

Does training change teachers' beliefs in teaching? A study at Secondary level in Bangladesh

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Abstract: *Training plays an influential role in teaching. Teacher educators insist that training shapes not only teacher's professional performance, but teacher's attitudes, behaviour and personality also. This study was carried out to explore how teachers' beliefs guide their ways of teaching. This research indicates that training brings changes in teacher's belief in teaching. It explores how training provide the teaching knowledge which makes a teacher proficient. This study asserts that not only teacher education is urgently required but the gap between theory and practice is also prevalent in our classroom teaching at Secondary level in Bangladesh. Apart from the teacher education, this study pinpoints some general problems and limitations regarding teaching facilities at the Secondary level.*

I. Introduction

Teachers are not born, they are trained up. Training is the key factor to be a qualified teacher in teaching arena. Training plays the principal role in shaping teaching and it is assumed that training brings change in teachers' beliefs, attitudes, and behavior in teaching. Teachers can contribute to syllabus designing, curriculum designing and materials designing, etc., only if they have the proper knowledge.

1.2 Background of the study:

CLT was introduced at Secondary stage curriculum in Bangladesh almost two decades ago. Despite teacher training is a vital necessity for the teachers who have to implement CLT textbooks, most of our language teachers teach in different schools without receiving any training. Majority of the language teachers still tend to follow GTM (Grammar Translation Method) in the class while they teach CLT textbooks. They even fail to understand that CLT approach is completely different from GTM.

We presume the teachers who do not receive any formal training will never be able to implement CLT properly. It is observed that our English language classrooms are still teacher centric. Neither the teachers nor the students understand the importance of learner autonomy. Our language teachers are found to dominate the language class. They fail to understand that they are the simply participants in a language class. We notice that they randomly translate a text into L1 and / or provide so called notes (answers of some probable questions). They encourage and sometimes force students to memorize answers of the probable narrative questions like e-mail, dialogue, composition, paragraph, letter, rearranging, story writing, etc. All of these practices are contradictory with CLT. They do it because they believe that it is the right approach of language learning/ teaching. They are unable to beyond the influence of GTM. Unless they are getting training and orient themselves with CLT approach they cannot cope with CLT approach, awe assume.

A teacher's beliefs guide her/his activities and control the ways she/he teaches. This study will deal with teacher training and how far this training reforms teachers' beliefs in teaching at Secondary level in Bangladesh.

Training provides the knowledge about the method of teaching and it orients teachers with the context and culture which helps a teacher to be a proficient one. Training improves the teacher's pedagogical sense. In teaching field, pedagogical knowledge can be identified as the contents, skills and strategies required for successful teaching. (Gerges, 2001, P.72). The recent studies suggest that, teacher educators present the issues of content, course structure, and articulation in develop teacher education, and beside these they must address the account of beliefs attitudes expectation, perceptions, that pre-service teachers bring with them prior to the teacher education program and how they develop during their training years. [Pajares, 1992, p.718].

Hence, a brief description on scopes of the teacher training provided by government of Bangladesh at Secondary level. In Bangladesh, Bachelor of Education (B.Ed) is an undergraduate professional degree is offered by the authorized Teachers' Training Institutions or colleges. In B.Ed program different teacher development programs are arranged for the teachers who wish to teach at secondary school level.

1.3 Scopes of training facilities in Bangladesh:

Despite difficulties and limitations, there are some scopes of training facilities in Bangladesh at secondary level.

Bachelor of Education (B.Ed): It is a undergraduate professional degree for students who want to be a teacher. In Bangladesh (B.Ed) degree for Hons (4 Years) and Diploma (1/2/3) years in Education arranged by the authorized Teachers Training institutes or colleges. Bangladesh Institute of Distance Education (BIDE) under the administrative guidance of the Ministry of Education started the bachelor of education program (B.Ed) in 1985 by open and distance method. The minimum qualification required for entry into B.Ed Honor's (4 Years) Course is H.S.C or equivalent and for entry into Diploma (1/2/3 years) course in Education is Bachelor of Arts (B.A) or Bachelor of Science (B.Sc).

According to the National University rule in 1992 and Section 37, 86 of 1992, the following courses are included in B.Ed syllabus:

1. Professional Studies - (PS)
2. Education Studies - (ES)
3. Teaching Studies - (TS)
4. Technology and Research studies - (RS)
5. Teaching Practice - (TP)

To further advancement in teaching (B.Ed) has arranged three teaching training projects.

TQI-Teaching Quality improvement is a widely practiced teacher training program at secondary level and under TQI there are two training projects:

- 1) CPD- Continuous professional development.
- 2) ICT- Information and Communication Technology (Information Digital Content Development Project).

TQI: Teaching Quality Improvement at secondary Education Project (TQI) in Bangladesh. This project started in March 2006 for all eligible teachers of secondary level in government and non-government schools. It is the process by which teachers reflect upon their competencies, keep them up dated and develop their teaching skill further.

Under TQI, there are two training projects:

CPD: (Continuous professional development), courses help teachers to develop their subject knowledge and confidence, CPD courses cover a wide range of topics at secondary level and are suitable for teachers at all stages of their career.

ICT: Information and Communication Technology (Information Digital Content Development Project). ICT helps to make teaching and learning more effective and enjoyable for both teachers and students. Using ICT and its efforts to remodel education, establishing Multimedia classrooms in secondary schools, training teachers on making ICT aided educational content on hard-to-grasp topics at Secondary Levels.

ELTIP: CLT perspective English Language training, ELTIP (English Language Teaching Improvement Project) is a project under the ministry of Education (MOE) which has been working to promote teaching learning of English at Secondary level in Bangladesh. Now ELTIP is providing training for the secondary English Teachers through its 27 centers across the country since 1998. ELTIP has been working in Bangladesh to expand the countries communicative English Language teaching syllabus through textbook, examination and in-service teacher training. In ELTP training courses, teachers are trained in communicative language teaching so that they can make the best possible uses of the newly written communicative textbooks with a view to developing the four language skills (listening speaking, reading and writing) of their learners.

The duration of the course is 21 days and 30 teachers can participate in each batch.

1.4 Research Aim:

This research aims at finding how far training changes teachers' belief and how teachers' activities in the classroom are remodeled as a result of their training. Teacher training provides a set of instructions which help what to teach and how to teach. It is assumed that teachers receive training to develop her/his teaching career. And this training brings an observable change in their teaching, many believe.

1.5 Statement of problems:

A teacher joins teaching profession without taking any training and it is a common scenario at the Secondary level in Bangladesh. The school authorities barely look for any professional training from teachers. Some of the schools appoint university or college students as a teacher and replace them frequently. Without doubt, students are the worst victim of this mismanagement. Teacher training enriches teachers' pedagogic experiences. But the necessity of training is not felt in Bangladesh even though it is the crucial part of teaching profession. A teacher becomes proficient when she/he receives different types of training.

Giving feedback is a crucial part in teaching and learning. If teacher has lack of knowledge about giving feedback, student will be the sufferer. If our teachers are properly trained they can be very much skilled in this regard.

This study will endeavor to find out the answers to the following research questions from the data that we gather to carry out the study:

1.6 Research Questions:

- 1) Do teachers' beliefs affect their teaching in classroom teaching?
- 2) To what extent training changes teachers' pre-service beliefs'?
- 3) Does training change teachers' pedagogical belief?

II. Literature Review

2.1 Teacher training: UNESCO (2005),

According to teacher training or teacher education is a discourse of environmental, social and economic context which helps to create culturally proper teacher training programs for both pre-service and in-service teachers. **Perraton (2010)**, narrates that, teacher education or teacher training is a combination of four aspects. Firstly, it develops the general educational background of the trainee teachers, secondly, it increases their (teachers') knowledge, then it develops understanding of the subjects they are to teach, and finally, it helps the teachers understanding of children and learning, and the development of practical skills and competence. Teacher training refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skill, they require to perform their tasks effectively in the classroom, school and in wider community .

2.2 Importance of teacher training:

Training can fulfill the vital requirements of the global education community. It can bring the changes within educational systems with the knowledge and skills for the future generation; training ensures professional development for the teacher which influences curriculum design and its implementation to a great extent. **[UNESCO, (2005)]**. Teacher training helps teacher to face new challenges, to explore the ways to using existing resources familiarizes them with technologies to enrich context and to facilitate teaching activities. **[Perraton, Creed and Robinson, (2002)]**. Teacher's training is identified as a key factor for improving in education system. Teacher quality is the most important thing which can have significant affect on students' career **[emya, 2014]**. To improve teacher quality teacher training programs have been implemented throughout the world. The most beneficial result of teacher training is that, teachers with university degrees benefited more from the teacher training programs. **[FSI-L. Zhang, F.Lai, H.yi, S.Rozelle.2014]**. An effective teacher training is a key to teaching success. New teachers need to complete a teacher preparation program that provides them with knowledge, experience and guidance. Without having training it is not a risk of teachers' profession but the risk of entire classes of students. Teacher training prepares a teacher and helps prevent failure, helps avoid teacher burnout, provides an understanding of the benchmarks for achievement, provides supported practice in controlled environment, and stops costly experimenting on students. The teacher preparation or training programs present subject matter mastery and create opportunities to spend time in real classrooms for student teacher under the supervision of an experienced mentor. Training programs provide teacher the opportunities to be with the tools, mentors and hands on experience that they will need when they start their teaching career. The National Council for Accreditation of Teacher Education (NCATE), an organization of the national teaching program evaluation believes that, not only mastery over the subject knowledge but understanding how to teach are necessary for successful teaching and which is possible only through providing proper teacher training. **[Justin Marquis. 2013]**.

2.3 Problems and Limitations of Teacher Training:

There is a gap in the educational facility between developed and underdeveloped countries. In the underdeveloped countries teachers are deprived from the facilities which can make a teacher globally qualified one **[UNESCO, (2005)]**. According to **Moon (2011)**, in many parts of underdeveloped countries, exists an imbalance between student and teacher ratio in both primary and secondary education with comparing their

developing counterpart. Teachers must have the subject knowledge they teach, but teachers of the underdeveloped countries are neither qualified nor trained for the subject they teach. And now the teacher quality has become a great issue in these countries. [Perraton, Creed and Robinson- (2002)]. Even some countries are lagging behind in teacher training and education in spite of its global needs.[UNESCO website]. The teacher training focuses on national and local issues rather than global issues.

It is also regretful that the training institutions have not participated in international learning community or familiar with innovative research in teacher development. [Pillay, 2002: 7, 8]. The teacher development resources such as library materials, computers and electronic equipment are not easily accessible for the trainee teacher. Atagi. (2002: 55), Complains, principles and local and central administrators generally do not have the skills to facilitate and nurture teacher development. He also comments that, there is a widening gap between the current knowledge and practice.

2.4 Teachers' beliefs':

There are debates about the concept of teachers' beliefs. It is difficult to explore the literature on pre-service and in-service teachers' beliefs' which lies in the many views of definitions of **beliefs'** [Pajares, 1992]. Teachers' beliefs' lies under a variety of ideas: Opinions, attitudes, preconceptions, personal epistemologies, perspective, conceptions, principles of practice, orientations. [Kagan,1992, Pajares, 1992]. There are two crucial categories of teachers' beliefs' were reported from Teachers' prior beliefs' to their training programs. They are 1) beliefs', attitudes and expectations towards teaching and the teaching profession, and 2) beliefs' attitudes and expectations of the teacher preparation program. According to Calderhead (1995), teachers' belief's refers to teachers' pedagogic beliefs' on ones individual beliefs on teaching. He also mentioned some areas of teachers' beliefs' which explored about teaching, learning, and learners subject matter for example EFL or language, self as a teacher, or the role of a teacher. Teachers' beliefs may have many levels from global to personal and serve as overarching framework for understanding and engaging with the world. They can be thought of a teaching guide principles. Teachers' beliefs about learning are influenced by their epistemological beliefs. Beliefs' in learning include related to how people learn and what it means to have learned. [Hofer and Pintrich, 1997]. Teachers' beliefs reflect the longstanding attitude, 'common sense' and their experiences in education rather than research based knowledge, and teachers' beliefs play a significant role to transform their belief's in instructional shape. [C. Turner, Andrea Christensen, K Meyer, 2009]. According to Phipps and Borg, (2009: 381) teachers' beliefs are about education in learning and teaching which guide teachers' behaviour and actions in classrooms and outside of classrooms. According to Hathway (2009), one's beliefs have a great influence both the ways they thinking as professional and the way they behave and function in their institutions throughout their careers.

2.5 Teachers' beliefs' and training:

According to Pillay, (2002:33), A teacher's self confidence and professional development can not be possible through action training only. A recent research suggests, to be more effectiveness of CPD (Continuous Professional Development) activities should be spread overtime, be cooperate, use active learning, be delivered to group of teachers, include periods of practice, coaching and follow up, promote reflective practice, encourage experimentation and respond to teachers' needs. According to National Center for Education statistics (NCES, 1999-2000), Survey, teacher quality is the combination of having academic skills, teaching in the field in which the teacher received training, having more than a few years of experience, and participating in high quality induction and professional development programs. To be more confident and skilled a teacher needs to be involved in high quality education system programs. beliefs' guides one's working and learning and teachers' beliefs about learning and teaching guides their To develop or improve teachers' beliefs and attitude, CPD (Teachers' Continuing Professional Development) should improve teaching practices, though it depends on what extent and in which they involve in CPD activities, because instructional decisions. [Siebrichdevries, Wim J.C.M, Van Grift, Ellen P.W.A. Jansen, 2013] Developing teachers' beliefs' attitudes pedagogic senses-skills a proper training model can be drawn. The training model should be presented with a set of objectives and learning outcomes. These outcomes can be depicted as teaching skills, such as using learner generated materials or teaching critical thinking processes. [Sparks and LoucksHorsely- 1990].

Roberts (2001), gives importance of training to raising awareness of teacher's personal values, theory, beliefs. He believes that, teachers beliefs could be developed through working with experienced teachers and a trained facilitator.

2.6 Related Studies:

'Guidebook for Planning Education in Emergencies and Reconstruction' is a valuable research book published by International Institute for Educational Planning Covered by UNESCO, 2006 that highly contributes to the teacher education and training. The book provided many pieces of information and suggestions about teacher training and teaching methods. The book also narrated how to train teacher with global emergencies and needs.

An Educational Research, A review of research on teacher beliefs' and practices, carried out by. In the article, Fang tried to focus on the relationship between teacher beliefs' and practices in teaching. Teachers' belief is a key concept in ELT. In the past decade, the concept 'belief' has been a common topic of research.

Teacher Beliefs by **HA Davis, CE Andrzejewski (2009)** is another study in the field. The article deals with teachers' beliefs about schooling, epistemology, learning and teaching and the change of the beliefs.

'Links between Teachers' beliefs and Practices and Research on Reading' by **Kagan. D.M (2010)** focuses on the nature of teachers' belief and teacher education. It also examines how teachers' beliefs effect teachers' classroom activities.

'Teacher's Belief about Teaching and Learning : A constructivist perspective' is an article by **Richard S. P. (1992)**. It investigates into how teachers' beliefs have a good deal of effects on teachers' classroom performances.

III. Research Method

In order to get my data I have followed mixed methods approach in this study. It involves different combination of qualitative and quantitative research either at the data collection or at the analysis of the data.

We designed two types to questionnaires both for teachers and trainers. The questionnaires for teachers are designed mainly to produce quantitative data and the questionnaires for trainers are designed to collect qualitative data and the interviews are intended to collect qualitative data.

3.2 Data collection procedure:

In order to collect the data I made a schedule to distribute the questionnaire. I made an appointment with some trained teachers of secondary level. Then I made an appointment with some experienced teacher trainers of Govt. T.T.C (Teacher Training College) in Chittagong. I have also interviewed some teachers and trainers, and recorded the interview with my smart phone.

IV. Data Analysis

4.1 Questionnaire (Quantitative) Data Analysis (Teacher)

4.1.1(Q1)Teacher's belief affect teaching :

Most of the respondents (90%) believe that teachers should be key person in the classroom. S/he should dominate that class all along. They should translate the whole lesson into L1 so that they students understand it thoroughly. They need to explain grammatical rules and they follow a deductive approach when they teach language. It is very clear that teachers are still following GTM .

(Q1) Training Program Participated by Teachers

Figure:1.2 Training Program

This Statistics Shows that 91.67 % Teachers have taken part in B.Ed training program. Another 25% teachers have taken part in PACE, TQI and CPD training programs. This statistics also shows that 8.33% teachers have taken part in CQ training program.

4.1.2 (Q2) Help to develop Pedagogic sense.

Figure: 1.3 Develop Pedagogic sense.

In this statistics we see 73% teachers agree that training provides teaching knowledge. Another 50% teachers agree and strongly agree with the statement that training gives teaching instruction. We also see that 92% teachers agree that training can shape their pedagogic sense. Other 89% teachers are agreeing with the statement that training makes well trained teacher.

4.1.3 (Q3) the advantages of training

100% of the respondents agreed that teacher training has benefited them immensely.It is vitally important for any teacher irrespective of the level they are teaching. It 'opens teacher's eyes'. It familiarizes them with the new language teaching methodology. In a word it shapes a teacher properly and equips a teacher properly for classroom teaching. Many respondents(93%) including teacher participants and trainers agreed that training can change teacher's pre-service beliefs. They opine that through training teachers become more aware of their duties and responsibilities. They gradually understand and master the art of language teaching.

Figure: 1.4 Advantages of Training

In response to (Q3), we find 100% teachers believe that they “get confidence” and 89% teachers opine that they “learn how to teach” from training. However, we also see that, 18.30% teachers disagree with this view. We further observe that, 100% teachers state that training guides how to teach. Another 91% teachers believe that “training teaches how to behave”. We see that 91% teacher participants state that they “learn how to communicate with students”. We see approximately 93% teachers believe that training enriches practical teaching knowledge.

4.1.4 (Q4) Way to reach at teaching goal

In this statistics we find approximately 83% responded that training can “enrich subject knowledge”. Another approximately 75% teachers say that training help attaining “professional goal”

4.1.5 (Q5) the development of teacher's teaching beliefs

In this statistics we see approximately 100% teacher support that training can “change existing beliefs”.. Finally, we see that approximately 65% teachers state that training can make teacher “ready to teach”.

4.2 Data analysis of Trainers (Qualitative) data

4.2.1: Enhance teacher's professional development:

The trainers who give their opinion all agree that, training enhances teacher's professional development, when a teacher participates in a program with her/his full motivation and positive attitudes. Training develops pedagogical sense.

4.2.2: Changes teacher beliefs in teaching and learning:

In response to the (Q4) these questions most of the trainers believe training always changes a teacher mentally which is reflected in their teaching activities. Another trainer think, actually it varies from person to person whether she/he takes the training positively or negatively. Some other trainers think teacher beliefs change with her/him cordial and motivation in training program.

Another trainer thinks, training brings changes in a teacher's appearance, attitudes, behavior which she/he shows in her action. Another opinion is regarding feedback, if teacher gives feed back to learner they are encouraged and training provides the strategy how to give feedback.

4.2.3: Scopes to follow up training knowledge: (revise the title)

In response one trainer states, teachers do not get the proper classroom to follow up the training techniques, especially in rural area, because in the rural area they do not get available facilities. Other trainers also think, teachers do not always get the positive environment to apply, because of the noncooperation of authorities and Head teacher. Some trainers think, the administration and education system of Bangladesh is not suitable for the trained teachers to follow up their pedagogic knowledge. A reasonable response found from a trainer, she, presents that, there are some limitations and problems in Bangladesh for which it is impossible to apply teacher's learnt teaching technique. The main problems are large number of students/class, lack of physical facilities, administrative support, student teacher ratio, another trainer states, they do not get the change to observe whether they can follow up or not.

4.2.4 Gap between training and practice:

In response to (Q5) some trainers narrate, there exists a wide gap between training and practice and they also give the reasons behind it. Such as lack of facilities, and learning materials, class timing, monitoring and supervision is very rarely done. Some trainers believe, many teachers are not motivated to receive training for teaching and it also depends in what institution she or he is teaching.

4.2.5 Relation between training and CLT

In response to (Q6) most of the trainers believe it is very important to implement CLT approach. CLT makes easy to interact in teaching process and develop teacher student interaction. Another trainer's response is, Government emphasize on the training to the teaching and learning processes in every sector, so, it is very important to implement CLT in training sector.

4.2.6 The impact of training on teacher's teaching quality:

To give the response to (Q7) most of the trainers narrate that training plays a great role in building up a qualified teacher. A qualified teacher is combination of some qualities such as knowledge, skills, attitudes which they achieve from training. Training provides the knowledge about methodology, technology which teacher uses

in teaching and learning process. Training has a great impact on the development of teacher's qualities which reflect on their teaching process.

4.2.7 Recommendations of trainers:

Several recommendations found in trainers' frank comments. Such as, some trainers demand, there are sufficient training institutions in Bangladesh, but they need support or backing from authority and society. One of the trainers suggests to create scope to implement their earned knowledge and to give facilities like other professions. Another trainer recommends, teacher need to know about Bloom's Taxonomy – Cognitive, affective and psychomotor domain, enhance pedagogical knowledge in teaching process. One of the experienced trainer suggests, training is essential for teacher's professional development.

4.3 Analyze of the interview of teachers (Qualitative) data:

4.3.1 Importance of training in teaching sector

Most of the trained teachers believe that, training develops a teacher's pedagogic knowledge. Thus teachers think training is the major role which has impact on teaching .

4.3.2 The benefit from training:

Some teachers believe they have learned many things about teaching when they attended a training program. Such as, lesson plan, how to teach students and how to communicate with them. Some mention that training immensely developed teacher's teaching career.

4.3.3 Relation with CLT:

Some teachers think there is a mutual relation between training program and CLT approach. They also think that training helps them to communicate with student in CLT classroom.

4.3.4 Change prior beliefs in teaching after taking training:

Most teacher participants categorically acknowledged that training has effective impact on teacher and it can significantly change teachers' prior beliefs .

4.3.5 Limitation in teaching sector to apply training knowledge:

Some teachers regret, our educational system is lack of modern facilities and in want of sufficient educational tools. Some teachers state, they do not get the proper environment in their institution.

4.4 Analyze of the interview of Trainers (Qualitative) data

4.4.1 The usefulness of training at secondary data.

To reply this statement some experienced trainers say that, training can develop a teacher in numerous ways. Only training can provide the pedagogic knowledge which they require to be a teacher. Without training teacher cannot earn the sense of professionalism.

4.4.2 Enrichment of teacher's beliefs:

To respond a question whether training enriches teacher's belief some trainers gave their opinion to represent the positive aspects of training. They believe training can bring change in teacher's belief. They also believe that, training altered their beliefs and it brings change in teaching activities in a positive way. Some trainers believe training makes a teacher self-confident, disciplined and punctual.

4.4.3 Development of teacher's professionalism:

Some trainers reply that teachers are developed by training. Training develops the teacher's pedagogy. Another senior trainer thinks, training develops teacher's teaching skills, way of teaching task and activities.

4.4.4 Limitations and problems in teaching sector

Some senior trainers point out a number of limitations and problems in training and teaching field. A trainer shares, when trainees complete their training many of them remain jobless, every trainee does not get the job after taking part in training and they do not get the chance to use their skills and knowledge. It is a great problem in teaching sector and in some case, they become frustrated. Some trainers narrate, teachers do not get the environment to apply their skills in the teaching process because the classroom management is not preferable and authorities do not support teachers to develop their teaching activities.

V. Summary Of The Findings

The findings of the result indicate, most of participants (both teachers and teacher trainers) believe that, training develops not only teacher's sense of professionalism but their pedagogy also. The data analysis part of this study shows that during training program a trainee involves in the changing process that includes attitudes, personality and behaviour. The study further shows that, most of participants believe, training changes teacher's teaching beliefs and their inner beliefs, if trainee takes part in training program sincerely. The trainers think, only training can prepare a teacher to perform with skills and knowledge of teaching techniques and it enables teachers to use technologies for teaching. It is also indicating that, without coordination and motivation a teacher can never be successful in teaching. It further indicates that, due to the lack of available facilities of training program learners (rural area) are deprived from the facilities. It further reveals that trained teachers do not get the proper environment to apply their skills in the classrooms. It is understood that training can change teacher's attitude and it can reshape their age old notion of teaching.

VI. Recommendations

On the basis of the findings of the research the following recommendations are made:

- It indicates that training enhances teacher's professional development and teacher's teaching beliefs. It is worthy to note that, training brings change not only in teacher's beliefs but also in teacher's attitude, behaviour, personality and practical knowledge. So should be an obligatory part of anyone who wants to be a teacher.
- It is also felt that, teacher do not get the proper environment to perform their training knowledge and techniques. In Bangladesh at secondary level there are not sufficient training institutes.
- As we find in the research, the rural education institutions are deprived from most of global education aids. In this regards government and education ministry should take proper step to provide all the global facilities in the school and to teachers. And a national frame work for teacher development should be drawn.

5.4 Limitations:

- There were many limitations in the research which I feel to carry out the study:
- I was unable to reach most of the training institutes and most of the trained teachers both of town and rural areas.
- It is was not possible to present whole training program system and teaching system this study covered only a handful numbers of participants.
- So the findings may not be generalized but those might be indicative.

VII. Conclusion

The findings of the result indicate that training can change teacher's beliefs and it can change their professional attitude. In Bangladesh at the secondary level, there are not available scopes for teachers to train up.

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