoln, Y. S. (2008). The landscape of qualitative research. In *Handbook of qualitative research*.
- Díaz, A. (2013). Intercultural understanding and professional learning through critical engagement. *Babel*.
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. In *Medical Education*. <https://doi.org/10.1111/j.1365-2929.2006.02418.x>
- Easton, L. B. (2008). From professional development to professional learning. *Phi Delta Kappan*. <https://doi.org/10.1177/003172170808901014>

- Filipe, H. P., Silva, E. D., Stulting, A. A., & Golnik, K. C. (2014). Continuing professional development: Best practices. *Middle East African Journal of Ophthalmology*.
<https://doi.org/10.4103/0974-9233.129760>
- Fullan, M. G., & Miles, M. B. (1992). Getting Reform Right: What Works and What Doesn't. *Phi Delta Kappan*.
- Glogowska, M., Young, P., & Lockyer, L. (2011). Propriety, process and purpose: Considerations of the use of the telephone interview method in an educational research study. *Higher Education*. <https://doi.org/10.1007/s10734-010-9362-2>
- Guskey, T. R. (1994). Professional Development In Search of the Optimal Mix. *Professional Development in Education: New Paradigms and Practices*.
- Guskey, T. R. (2002). Professional development and teacher change. In *Teachers and Teaching: Theory and Practice*. <https://doi.org/10.1080/135406002100000512>
- Haque, M. S (2011). Bridging the Gap between Academia and the Real World: An Exploratory Framework from Bangladesh. *Proceeding, 3rd International Seminar on Culture, English Language Teaching, and Literature, 2011*, pp. 182-196.
- Hargreaves, A., & Fullan, M. (1992). Understanding Teacher Development. In *Teacher Development Series*.
- Harper, M., & Cole, P. (2012). Member checking: Can benefits be gained similar to group therapy? *Qualitative Report*. <https://doi.org/10.46743/2160-3715/2012.2139>
- Harry, B., & Lipsky, M. (2015). Qualitative Research on Special Education Teacher Preparation. In *Handbook of Research on Special Education Teacher Preparation*.
<https://doi.org/10.4324/9780203817032.ch26>
- Heideman, C. (1990). Introduction to staff development. In P. Burke *et al.* (eds.), *Programming*

for staff development. London: Falmer Press

Hirsh, S. (2001). We're growing and changing. *Journal of Staff Development*, 22(3), 255-258

Hsieh, B. (2015). The importance of orientation: Implications of professional identity on classroom practice and for professional learning. *Teachers and Teaching: Theory and Practice*. <https://doi.org/10.1080/13540602.2014.928133>

John W. Creswell. (2014). Research Design, Qualitative Quantitative & Mixed Methods Approaches. *Book*.

Kagoda, A. M., & Ezati, B. A. (2014). Secondary School Teachers ' Perception of " Teacher Professional Development "": A Case Study of Teachers from Five Districts of Uganda . Ortaokul Öğretmenlerinin Öğretmenlik Meslek Gelişimi Algıları : Uganda ' nın Beş Bölgesindeki Öğretmenlerle Bir Durum. *Journal of Teacher Education and Educators*, 3(2), 185–202.

Kamol, E. (31 December 2009). Closing the Gaps, *The Daily Star*.

Karchmer-Klein, R., & Pytash, K. E. (2020). Effective Practices in Online Teacher Preparation for Literacy Educators. *Advances in Higher Education and Professional Development (AHEPD) Book Series*. In *IGI Global*.

Kitaev, I. (2007). Private education in developing and transitional countries. In *Private schooling in less economically developed countries: Asian and African perspectives*.

Large, A., Beheshti, J., & Breuleux, A. (1998). Information seeking in a multimedia environment by primary school students. *Library and Information Science Research*. [https://doi.org/10.1016/S0740-8188\(98\)90027-5](https://doi.org/10.1016/S0740-8188(98)90027-5)

Lattuca, L. R., Bergom, I., & Knight, D. B. (2014). Professional development, departmental contexts, and use of instructional strategies. *Journal of Engineering Education*.

<https://doi.org/10.1002/jee.20055>

Linda Darling-Hammond, B., McLaughlin, M. W., & McLaughlin Phi, M. W. (1995). Policies That Support Professional Development in an Era of Reform. *Delta Kappan*.

Louise Barriball, K., & While, A. (1994). Collecting data using a semi-structured interview: a discussion paper. *Journal of Advanced Nursing*. <https://doi.org/10.1111/j.1365-2648.1994.tb01088.x>

Lowe, J. (2000). International examinations: The new credentialism and reproduction of advantage in a globalising world. *Assessment in Education: Principles, Policy and Practice*. <https://doi.org/10.1080/09695940050201352>

Lucilio, L. (2009). What Secondary Teachers Need in Professional Development. *Journal of Catholic Education*. <https://doi.org/10.15365/joce.1301042013>

Marlina, M., Efrina, E., & Kusumastuti, G. (2019). *Differentiated Learning for Students with Special Needs in Inclusive Schools*. <https://doi.org/10.2991/icet-19.2019.164>

McCracken, G. (1988). The Long Interview: Qualitative Research Methods. In *Sage Publications*.

McMillan, D. J., McConnell, B., & O'Sullivan, H. (2016). Continuing professional development – why bother? Perceptions and motivations of teachers in Ireland. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2014.952044>

Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. In *The JosseyBass higher and adult education series*. <https://doi.org/10.1097/NCI.0b013e3181edd9b1>

Mertens, D. M. (2010). Research and Evaluation in Education and Psychology: Integrating diversity with quantitative and qualitative approaches. In *Research and Evaluation in*

Education and Psychology.

Michael, Fullan ; Oaks, T. (2005). Leadership and Sustainability - System Thinkers in Action.

The International Journal of Educational Management.

Morgan, H. (2014). Maximizing Student Success with Differentiated Learning. *The Clearing*

House: A Journal of Educational Strategies, Issues and Ideas.

<https://doi.org/10.1080/00098655.2013.832130>

Moss, C., & Brookhart, S. (2015). *Formative classroom walkthroughs: How principals and*

teachers collaborate to raise student achievement. Alexandria, VA: ASCD.

Mousumi, M. A., & Kusakabe, T. (2017). Proliferating English-Medium Schools in

Bangladesh and Their Educational Significance Among the “Clientele.” *Journal of*

International Development and Cooperation. <https://doi.org/10.15027/42488>

Munhall, P. L. (1988). Ethical Considerations in Qualitative Research. *Western Journal of*

Nursing Research. <https://doi.org/10.1177/019394598801000204>

Munn, P., & Drever, E. (1990). Using Semi-Structured Interviews in Small-Scale Research. A

Teacher’s Guide. In *Scottish Council for Research in Education.*

Owen, S. M. (2015). Teacher professional learning communities in innovative contexts: ‘ah

hah moments’, ‘passion’ and ‘making a difference’ for student learning. *Professional*

Development in Education. <https://doi.org/10.1080/19415257.2013.869504>

Ozer, B. (2008). Öğretmenlerin mesleki gelişimi. [Professional development of teachers] A.

Hakan (Ed.), *Öğretmenlik meslek bilgisi alanındaki gelişmeler [The developments in the*

field of teaching] (pp. 195-216). Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi.

Partnership, G. S. (2013). Professional {Development} {Definition}. In *The Glossary of*

Education Reform.

- Patton, M. . (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: *Research in Nursing & Health*.
- Power, T., Shaheen, R., Solly, M., Woodward, C., & Burton, S. (2012). English in action: School based teacher development in Bangladesh. *Curriculum Journal*.
<https://doi.org/10.1080/09585176.2012.737539>
- Purdon, S., & Thomas, R. (1994). Telephone methods for social surveys. *University of Surrey Social Research Update*.
- Rahman, M. M., Hamzah, M. I. M., Meerah, T. S. M., & Rahman, M. (2010). HISTORICAL DEVELOPMENT OF SECONDARY EDUCATION IN BANGLADESH: COLONIAL PERIOD TO 21st CENTURY. *International Education Studies*.
<https://doi.org/10.5539/ies.v3n1p114>
- Rallis, S. F., & Rossman, G. B. (2003). *Learning in the Field: An Introduction to Qualitative Research*. In *Sage Publications*.
- Richards, J., & Skolits, G. (2009). Sustaining instructional change: The impact of professional development on teacher adoption of a new instructional strategy. *Research in the Schools*.
- Rogers, M. P., Abell, S., Lannin, J., Wang, C. Y., Musikul, K., Barker, D., & Dingman, S. (2007). Effective professional development in science and mathematics education: Teachers' and facilitators' views. *International Journal of Science and Mathematics Education*. <https://doi.org/10.1007/s10763-006-9053-8>
- Rubin, H., & Rubin, I. (2005). *Qualitative Interviewing: The Art of Hearing Data By*: In *Sage Publications*.
- Rudduck, J. (1991). *Innovation and Change*. Milton Keynes: Open University.
- Sandholtz, J. H., & Scribner, S. P. (2006). The paradox of administrative control in fostering

- teacher professional development. *Teaching and Teacher Education*.
<https://doi.org/10.1016/j.tate.2006.07.006>
- Starkey, L., Yates, A., Meyer, L. H., Hall, C., Taylor, M., Stevens, S., & Toia, R. (2009). Professional development design: Embedding educational reform in New Zealand. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2008.08.007>
- Stewart, C. (2014). Transforming professional development to professional learning. *Journal of Adult Education*.
- Stronge, J. H. (2018). Qualities of effective teachers: An introduction. In *Qualities of effective teachers*.
- Tam, A. C. F. (2015). The role of a professional learning community in teacher change: A perspective from beliefs and practices. In *Teachers and Teaching: Theory and Practice*.
<https://doi.org/10.1080/13540602.2014.928122>
- Taylor, S. J., Bogdan, R., & DeVault, M. (2015). Introduction to Qualitative Research Methods: A Guidebook and Resource (4th Edition). In *New York: John Wiley & Sons*.
- Trilling and Fadel. (2009). 21st century skills: learning for life in our times. Jossey Bass: USA.
Journal of Chemical Information and Modeling.
- Wells, M. (2014). Elements of effective and sustainable professional learning. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2013.838691>
- Wu Suen, L. J., Huang, H. M., & Lee, H. H. (2014). A comparison of convenience sampling and purposive sampling. *Journal of Nursing*. <https://doi.org/10.6224/JN.61.3.105>
- Yook, C., & Lee, Y. hun. (2016). Korean EFL teachers' perceptions of the impact of EFL teacher education upon their classroom teaching practices. *Asia-Pacific Journal of Teacher Education*. <https://doi.org/10.1080/1359866X.2016.1144171>

Yoon, K., Duncan, T., & Lee, S. (2008). The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence. *American Educational ...*

Zein, S. (2016). Factors affecting the professional development of elementary English teachers. *Professional Development in Education*.
<https://doi.org/10.1080/19415257.2015.1005243>

Zhao, M. (2012). Teachers' professional development from the perspective of teaching reflection levels. *Chinese Education and Society*. <https://doi.org/10.2753/CED1061-1932450404>

Appendices

Appendix A. Consent Letter

Dear Concern,

I am a student of Masters in Education at BRAC University. As part of my thesis program, I am doing a research on the practices and perceptions of teachers and management about professional development programs of an English Medium School of Dhaka. I hope the result of this study will help to get the teachers' and management's point of view about the professional development. Also the study will give the reflection on the school's current practices of professional development programs and how teachers' perceive those programs. I am writing to ask if you would be willing to take part in my research.

This research involves having a conversation with me about your experiences at school regarding professional development programs. All information will be stored anonymously, which means no body will know who said what. The entire process will take maximum thirty minutes of your time.

During this interview, notes will be taken and the interviews recorded for later transcription. All data will be stored anonymously once it has been collected. You will be able to withdraw permission to use data from the interview within two weeks after the interview, in which case the material will be deleted.

The signed consent forms and original audio recordings will be retained to researcher with security arrangements until the university confirms the result of dissertation. A transcript of the interview in which all identifying information has been removed will be retained to the researcher until thesis dissertation.

I would appreciate if you could sign below the consent letter if you are willing to participate in this research. Many thanks in advance for your consideration of this project. Please let me know if you require further information.

Best regards,

Sumana Afrin

M.Ed Student, BRAC University

Signature of participant

Date

Appendix B. Interview Guide for Teachers

1. Can you tell me a little about yourself – how long you have been working in this school?
2. Tell me about the trainings that you received from school? Could please share the timelines also?
3. Do you feel these trainings help you in your classroom teaching? If so how?
4. Do you ever feel the school have been arranging trainings according to your need? If not so then how do you convey that?
5. What type of training do you expect from the school? How the trainings are being provided (mode, duration, content)
6. What type of challenges do you feel when you have to attend any training programs?
7. Do you think professional development training programs have impact on your career development?

Appendix C. Interview Guide for Academic Training Supervisor

1. Can you tell me a little about yourself – how long you have been working in this school?
2. What kind of professional development and support do you provide?
3. Tell us the process how the need is being assessed?
4. Tell us the feedback you get most from the teachers about any professional development training.
5. Tell me about the requirement you get most from teachers about professional development programs.
6. Do you feel the trainings are serving it purpose completely?
7. What are the challenges you face about arranging/designing the trainings?
8. Is there anything else you want to share?

Appendix D. Interview Guide for Trainer from Administration

1. Can you tell me a little about yourself – how long you have been working in this school?
2. As part of the school administration, what kind of professional development trainings do you arrange for teachers?
3. Tell us the process how the need is being assessed?
4. During your interactions with participants what feedback have you got about their professional development experiences? Are their needs being met?
5. Could you please describe the duration of the training programs? How does the duration impact the overall experience?
6. What are the challenges you face generally while conducting any training?
7. Is there anything else you want to share that I have not asked yet?

Appendix E. Interview Transcription

Researcher: Can you tell me a little about yourself – how long you have been working in this school?

Participant: Total 5 years in this school. 1.5 years in senior section (class 5,6,7). 4 years in middle section (class 1-4).

Researcher: Tell me about the trainings that you received from school? Could please share the timelines also?

Participant: Initially there were **in-house trainings**. The senior teachers who have experience more than 10 years used to get those trainings and then they used to provide trainings to the junior teachers. It was **not that effective** to me as we did not get it from directly **an expert trainer**. We get trainings mostly on **classroom management, time management, lesson planning, active learning**.

Researcher: Do you feel these trainings help you in your classroom teaching? If so how?

Participant: Those trainings did not seem interesting or effective enough. But sometimes got to learn different **creative learning techniques/active learning method** which were pretty helpful in the classroom. Now after coming to senior section, I'm getting trainings from direct trainers. The overall **training style** has changed. They bring external trainer for training now.

Researcher: Do you ever feel the school have been arranging trainings according to your need? If not so then how do you convey that?

Participant: As we all remain so busy so **we don't get time to convey** our needs. The trainings are assigned **randomly** from **admin**. If they do survey on **need assessment**, I think that would be beneficial for us. How they assign training I have no idea.

Researcher: What type of training do you expect from the school? How the trainings are being provided (mode, duration, content).

Participant: Need more trainings on **teaching learning strategy**. **Resources** should be available those are shown in the training for applying in the classroom. Trainings are needed on how to **implement differentiated learning** in the classroom for special need children, **behavioral issue**, **child psychology**.

Researcher: What type of challenges do you feel when you have to attend any training programs?

Participant: Having groups with different **subject oriented teachers** while doing a training makes it harder to discuss the training materials about how to apply it on the class. Groups formed with same subject teachers makes it easier to relate.

Researcher: Do you think professional development training programs have impact on your career development?

Participant: **Experience itself makes you grow**. Along with it, these trainings helped me a lot **personally and professionally**. It made me **a better teacher** I can feel.