FEATURE

Transfer of Training: A Case Study on Beginning Teachers' Implementation of Teaching Processes

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Abstract. *Beginning teachers (BTs) often undergo additional training upon hiring to compensate for their lack of teaching experience. This study focused on 6 BTs from a multicultural elementary school in the Philippines who had undergone (upon hiring) a specialized training using Joyce and Showers' (2002) training model to implement techniques, structures, and strategies as introduced by Green and Henriquez-Green (2008). Anchored on Bandura's (1993) social-cognitive learning theory and Knowles' (1984) adult learning theory (andragogy), this qualitative case study examined their challenges and major concerns in the implementation of teaching processes and the impact of the specialized training to the participants as BTs. The findings indicated a few things including the following: (a) Using the training model, the training providers ensured the transfer of training, enabling BTs to immediately implement the skills they had learned from the training to their classroom practice. (b) Applying the techniques, structures, and strategies in their classrooms helped the participants cope with the challenges BTs would usually face in their first year of teaching. Overall, the training model for professional development by Joyce and Showers (2002) with the techniques, structures, and strategies introduced by Green and Henriquez-Green (2008) can be a viable component for BTs professional development to ensure the transfer of training.*

Keywords: transfer of training, training model, beginning teachers, teaching processes, induction program, professional development, pre-service, in-service, Philippines, case study, qualitative research, specialized training

Introduction

Mastering the art of teaching is a process that takes time and experience (Kearney, 2014). Unfortunately, still in an experimentation mode (Cherubini, 2008), beginning teachers (BTs) are expected to function like the experienced teachers by performing complex tasks of teaching practices, promoting critical thinking, and ensuring effective learning (Simpson, 2016). In short, BTs need to learn the current educational pedagogy and develop the skills to implement instructional processes despite their inexperience.

Schools often provide induction programs such as continuing professional development for BTs to improve their skills in terms of teaching, learning, and assessment practices (Ontario Ministry of Education, 2010). Unfortunately, traditional professional development seems to fail in this area because the planning and the implementation of the training programs lack the necessary steps to ensure the transfer of training (Joyce & Showers, 2002; Joyner, 2012; Sparks & Hirsh, 1997). The skills that BTs gain from their pre-service and in-service training affect students' learning (Mestre, 2002). Thus, professional development programs (such as specialized training) need to be based on models that have been proven to ensure the transfer of training and content relevant to the teachers' needs in their practice.

The purpose of this study was to gain insight into the experience of the BTs in their implementation of the teaching process in their classroom after attending a specialized training program conducted in an international institution. These BTs joined the specialized training 2 months before they started teaching in the school that hired them. This study considered this training as part of their *pre-service* because the BTs have yet to serve as teachers in the classroom.

The specialized training utilized the Joyce and Showers' (2002) training model for professional development with the techniques, structures, and strategies introduced by Green and Henriquez-Green (2008). The specialized training introduced different teaching processes using the principle of teaching a method with the method (Joyce, 1992).

Literature Review

Innovations in education in the 21st century necessitate teachers to have the knowledge and skills on research- and theory-based instructional processes. Even BTs who "often function in a mode of sustained experimentation" (Cherubini, 2008, p. 22) are expected to function at their best to become a teacher "that influences student achievement in positive ways" (Clark, 2012, p. 197). Many school stakeholders expect BTs to be finished products and are able to do their teaching responsibilities skillfully despite their inexperience. As Simpson (2016) aptly commented, BTs "are held accountable for skills that require time to develop" (p. 1). To compensate their lack of experience, BTs often undergo

induction programs. An induction program can help them gain more knowledge and improve and sustain their classroom practice skills as they start their career.

Induction Program

Induction programs often point to a system that comprehensively supports BTs (Warsame, 2011) to improve their classroom practices (Ontario Ministry of Education, 2010). A comprehensive induction program includes the following components: (a) high-quality mentoring, (b) common planning time, (c) ongoing professional development, (d) an external network of teachers, and (e) standard-based evaluation (Alliance for Excellent Education, 2004). Studies showed that induction programs help BTs succeed in their first year of teaching (Algozzine, Gretes, Queen, & Cowan-Hathcock, 2007; Warsame, 2011). However, other studies such as Kidd, Brown, and Fitzallen (2015) showed that some schools implement limited induction programs, and their BTs lack mentors and administrative support for their professional development. Ironically, having a mentor and administrative support is a valuable component of a successful induction program (Bliss, 2011). In the Philippines, the Department of Education (2017) mandated the public schools to provide BTs "additional training, upon hiring, to upgrade their skills" (section 1, para. 3) as part of their induction program.

Induction programs are necessary to incorporate BTs into the teaching profession. Effective induction programs can help BTs in their first year of teaching and promote academic achievement among students (see Ingersoll & Strong, 2011). This study focused on professional development as one of the components of induction programs.

Professional Development

Professional development can be in the form of a specialized training, formal education, or advanced professional learning (Education Reform, 2013) to acquire the needed skills, knowledge, and attitude for students' learning (Cooper, 2009). In Bayar's (2014) study, teachers perceived that the components of an effective professional development are the following: (a) a match to existing teacher needs, (b) a match to existing school needs, (c) teacher involvement in the design/planning of professional development activities, (d) active participation opportunities, (e) long-term engagement, and (f) high-quality instructors. Cooper (2009) reported that the National Staff Development Council has adopted a set of widely accepted standards that have served as guidelines for effective professional development. These standards are categorized into three: context (where the learning will be applied and the organizational structure where the improvement is expected), process (how the learning occurs), and content (what is learned).

Studies such as Ingersoll and Strong (2011) associated professional development for BTs to their commitment to the institution, the improvement of their classroom instructional skills, and better student academic performance. Acknowledging the necessity to support BTs, the Department of Education (2017) of the Philippines mandated the public schools to provide BTs "additional training, upon hiring, to upgrade their skills" (section 1, para. 3). However, literature has noted that traditional professional development lacks the necessary steps in planning and implementing the training programs (Joyce & Showers, 2002; Joyner, 2012; Sparks & Hirsh, 1997). Research results call for models of professional development programs that are theory- and research-based, proven to ensure the transfer of training (McDonald, 2011; Showers, 1990; Villegas-Reimers, 2003). When BTs are given the opportunity to grow professionally, they tend to perform better as teachers leading to better student achievement. However, this can only happen when professional development such as specialized training ensures the transfer of training.

Transfer of Training

Professional development for teachers is only effective when the *transfer of training* occurs. Transfer of training is defined "as the extent to which knowledge, skills, and abilities acquired in a training setting result in a sustained change in the way work is performed" (Wenzel & Cordery, 2014, p. 2). Transfer of training is the measure of the effectiveness of a pre-service or an in-service training for teachers. Ideally, learning from the training must be immediately practiced in the classroom (Grover, 2015). However, a *theory-practice gap* exists (Botma, Rensburg, Coetzee, & Heyns, 2015) because training does not always translate to effective practice (McDonald, 2011). Even if the teacher demonstrates the acquired skill during the training, rarely is the skill effectively implemented in the classroom (Showers, 1990). A study in Nepal supported that even after the training, teachers would not develop the necessary skills for effective practice (Thapa, 2013). The literature points to the lack the essential steps in planning and the implementation of the training programs as the essential facts of this theory-practice gap (Joyce & Showers, 2002; Joyner, 2012; Sparks & Hirsh, 1997)

Research indicates that to ensure the transfer of training, training providers must make the content of the training relevant to trainees' needs in their workplace (Freifeld, 2012) and consider a training method that has been proven by research to foster transfer of training (McDonald, 2011; Showers, 1990; Villegas-Reimers, 2003). One of the training methods proven to ensure the transfer of training is the *training model for staff development* by Joyce and Showers (1988, 2002). This model was used to train the participants of this study.

**Joyce and Shower's Training Model
for Staff Development**

Research results recommend the use of a training method that has the following characteristics: data-driven, research-based, evaluation, design, learning, and collaboration (Cooper, 2009). Joyce and Showers' (1988, 2002) *training model for staff development* fits these criteria. Over many years, this model has been demonstrated to be effective for professional development since it ensures the transfer of training (Cooper, 2009) and has positive effect on student learning (Fullan, Bennett, & Rolheiser-Bennett, 1990; Green & Henriquez-Green, 2008; Joyce & Showers, 2002; Joyce, Murphy, Showers, & Murphy, 1989). Based on this model, Joyce and Showers (2002) have identified four key components of training that ensure the transfer of training: (a) study of theory, (b) demonstrations, (c) practice with feedback, and (d) coaching and study groups.

The first component is acquiring knowledge and exploring the theory or rationale for the strategies or new skills. The second component involves modeling the new strategy in a setting similar to the workplace. The third component is the practice of the new strategy and timely feedback on the participants' performance to improve the use of the new skill. The fourth is coaching and study group. In this component, the participants receive continuous support and guidance when they go back to their workplace. Utilizing all these components in training ensures that 95% of the training participants can immediately and effectively implement the skills from the training to their workplace (see Table 1).

Table 1

Training Components and Attainment of Outcomes in Terms of Percent of Participant Mastery

Components	Outcomes		
	Knowledge (thorough)	Skills (strong)	Transfer (executive implementation)
Study of theory	10	5	0
Demonstrations	30	20	0
Practice with feedback	60	60	5
Coaching and study groups	95	95	95

Note: From *Student Achievement Through Staff Development* (3rd ed., p. 78), by B. R. Joyce & B. Showers, 2002. Alexandria, VA: ASCD.

Techniques, Structures, and Strategies

Aside from the training method, providers of professional development must ensure that the content of the training is applicable and needed for BTs to cope

with the expectations and challenges on the first days of their teaching career. The specialized training the participants attended was on the implementation of the techniques, structures, and strategies introduced by Green and Henriquez-Green (2008). In a nutshell, learning to implement the techniques, structures, and strategies enables teachers to create a learning environment that helps students learn the lessons.

Green and Henriquez-Green (2008) define techniques as a set of steps designed to organize time, behavior, and materials to enhance the learning environment (Green & Henriquez-Green, 2008). Examples are posting assignments, taking roll quickly, greeting students, and others. They define structures as "content-free, planned processes designed to organize the interaction of individuals for instructional purposes" (Green & Henriquez-Green, 2008, p. 1.5). Examples are K-W-L, Continuum, and others. Finally, "a strategy is an organized system of instruction based upon learning theory or how scholars think in a particular discipline. It has a research base supporting its ability to produce strategy-relevant results in students" (Green & Henriquez-Green, 2008, 1.5). Strategies, such as Taba inductive method and concept attainment, are usually much more complex than techniques and structures.

The research conducted on professional development using Joyce and Showers' (2002) training model was mostly on in-service training (Grover, 2015; Saunders, 2014; Thapa, 2012). The studies (Green & Henriquez-Green, 1993; Joyce & Showers, 1988, 2002; Murphy, 1991) that evidenced the effectiveness of Joyce and Showers' (2002) training model on the transfer of training as reflected on students' learning did not mention if the participants were beginning teachers. Another gap of this study was that as far as the providers of this training can remember, it was the first time that a group of BTs from the same school attended the training on the implementation of techniques, structures, and strategies.

The following research questions guided this study:

1. What are the major concerns and challenges of the beginning teachers in implementing the techniques, structures, and strategies?

2. What are the elements that helped the transfer of training to take place?

3. How do they describe the impact of the training on their practice as beginning teachers?

Theoretical Framework

This study is anchored on Bandura's (1993) social-cognitive learning theory, which emphasizes that learning generally occurs in a social environment. Observing others, imitating their behavior, and receiving feedback affect the

cognitive processes that influence the development of the desired result (Subbotsky, 2012). In addition, Knowles' (1984) adult learning theory (andragogy) also informs this study. The theory highlights that (a) adults' motivation to learn is based on their perceived need, (b) adult teaching should be task-oriented, (c) adults learn better from experience, and (d) adult teaching is self-directed in which the learners are allowed to explore with appropriate feedback from the teachers (Clawson, 2010). In addition, the training providers utilized Joyce and Showers' (2002) training model (study of theory, demonstrations, practice with feedback, and coaching and study groups) and the content directly related to the BTs needs to begin their teaching career.

Methodology

The purpose of this research was to gain insight into the experience of the BTs in their implementation of the teaching processes in their classroom after specialized training. A qualitative case study was utilized for an in-depth exploration of the experiences of people and the interpretations and meanings they give to their experiences (Creswell, 2013; Wa-Mbaleka, 2017).

Research Design

Case study is the appropriate design to achieve the purpose of this research. Case study is used to investigate a phenomenon through the situation and meaning given by the participants to reach an in-depth understanding (Merriam, 2009). This research design involves presenting rich descriptions especially for a unique situation (Patton, 2002; Yin, 2009). In this study, single case study is the most appropriate design because the study was conducted in a school where the BTs implemented what they had learned from the specialized training on the implementation of techniques, structures, and strategies.

Research Setting

The study was conducted in a multicultural elementary school in Cavite, Philippines. The school started in 2005 with grades 1-6 levels. Currently, the school has a total of 21 teachers and staff. It has more than 250 students with almost 10% international students. The school has two sections for grades 1, 3, 4, and 5.

Sampling

For a qualitative study, purposive sampling was chosen based on Creswell's (2014) suggestion. Six BTs were purposively selected for this study. The participants were chosen because (a) they had just graduated from college; (b) aside from their college internship, they had no teaching experience prior to

joining the specialized training; (c) all of them were hired by the same school; (d) upon hiring the BTs, the school sent them to join the specialized training that utilized the training model by Joyce and Showers (2002) with the techniques, structures, and strategies introduced by Green and Henriquez-Green (2008). After the training, they were given their teaching assignment by their school: two in preschool, two in grade 3, one in grade 2, and one in grade 6.

Data Collection

This study followed Creswell's (2014) suggested process for data collection. I first contacted the owner of the school and asked permission to conduct the research. With approval from the owner, the interview with the teachers was set. The content of the informed consent form was explained thoroughly to the teachers, and they were requested to sign the form. The interview was semi-structured with probing questions. The interviews were digitally recorded. All the interviews lasted for not less than 45 minutes for each participant. During the transcription and partial analyzes of the data, I conducted follow up interviews utilizing member checking and clarification. All the interviews were conducted in one day, but there was a need to further communicate with the participants through social media for other inquiries related to the data.

The observation was conducted days after the interview. It started at 8:00 in the morning. With the principal's knowledge, the participants were notified about the observation. After the observation, I thanked the teacher and returned the next day to observe the next participant. The observation lasted for more than 30 minutes for each participant and was written in field notes. The documents related to the teaching practice of the participants were lesson plans and school records. The use of multiple sources ensures the credibility of the study (Bloomberg & Volpe, 2015). I also used member check to ensure the accuracy of the findings (Creswell, 2014; Merriam, 2009).

Data Analysis

The data were transcribed verbatim and were analyzed following Creswell's (2014) suggestion. Color coding was used to highlight the data so that they could easily be grouped according to their attributes. Each group was labeled and identified for the critical relationships of the groups. After this, I made inferences about the data. From the data, themes were generated to answer the research questions.

Ethical Consideration

For ethical reasons, the participants were given an informed consent form, informing them that their participation was voluntary and they could withdraw any time. I also told them that the confidentiality of data is ensured; no one aside from

the researcher would have access to the data. Further, they were informed that the study would not affect their employment nor cause them any physical or emotional harm. The anonymity of the participants was ensured by using pseudonyms such as Anna or Beth.

Researchers' Reflexivity

Reflexivity allows the researcher to position themselves in the research (Merriam & Tisdell, 2015) to secure the integrity of this study. I was a teacher for more than eight years and had undergone training in teaching processes using Joyce and Shower's training model. In my first year as a teacher, I struggled a lot, especially with classroom management. I wanted to give up because I felt being unproductive. I was able to cope with the challenges in teaching after many years of experience.

Results and Discussion

The result of the study is divided into three sections: concerns and challenges, elements that helped the transfer of training to take place, and the impact of the training to the participants as BTs. The findings suggest that the training model by Joyce and Showers (2002) for professional development with the techniques, structures, and strategies introduced by Green and Henriquez-Green (2008) was a viable component for the effective pre-service or in-service training for BTs. Using the training model, the training providers were successful in ensuring the transfer of training, enabling BTs to effectively and immediately implement the skills they had learned from the training to their classroom practice. Implementing techniques, structures, and strategies in their classrooms helped the participants cope with the challenges BTs would usually face in their first year of teaching experience.

Concerns and Challenges of the Implementation

This section answers Research Question 1. The participants highlight their concerns and challenges on the implementation of the techniques, structures, and strategies in their classroom after their training. These are insufficient preparation time and class time, insufficient classroom space, their inconsistency with the use of the teaching processes, students' poor initial reception, and inadequate support.

Insufficient time. This theme has two subthemes: class time and preparation time. The participants mentioned that the insufficient time allocated to teach a subject is one of the challenges. Some of the teaching processes such as expert jigsaw take time. For example, students of teacher Anna were not able to finish *jigsaw* because it was already time for the next class. The participants noted that some structures and strategies were time-consuming. So when they were in a hurry to finish a particular lesson from the book, they sometimes had to revert to lectures (Field Note-YP-1m).

Preparation time is also mentioned as one of the challenges. The participants admitted that they had many paper works because they taught different subjects throughout the day (Document-LP-1). Teacher Beth explained, "I am having a hard time deciding which structure or strategy to use for a particular lesson [because of] too much work and preparation. . . . I don't have time to think properly." Teacher Carla also narrated that she could not prepare for her class using the teaching processes because of her other paper works.

There is a "positive relationship between teachers' time management techniques and their class performance" (Khan, Farooqi, Khalil, & Faisal, 2016, p. 249). However, time management is a common problem BTs face. Unfortunately, Ward (2015) noted in her study that time management is an area left unaddressed during BTs pre-service training. An internal professional development consultancy supported the sentiment of the participants that the school must allocate more time for teachers' academic tasks (Cannon, 1996). Other studies such as Khan et al. (2016) and Sahito, Khawaja, Murad Panhwar, Siddiqui, and Saeed (2016) suggested to include time management skills during teachers' pre-service or in-service training.

Insufficient classroom space. Wong and Wong (2009) included classroom space as part of the things that teachers need to prepare as part of their classroom management "so that instruction in content and student learning can take place" (p. 84). However, in this study, the participants mentioned insufficient classroom space as one of the challenges that hindered them from implementing some teaching processes. Teacher Carla related that even though she wanted to use other teaching processes, her classroom did not have enough space. Indeed, some of the classrooms were small for certain class activities, but I noticed that the teachers were able to implement some teaching processes even inside the small classrooms (Field Notes-YP-2m). This revelation is unfortunate since enough classroom space has been linked to the improvement of students' attention, engagement, and learning outcomes (Steelcase, 2015).

Inconsistency with the application. The participants admitted that they sometimes forgot the steps of the structures and strategies. Teacher Anna narrated an instance when she forgot the procedures for classroom management and shouted "Keep Quiet!" to her noisy students. I also noticed that teacher Beth was confused with the names of the structures and strategies (Field Notes-RP-1). In the case of Teacher Ella, she did not use other teaching processes consistently because she did not know how to use them for certain subjects and lessons. These challenges need to be addressed right away since consistency is considered as a key to a successful teaching practice (Wong & Wong, 2018). One way to address the issues is to engage BTs in a study group because it promotes the long term "enhancement and sustaining . . . of skills" (McDonald, 2011, p. 1891).

Students' poor initial reception. The participants indicated that it took time for the students to get used to the teaching processes especially the procedures in

the classroom. Teacher Beth observed that some students needed more time to adjust when she used new techniques, structures, or strategies. As a result, some students did not participate. For teacher Fe, the students' ability to express themselves was a challenge especially when she used cooperative learning. The initial reception of the students to changes done in the classroom has always been a challenge for teachers. A study by Zhao (2018) on teachers' perception in the implementation of the techniques, structures, and strategies reveals a similar result. The teachers had to deal with students' poor reception of the teaching processes for more than a year. For this reason, Wong and Wong (2018) asserted that teachers must be consistent especially at the start of the school.

Inadequate support. The participants hoped that the school could strengthen the study group and provide supplementary materials. The study group organized by the school did not meet consistently (Field Notes-RP-2). A number of the times, the study group met for meetings and preparation for school programs (Field Notes-RP-5). Teacher Fe related that she hoped that the school could give them time for the study group. Inadequate support, especially on study group and coaching, may have caused the teachers to revert from implementing the student-centered techniques, structures, and strategies to teacher-centered lectures. The participants also noted that they need materials to refresh them of what they have learned from the specialized training. Teacher Carla admitted that she was beginning to forget some with the teaching processes she learned from the training. Supplementary materials such as books and videos could be helpful to address this issue. Feiman-Nemser (2001) posited that BTs often prefer to use teacher-centered practices instead of student-centered practices because of the lack of support. The schools are an integral part of the teachers' professional development. The adequate support or lack of support they give to their teachers can affect the overall school performance.

Elements That Helped the Transfer of Training to Take Place

This section answers Research Question 2. The analysis of the data reveals that the participants identified demonstration, practice and feedback, and study group as the elements that helped them immediately and effectively implement the teaching processes after the specialized training. Notably, none of the participants mentioned the first component of the training model (study of theory) during the interview.

Demonstration. Teacher Beth highlighted the way the facilitators taught a particular structure. She compared, "[in her college days] So many theories and methods were presented to us, but they are difficult to do in the actual. However, during the specialized training, the facilitators taught me, step by step. They modeled the teaching processes. I saw how it was done, and I applied it" (Teacher Beth, T2, #1). The participants all agreed that they learned better because a method

was taught using the method (see Joyce, 1992). Demonstration or modeling plays an essential role in the training model for the transfer of training to take place. McDonald's (2011) study identified modeling as one of the reasons for the success of the transfer of training during teachers' professional development. Since BTs have no vast experience in teaching, demonstrations enable them to visualize the teaching processes.

Practice and feedback. As part of the specialized training, the participants practiced what they have learned in a different school with multicultural students for 2 weeks. During this time, they were given feedback by their trainers. Teacher Anna mentioned that practice and feedback helped her implement the teaching processes in her classroom. The other participants such as teacher Carla claimed that they had learned how to apply techniques, structures, and strategies because they experienced using the teaching processes during the training and at the same time, they were given immediate feedback by their training instructors.

A case study in New Zealand by Leberman (1999) evidenced that whenever learners are involved in practice or experiences during the training on what they are supposed to do in the classroom, transfer of training takes place. Further, a qualitative study in the Netherlands also supported that feedback fosters the transfer of training especially when it is given within the environment of practice (Van den Bossche, Segers, & Jansen, 2010). During the training, the participants of the study had the opportunity to repeat many times the skills that they needed to implement in their classrooms and to learn from their mistakes because of feedback. This practice may have helped them use the teaching processes in their classes at a basic level.

Study group and coaching. The school initiated to have a study group for their teachers every Thursday afternoon. Teacher Anna explained that this had helped her because they shared their positive and negative practices in the classroom. Teacher Ella underscored that the experienced teachers in their school helped them by coaching and advising them during the study group. They also had a teaching coordinator who used to coach them regularly. Unfortunately, as previously mentioned, the study group in this school was not consistent. It eventually became a time of planning and meeting for upcoming programs. A qualitative study on BTs' perception of the instructional coaching, as part of their professional development, revealed that "instructional coaching . . . supported [their] ability to implement instructional practices in the classroom" (Ritchlin, 2016, p. iv). Another study on the transfer of training highlighted that coaching and study group promotes the long term "enhancement and sustaining . . . of skills" (McDonald, 2011, p. 1891). Joyce and Showers (2002) advocated coaching for teachers especially BTs to achieve executive control. Study group and coaching act as follow up to ensure that the BTs have been correctly applying what they have learned from the specialized training.

Impact of the Specialized Training to the Participants

This section answers Research Question 3. The analysis of the data revealed emerging themes on the impact of the specialized training to the participants as BTs. Several of these findings are in contrast with the claims of a number of existing literature.

Improved teaching processes. Professional development such as specialized training for BTs must focus on effective teaching processes that include techniques, structures, and strategies (Green & Henriquez-Green, 2008; Joyce & Calhoun, 2010). In this study, the participants noted that the specialized training helped them to have more teaching processes in their teaching repertoire. They also mentioned that they were able to apply techniques, structures, and strategies in their class right after the training. For example, teacher Carla expressed that as a BT, knowing how to implement the techniques, structures, and strategies helped her cope with the challenges in the classroom. Whenever a situation arose, she had a repertoire of teaching processes to choose from. Teacher Fe also noted that whenever she had a lesson to teach, she knew what to use for student-centered teaching because she had learned different techniques, structures, and strategies and their step-by-step implementation. Hammerness, Darling-Hammond, and Bransford (2005) explained that BTs' challenges in the classroom can be lessened if they possess various teaching processes, including the mindset to learn and practice them.

Ward's (2015) study claimed that "preparing the classroom environment" (p. iv) is one of the areas of weakness during teachers' pre-service programs. In contrast, the participants of this study mentioned that they were taught techniques that were "designed to organize or manage the learning environment . . . [such as] taking roll, how to get the participants' attention, and how to be a responsible group member" (Green & Henriquez-Green, 2008, p. 2.4) and were able to apply them in their class (Field Note-YP-3b). Thus, the result of this study implied that the use of techniques, structures, and strategies introduced by Green and Henriquez-Green (2008) can be employed to address this weakness during the teachers' pre-service or in-service training.

Improved classroom management. Goodwin (2012) cited a survey in 2004 showing that 85% of BTs are "unprepared for dealing with behavior problems in their classrooms" (para. 4). Further, BTs often perceive classroom management as the most serious problem (Weinstein, 1988). However, in this study, the participants mentioned that after their training, their classroom management had improved and they were able to manage their class well compared to their college internship.

Teacher Anna, for example, claimed to have focused on her lesson instead of calling out the names of misbehaving students by using the technique called *getting students' attention*; "as a result, I have more time to discuss my lesson" (Teacher

Anna, T3, #2; Field Note-YP-1d). Teacher Beth related, "During my teaching practice in college, I taught grade 2 students. My greatest challenge back then was their behavior. I used behavior charts, but nothing worked so I was so stressed. But after the training, I am now able to handle the students' behavior better" (T3, #4). Teacher Fe acknowledged that *getting students' attention* was very helpful saying that "before, I used to shout at students during my [college] internship. But I learned to use *getting attention* and it is very effective" (Teacher Fe, T3, #6). In support of the participants' claim, the principal of the school produced a document for the school year 2017-2018 highlighting that the school had not received any complaint from a parent concerning the BTs (Document-SR-3) and no teacher brought to her office any concern of misbehavior of a student.

This result contrasts the existing studies on BTs' classroom management. Fry (2007) interviewed BT and found that their pre-service training was not very helpful in preparing them on how to manage their class. As a result, they struggled with classroom management especially during the first year as a teacher. Learning techniques, structures, and strategies (Green & Henriquez-Green, 2008) using Joyce and Showers (2002) training model could be the answer to the plea of one 1st-year teacher in Fry's (2007) study: "A bigger bag of classroom management tricks would have been helpful" (p. 225).

Improved lesson delivery. The participants noted that they transitioned from teacher-centered to student-centered in their lesson delivery. Teacher Anna explained, "The way I deliver my lesson is very different during my OJT [practice teaching] in college. I used to discuss the lesson, and I was the only one talking. But after the training, I learned many student-centered teaching processes" (Teacher Anna, T3, #3). She further added that her students were always excited in her class because she used different structures and strategies. Teacher Beth observed that during her lesson delivery, she was focused on getting insights from her students instead of doing all the talking. For teacher Carla, she had changed from being a lecturer to a facilitator. My observation showed that the participants used the teaching processes they had learned to engage the students to participate in the class discussion (Field Note-YP-3a). Confait (2015) claimed that BTs tend to use "teacher-centered practices rather than a student-centered approach" (p. 1). In contrast, the result of this study showed that after the training, the participants were more inclined to use the student-centered techniques, structures, and strategies (Green & Henriquez-Green, 2008) and claimed to have gotten a positive response from the students.

Positive perspective on teaching. The participants highlighted that they expected that their teaching career would be a burden because of the challenges they would face as BTs. The participants noted that their negative perception of the teaching profession had changed after the training. Teacher Anna mentioned that she used to think that teaching would be a burden to her especially in her first year of teaching. However, the experience she got from the training changed her

mindset: "It feels good when you know what you are doing and you know what to do. Now I am thrilled in what I do [teaching]" (Teacher Anna, T3, #5). Even though a BT, Teacher Beth considered herself an experienced teacher even during the first day of her teaching career because she had undergone the specialized training on the teaching processes: "My mindset used to be that in the classroom, it is stressful, tiresome, you do not know what to do, you are ignorant [before the training]. After the training, I have the background and knowledge of being a teacher. I was able to absorb in my mind that I am already a teacher" (T3, #5).

Interestingly, the participants' apprehensions on their experience as a teacher are supported by Weinstein's (1998) study revealing that most BTs are usually burdened in "maintaining discipline, establishing class rules and procedures, [and] working quietly during seat work" (p. 38). However, during the training of implementing techniques, structures, and strategies (Green & Henriquez-Green, 2008) using Joyce and Shower's (2002) training model, the BTs were taught how to establish rules and classroom procedures, get students attention, and maintain discipline. As a result, their perspective on teaching as stressful and burdensome has changed to something positive.

Easier adjustment to the teaching environment. Many BTs leave the teaching profession because they are not able to cope with the problems they face early in their career (Kearney, 2014). The result of this study revealed that the adjustment of the participants to the teaching profession was more natural compared with their expectations. In the case of teacher Anna, she admitted that "when I arrived here [school], I have no idea how to handle the class. But after the training, my adjustment was not so difficult" (T3, #6). Teacher Beth expressed, "I was not surprised [to the teaching environment]. I am at ease because I know what to expect and I know how to handle certain situations. I am confident because I have learned and applied it already. I know how to manage them [students]" (T3, #2). Teacher Donna thought that teaching would be stressful, but instead, she said, "I am less stressed now [compared to her practice teaching as a college student] because I know how to handle my class" (T3, #7). Teacher Beth and Fe also mentioned that they had the confidence to teach because of what they had experienced from the training. The result of this study showed that the specialized training the BTs had experienced had adequately prepared them not only to enter their classroom but also to start their teaching profession.

Improved skills in motivating students. The participants claimed that they were able to motivate their students to participate in the class. Teacher Anna observed that her students were motivated to study more so that they could have something to share with the teacher. The students were excited in the class, and they requested a certain structure or strategy because they were having fun (Teacher Anna, T4, #3; Field Note-YP-2c). Teacher Beth observed that during her lesson delivery, she was able to get the insights of the students especially those who liked to talk. Besides, teacher Carla highlighted that her students were excited

when she used structures and strategies because they could interact with their classmates. Teacher Donna compared that when she was doing her practice teaching in college, she did not involve her students because she was always giving lectures. But now, in her class, she knew how to involve the students in the discussion. In Teacher Fe's words, "I talk less and allow the students to share their thoughts" (T3, #9). A study on the application of technique, structure, and strategies in the kindergarten level showed a similar result (Ramirez, 2017). This result also supported Feiman-Nemser's (2001) advice that BTs need to develop skills in motivating their students to engage or participate in the class discussion. The experience the BTs had during their specialized training helped them learn teachings skills that promote student engagement in the classroom.

Conclusion

The purpose of this study was to gain insight on the experience of the BTs who had undergone a specialized training utilizing the training model by Joyce and Showers (2002) for professional development with the techniques, structures, and strategies introduced by Green and Henriquez-Green (2008). For the challenges they experienced in the implementation, the participants expressed that they had insufficient preparation time and class time. The classroom space was small to implement some of the teaching processes. They also noticed that they were inconsistent with their application of the teaching processes. Other challenges were students' poor initial reception and inadequate support from the school especially in terms of the consistency of the study group.

The elements that helped the transfer of training to take place were demonstration, practice, and feedback. Study group was identified as an element that supported the transfer of training in the workplace. Although the participants did not mention the study of theory as one of the elements, Joyce and Showers (2002) emphasize the importance of all the four components in their training model.

The result of this study showed that the specialized training had a positive impact on the participants as BTs. The participants expressed that on the first days of their teaching, they were able to use techniques, structures, and strategies; implemented effective classroom management; delivered student-centered lessons; had a positive perspective to teaching, was easily acculturated to the teaching profession, and were able to better motivate their students to engage in learning. These results were opposite to the literature, claiming that BTs usually have difficulty in these areas in the first year of their teachings. Among the findings of this study are the following: (a) With the training model, the training providers ensured the transfer of training, enabling BTs to immediately implement the skills they had learned from the training to their classroom practice. (b) Applying the techniques, structures, and strategies in their classrooms helped the participants cope with the challenges BTs would usually face in their first year of teaching.

Overall, the training model for professional development by Joyce and Showers (2002) with the techniques, structures, and strategies introduced by Green and Henriquez-Green (2008) can be a viable component for BTs professional development to ensure the transfer of training.

This study puts forward the following recommendations: First, future training would include time management. Second, the school must support the BTs in terms of giving them enough time to prepare for their class and making sure that the coaching and study group would continue for at least throughout their first year. Finally, future studies can explore the experiences of the first year teachers in public schools in the Philippines and the impact of the induction programs that the government provides.

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