TRANSFER OF TEACHER TRAINING:
A CASE OF PRIMARY LEVEL TEACHERS

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Murari Paudel

Faculty of Education

Tribhuban University,   Kirtipur

Kathmandu, Nepal

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2069/05/19   **Murari Paudel**

RECOMMENDATION FOR ACCEPTENCE

This is to certify that **Mr. Murari Paudel** has completed the research of his M.Ed. thesis entitled **Transfer of Teacher Training: a Case of Primary Level Teachers** under my guidance and supervision.

 I recommend the thesis for acceptance.

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RECOMMENDATION FOR EVALUATION

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DEDICATION

Dedicated To My Parents and Teachers

ACKNOWLEDGEMENTS

ABSTRACT

The present dissertation **'Transfer of Teacher Training: A Case of Primary Level Teachers '**`is an attempt of the researcher to find out the state of transfer of training by trained primary teachers to classroom. The main objective was to examine the skills transferred by trained primary teachers from training to classroom. The researcher collected the data by observing the classes of trained primary teachers with the help of checklists and activities are also noted down on diary. The researcher selected twenty trained primary teachers from ten primary schools of Myagdi District by using purposive non random sampling method. The trained teachers were observed for three times each. This study shows that the role of training is essential as it plays significant role for the professional, personal quality, skills and overall development. Trained teachers' statuses in classroom activities were seemed satisfactory but all the skills gained in training situations were not transferred into the classroom delivery. Their activities were needed to be improved.

The study is divided into four main chapters and other sub-chapters. The first chapter deals with the general introduction, literature review, objectives of the study and the significance of the study. The second chapter contains the methodology which is sub –chaptered as the source of the data, sampling procedure, tools for data collection, process of the data collection and the limitation of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The last, fourth chapter has the findings and recommendations of the study. Eventually, references and the appendices are given. The appendix part includes research tools and other information.

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LIST OF ABBREVIATIONS

B.Ed   Bachelor in Education

BETTP   Basic Education Teachers' Training Programme

BPEP   Basic and Primary Education Project

CERID   Research Center for Educational Innovation and

              Development

CUP   Cambridge University Press

DEC   District Education Centre

DEO   District Education Officer

Dr.   Doctor

ELT   English Language Teaching

FOE   Faculty of Education

ETN   Extensive Training Network

HSEB   Higher Secondary Education Board

M.Ed.   Master in Education

MOE   Ministry of Education

NCED   National Centre of Educational Development

NESP   National Education System Planning

PTTC   Primary Teachers Training Centre

SLM   Self Learning Materials

T.U.   Tribhuvan University

UNESCO United Nations International Educational,Scientific and

              Cultural Organization

UNICEF United Nations International Children's Emergency Fund

CHAPTER ONE
INTRODUCTION

1.1   General Background

Education is a continuous process. It begins as the life starts and ends with the death of human beings. It is always associated with social advancement, economic prosperity and employment. We are in the threshold of 21st century. One of the modes of education is training. Training prepares to do something as required. A trained person can handle the same situation differently. In the teaching areas, how language teachers can handle different contents is crucial. Teacher training is not for the sake of knowledge and certification only. It is to develop skills to be used in the real classroom. Every teacher gets theoretical knowledge from different sources, academic institutions and programmers as well as workshops. But utilization of theoretical knowledge is not sufficient itself. The practical aspect in real classroom teaching is important.

Teacher training is one of the aspects of teacher development. Teacher development is a continuous process which is usually compared and contrasted with teacher training. Teacher training and teacher development both contribute to teacher's performance.

1.1.1 Teacher Development

According to Underhill (1986, p.1, as cited in Head and Taylor, 1997) "Teacher development is the process of becoming the best teacher that you can be"(p.vii). The concept of teacher development came into existence in the field of language teaching due to the heavy demand of in-service teachers that they wanted to be well equipped with recent

teaching and learning methodologies which can assist them to combat against pedagogical problems which may appear in teaching and learning. Development generally does not focus on a specific activity but the general growth. It serves a long term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom up". Teacher development is a way of improving one's knowledge of teaching and thereby increasing one's confidence as a teacher. Awareness of teaching is empowering. The teachers in being aware of how they teach, the more freedom they will have to direct their teaching towards successful student learning. Teacher development is an unending process of learning in the teacher's life means it requires to draw on the teacher's own inner resource for change. If it stops to keep on learning in one's life, then there is no sign of development at all. The term development requires the continuous flow of change in one's life. It is defined variously by various ELT experts in their own ways. Underhill (1988) states:

> Development means …keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoiding getting in a rut. If I am in a rut, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and unsparing (as cited in Head and Taylor, 1997, p. 17).

Now, we understand from his view is that we should accept the problems in day to day life which give us golden opportunities to explore our hidden potentials. Avoiding problems or getting back from the problem creates barrier in one's life and he/she will never get such opportunities to feel new sense of life. Development cannot take place if someone gets into rut.

Chaudhary (2008, p.18-19) writes:

> The term teacher development is a blanket term which encompasses different kinds of skills to be acquired in order to be a critical teacher i.e. to say developing the skills of counseling, meditations, language skills, decision making and so on. In teacher development, responsibility is a key component which plays the vital role for the development of the teacher. No one should forget their responsibilities to be carried out for their further development. It keeps people disciplined, principled in their respective fields for their future development. The most important point for teacher development is to make proper decision in proper time. Delay or postponement of taking decision in one's life is redundant because it cannot give positive result in one's life for their further development.

There is a big issue that who is responsible for teacher development. So Head and Taylor (1997, p. 5) said:

Teacher development is an ongoing process through which teachers keep growing with their own voluntary effort. A facilitator can help teachers realize that they have the potentials within themselves to become better teachers depending their own understanding and awareness of themselves and their learners.

Of course teacher development can said to be effective as it supports teachers to do their work in better way by developing their professional skills. James (2001, p. 10) states that "To improve the effectiveness of teacher's professional practice as educators and language teachers, development of the existing professional skills is necessary". Similarly, Holden (1979, p.25) viewed that "Qualification and personal qualities are the components of effective teaching and training is the only tool to develop such thing in teaching". Training involves both theoretical and practical aspects. Teaching is the amalgamation of the theoretical and practical aspects.

According to Rossner (1992, as cited in Head and Taylor, 1997 p.4) there are four key characteristics of teacher development. They are:

1.   Teacher development is seen as relating to new experiences, challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers themselves.

2.   Teacher development is about dealing with the needs and wants of the individual teacher in a way that suite that individual.

3. Teacher development is not just only teaching but it encompasses counseling skills, assertiveness training, and confidence computing meditation and so on.

4. Teacher development follows bottom up approach.

Strategies for teacher development often involve documenting kinds of teaching practices, reflective analysis of teaching practices; examine beliefs, values and principles, conversation with peers on core issues; and collaborating with peers on classroom projects. However, many things can be learned about teaching through self-observation and critical reflection such as subject matter knowledge, pedagogical expertise, an understanding of curriculum and materials. Professional development therefore, should go beyond personal and individual reflection, for example it can include exploration of new trends and theories in language teaching; familiarization with developments in subject matter knowledge such as pedagogical grammar, composition or genre theory, and critical examination of the way schools and language programmes are organized and managed.

1.1.2 Teacher Training

The term 'training' means the process of learning the skills that somebody needs to do a job. Training is a pre-requisite phenomenon for handling any responsibility for everybody. Regarding teacher training Balsara(2004 ,as cited in Khanal,2006) states " teacher training provides the practical knowledge with emphasis on methods and techniques of classroom teaching and management". Balsara's view focuses on the importance of training to the teachers to acquire practical knowledge. Here, practical knowledge implies ability of the teachers to handle the classroom and the activities as they happen in it. In a broader sense, teachers are called nation builders in every country and society. The

importance of this profession lies in the fact that teachers produce others professionals. As the teachers are important components of a whole educational process, their performance plays a vital role to change the entire society as per the nation's or society's needs. It is obvious that knowledge is obtained through experience and study, hence forth; the teacher cannot remain untouched from the fact that their professionalism is enhanced through training. They are required to be efficient to impart knowledge with suitable methods and techniques how their learners learn effectively with having certain goals.

Richards and Farrell (2005, p.3) state that training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom, usually with supervision and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books. According to Richards and Farrel (2005, p.3) the following are examples of goals from a training perspective:

- Learning how to use effective strategies to open a lesson.
- Adapting the textbook to match the class.
- Learning how to use group activities in a lesson.
- Using effective questioning techniques.
- Using classroom aids and resources (e.g. video).
- Techniques for giving learners feedback on performance.

Unless teachers are trained, it is believed that no quality education is imparted. Keeping this view, teacher training programmes have been launched worldwide. The knowledge and human world are ever-changing phenomena. In order to up-date with the ever changing knowledge in the field of education teachers have to be trained. They are to be given training time to time and again to adopt the changing knowledge. To establish training as a required component in teacher education, I would like to quote two other scholars.

About education Larsen Freeman (1990, as cited in Wallace, 1991) says that "it is a process of learning that develops moral, cultural, social and intellectual aspects of the whole person as an individual and member of society".

Regarding the term "training", Wallace (1991) writes that training prepares anybody for a particular function or profession.

From the above mentioned ideas of training, we can conclude, the training is a process which consists of theoretical and practical aspects that help somebody to do something. In the case of teachers, training is a process to learn theories which helps them to teach according to the methods and techniques as implied by those theories. As mentioned above teacher training consists mainly of methods, skills and techniques which help teachers run a class very systematically giving benefits to teacher as well as learners. Therefore, training helps to strengthen the professionalism of a person of any field. In the case of teachers, training is a must since the teachers have very crucial role in the field of education and the classroom is considered as a lab, where the teachers can test their theoretical knowledge i.e. principles and techniques to find out how effective they are. The trained teachers are basic requirements in the

English as Foreign Language (EFL) setting to impart quality English education.

1.1.3 Historical Perspective of Teacher Training in Nepal

History of teacher training in Nepal is not so long. Regarding the history of teacher training in Nepal Awasthi (2003, p. 17) writes :

> The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training Center in Kathmandu in 1948 with a view to training the primary school teachers. However, the center had to discontinue its functions after the recommendation of Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of College of Education in 1956 to provide two year and four year teacher education programmes to the perspective lower-secondary and secondary teachers of Nepal. Concurrently, Mobile Normal Schools (MNS) ran a ten month teacher training programme for primary school teachers. These schools were later converted into primary school teachers' training centers (PSTTC) in 1963. Teacher educators for running the centers and the college of education were trained either in the USA or the Philippines.

> The National Education System Plan (NESP 1971 - 76) brought a new impetus in teacher education for professional development. This policy created a favorable environment for the expansion of

teacher education. All these institutions such as College of Education, National Vocational Training Center and Primary School Teacher Training Centers came under the single umbrella of the Institute of Education (IOE) under Tribhuvan University (TU). This institute was solely entrusted to conduct both pre-service and in-service teacher education and trainings including the very short term packages. During this period the IOE conducted fifteen varieties of training programme through its regular campuses and on-the-spot programmes. In service programmes of short or long terms sponsored by the Ministry of Education and Sports (MOES) helped the IOE in the quantitative expansion.

According to Awasthi (2003), the popular programmes apart from the regular degree-oriented teachers' education programs conducted during this period taking into account the topographical and social structure of the country were:

1.1.3.1 Women Teacher Training

The programme was launched in 1971 to give equal access for women and girls to education. Under SLC girls were given Secondary Education followed by pedagogical skills to enable them to teach in primary schools. The program was assisted by UNICEF and UNESCO. The program aimed at bringing awareness in the rural folks towards the value of education and particularly motivating them to send girls to school. The program enrolled two hundred girls a year in the five IOE Campuses.

1.1.3.2 Remote Area Teacher Training

This program began at Jumla in 1973 considering the lack of teachers in whole Karnali region. Sixth grade pass candidates were enrolled in the programme. The programme was discontinued due to the high degree of inefficiency in it.

1.1.3.3 On-the-Spot Training Programme

With a view to giving primary teacher training to the teachers of urban localities the IOE conducted ten on- the- spot teacher training programme covering 21 urban centres.In service training was given in the morning followed by day to day supervision of the lessons taught by trainees. A mobile team of teacher educators provided training to 760 in-service teachers.

1.1.3.4 Teacher Training through Distance Education Learning

This program was launched in 1976 to provide a low-cost training to untrained and under qualified primary teachers. It covered 15 districts. It trained 900 in-service teachers. At present this programme broadcasts over Radio Nepal Distance Learning Center and the trainees are given self instructional materials .

1.1.3.5 B Level (Under- SLC) Teacher Training

The IOE also conducted B Level (Under-SLC) primary teacher training - an inservice program. The programme continued until MOES (Ministry of Education and Sports) made a decision to terminate under SLC teachers unless they pass SLC within a specified time period. But the democratic movement of 1990 cornered this decision. However, the new intake as primary school teachers has the minimum qualification of SLC. The education code 1980 abolished the provision of training as mandatory for obtaining a permanent tenure in schools.

1.1.3.6 Vocational Teacher Training Programme

The NESP (1971 - 76) stressed the need for vocational education at the secondary level and pre-vocational at the lower secondary level schools. Both pre-service and in-service teacher training programmes were conducted in different campuses under the IoE. The projects that ran primary teacher training progamme under MOES were Seti Education for Rural Development Project(SERDP) and Primary Education Project(PEP).

1.1.3.7 Human Resource Development in Teacher Education

During the NESP period a one-year M.Ed. programme for M.A. and M.Sc. degree holders was initiated for teacher educators. Unfortunately the programme could not sustain for more than a year. The beginning year only. However, a two year M.Ed. program, for both in service as well as pre-service teachers, was launched for under qualified trainers working in the IOE.Several teachers educators were sent to the USA, The Philippines and India under different faculty development programmes to pursue MS or PhD degrees.

1.1.4 Training Institutions in Nepal

The practices of teacher training in Nepal have almost a six decade long history. Luitel (2004, as cited in Giri, 2007) states that:

> The first effort of formal teacher training programme in
>
> Nepal dates back to 1947. It was initiated by the basic
>
> teacher training progrmme which was based on the
>
> Gandhian philosophy of self support. The same programme
>
> continued till it was replaced by National Teacher Training

Center. On the recommendations of the National Education Planning Commission, the center was established in 1954 for giving some basic training to the primary school teachers as in service course. After the establishment of the College of Education in 1956 the trend of teacher training was set.

The following institutions are providing training to the primary teachers.

1.1.4.1 Higher Secondary Education Board (HSEB)

Actually, teacher training begins in Nepal as early as 1948. In 1956 normal schools were established to train primary teachers. In that year the College of Education was established. The college offered I.Ed. And B.Ed. programme for primary, lower secondary and secondary teachers. But, now I.Ed. programme is phased out and this responsibility is under HSEB.

1.1.4.2 National Center for Educational Development (NCED)

The National Center for Education Development (NCED) was organized in BS 2050 for raising the quality of primary education which is the major responsibility of this institution. Human resources development for primary education is another responsibility of this institution. Primary teacher training, headmaster training and management training are the major handling of NCED under the Ministry of Education.

NCED is responsible for developing and providing in-service training to primary school teacher. It works for the development of physical facilities as well as training programmes for all the 75 districts. Management training for educational administrators such as headmasters, District Education Officers, Regional Educational Directors, supervisors are the

major coverage area of NCED. Research and collecting statistics pertaining to primary education are another activity.

1.1.4.3 Basic and Primary Education Project (BPEP)

Quality of primary education has become the major concern for educational professionals as well as parents. It is with this in view that the Basic and Primary Education Project (BPEP) was implemented in the nation since 2049 B.S. The work of BPEP seems to have a positive impact. BPEP made efforts to provide short-term training to the teachers in the project district. The Primary Teacher Training Unit (PTTU) was formed under BPEP to conduct teacher training for public primary school teachers. It provides short-term in-service teacher training, management - related training to headmasters. It also provides training to the subject teachers for implementing the new curriculum in their respective areas. Now, BPEP is renamed as Primary Teacher Training Center (PTTC).

1.1.4.4 Distance Education Center (DEC)

DEC used radio as a medium for training primary school teachers. It was implementing a 150-hour teacher training package before 1995. Since 1995 the Distance Education Center had been providing 180-hour training to those who have completed the 150-hour training. Now it has been implementing 660 –hour teacher training.

Mainly three institutions seem effective for teacher training in Nepal viz. NCED, HSEB and different universities under MOE but there are some other institutions which run teacher training programme from NGO and INGO.

1.1.5 Ten-month Teacher Training

It is thought that universities and colleges conduct the pre-service teacher education and training courses. It is also assumed that all kinds of in-service teacher training come under the responsibilities of the government. In this regard, the NCED is an apex institution for developing training curricula, planning and monitoring of training activities.

The ten- month in service teacher training course in each level is given as follow:

Level	First phase/module (2.5 month)	Second phase/module (5 month)	Third Phase/module (2.5 month)
Primary	Institution-based	Self-learning and distance mode	Institution-based
Lower Secondary and Secondary	1 month Institution-based +	Self-learning and distance mode	1 month Institution –based+
	1.5 month School-based		1.5 month School-based

The 10-month in –service teacher training programme is divided into three phases. The first and the third phases of teacher training programme are considered to be face to face mode and it is delivered through Extensive training network (ETN).The second phase of training is distance mode, which includes the study of Self-Training Materials (SLM), listening the radio broadcasting and discussion on the contact session. The trainee teachers have advantages from website developed by the NCED and through e-mail contact with subject expert.

1.1.6 Need of Teacher Training for Primary Level Teachers

Primary education is the paramedic base of the whole education system. The quality of upper levels of education depends on how effective the primary level is. Some problems that emerged in our primary schools are dropouts, grade repetition and low achievement on the part of the primary school children. Efforts to minimize these problems are, in fact, a challenging task for all those are working in the field of education. Nepal has followed a policy of "Education for all" by the year 2015 AD. In this context, the quality of primary education should be the focal point for all concerned with education. The quality of education cannot be better than what the teacher does. Hence, the teaching force should be well prepared for developing quality education. At present, two thirds of our teaching forces are untrained. Especially in remote areas most of the teachers are even under qualified. In such case training for the teachers is crucial.

Primary education plays a significant role in the development of the country. The government is committed to providing quality basic education to all school age children. Accordingly, it has undertaken several programmes for the development of physical facilities and teacher training. The government has recognized the importance of teacher training in improving the quality of primary education.Therefore, BPEP and PEDP have been established under the MOE. NCED and BPEP are providing teacher training to teachers, headmasters and management personnel.

1.1.7 Transfer of Training

Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Only understanding basic

concepts and principles is not sufficient, transfer of skills in the classroom delivery is the hallmark for a teacher training activity to have any impact. Transfer of training knowledge is that, almost magical link between training expectation and classroom performance. The first place to practice transfer of knowledge is within the classroom. Teacher training programmes in Nepal have not been very effective and satisfactory. If a teacher does not transfer some of his/her knowledge from his/her training into classroom, new teaching learning situation would start from scratch. Some of the trainees fail to realize the importance of "task variation" within the classroom that their ability to transfer knowledge seems poor.

Teaching is a professional activity that requires specialized knowledge acquired through training and experience. Skills what they learn and their use in teaching is very important. Both learning the skills by training and using them is classroom is very challenging as well as very important. In this research the researcher will try examine the situation of transfer of training skills in the classroom delivery of primary level teachers who are trained. The main concern of the study is whether the trained teachers of primary level transfer various skills in the classroom successfully or not.

1.2   Review of Related Literature

A number of research works have been carried out in the field of teacher training. Some of the related major research works and articles are mentioned here below.

Samadarshi (1988) carried out a research entitled "A study on the Expected Classroom Behavior of Trained English Teachers". The objective was to examine the classroom. The research tools he used were classroom observation form and questionnaire for teachers and head teachers. He found out that the trained teachers seemed to have performed

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better according to the expectation into the classroom behavior. Some of the classroom behaviors of English teachers were command of the target language and control of classroom.

In "Teachers Training and its' Implications in Classroom Practices" carried out by CERID (1998) the objective was to examine the use of training in the classroom. Interview and questionnaires were administered to headmaster, teachers and other related persons. It is concluded that trained teachers of Public Primary Schools are not using their training capability in classroom instructions. Majority of private primary school teachers were found over qualified than public schools.

In "Effective Classroom Teaching Learning (phase 2: Transfer of training skills)" CERID (2003) states the various gaps that have been found in the training with regard to providing skills in a proper manner as well as unconvinced teachers, lack of conducive environment and lack of timely support for the weak transfer of training skills in the classroom. Moreover, it states various aspects responsible for the weak or strong transfer of skills such as: teachers' background, teachers' attitude and motivation, school environment and some inherent causes.

Khanal (2006) explained teachers' perceptions towards training in his article on "Trained Teachers and Teacher Training". The main purpose of his study was to find out the perception of trained teachers about teacher training. He found out that the teachers of both private and government schools had similar perceptions towards teacher training it was considered.

In "Reflection of training in classroom Practices" carried out by NCED (2007) the objective was to analyze trained teachers performance. Class

observation checklists were used as a research tool. It was found that most of trained teachers' performance was seemed well.

Gyawali (2007) carried out a study on "A comparative Study of Trained and Untrained Teachers of Secondary level." The main purpose of this study was to find the role of training in teaching the English language and compare the teaching situation of trained and untrained teachers. He found that the role of training is vital in teaching the English language and it has played a great role for the professional, personal, quality, skill and all round development. And the trained teachers' status in the teaching field is better than untrained teachers in every aspects of language teaching from students' motivation to evaluation system.

Giri (2007) carried out a study on "Transfer of Training Skills: A Case of B.Ed. English Graduates". The main objective of the study was to examine the skills transferred by the trained teachers from training to classroom delivery. He used checklist for class observation and questionnaire as the tools for data collection. It was found that trained teachers were successful in transferring a number of training skills to the classroom delivery. Evaluation, games, role play, presentation, practice, motivation, methods were found to be the major skills that could be easily transferred by the trained teachers to the classroom.

Basnet (2009) carried out a research work entitled "Transfer of Teacher Training in Teaching Vocabulary" the main objective of the study was to examine the transfer of training in teaching vocabulary by trained teachers. She used two research tools - checklists for class observation and questionnaire for data collection. It was found that majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.

Khatiwada (2010) carried out a research work entitled "Transfer of Teacher Training in Teaching Reading Skills". The main objective of the study was to analyze the transfer of training of trained teachers in teaching reading skills. He used checklists for class observation as a research tool for data collection. He found out that teachers' good command over the subject matter of teaching reading was satisfactory. All the teachers were found using reading texts as the main teaching materials for teaching reading skills. The use of supplementary materials was found poor. It was also found that techniques of reading such as scanning, skimming, extensive reading, intensive reading and reading aloud were applied for student practice.

Although the research works mentioned above are related to teacher training, transfer of training skills and teaching vocabulary, comparative study between trained and untrained teachers, no research works has been carried out on transfer of teacher training in respect to primary level teachers. The present study identified and analyzed the activities of trained primary level teachers and examined the transfer of training to classroom delivery.

1.3   Objectives of the Study

The objectives of the study were:

a.   To examine the transfer of training to classroom by trained primary level teachers.

b.   To suggest some pedagogical implications.

1.4   Significance of the Study

This research is significant and helpful for the English teachers, educational administrators, policy makers, trainers and the person who

are interested in carrying out research on different aspects of transfer of training. It is also fruitful for the teachers, students and for those who are engaged in the realm of teacher development. This research work is equally significant for those who want further study in this field in the future.

CHAPTER TWO
METHODOLOGY

The following methodologies were adopted for this research work.

2.1 Sources of Data

In order to carry out this research work the researcher used both the primary and secondary sources of data.

2.1.1 The Primary Sources of Data

The primary sources of data for this study were trained primary teachers of Myagdi district who have received 10-month teacher training.

2.1.2 The Secondary Sources of Data

The secondary sources of data for the study were related books in the field of teacher development, teacher training and transfer of teacher training e.g. Holden (1979), Wallace (1991), Underhill(1994), Head and Taylor (1997), CERID (1998), Larsen-Freeman, D. (2000). James (2001), Richards and Farrel (2005), NCED (2007), NCED (2011), other sources were; reports, journals, articles, magazines, the approved theses in the department of English Education, TU.

2.2 Sampling Procedure

The populations of this study were 20 trained primary teachers from 10 primary schools of Myagdi district.All the teachers had received 10-month teacher training. Ten primary schools and twenty trained primary teachers of Myagdi district were purposively selected for this study.

2.3   Tools for Data Collection

The main tools for data collection were class observation checklists and diary. Classes of trained primary teachers were observed and recorded in the checklists. Each and every details of observation were also noted down on a diary in the form of points.

2.4   Process of Data Collection

In order to collect data for the research study, the researcher visited the selected primary schools and established rapport with the headmasters. He clarified the purpose of his visit to them. The researcher requested the authority for the permission to conduct research. Then, he went to the classes of each trained teachers and observed three classes of them with the help of checklists and diary. Finally, he thanked the authority and trained teachers.

2.5   Limitations of the Study

Since it is a small research, the researcher attempted to carry out the study taking the following limitations.

a.   The research was limited to 20 trained teachers of 10 primary schools.
b.   The study was limited to Myagdi district.
c.   The study was concerned to the transfer of training skills to the classroom delivery.

CHAPTER-THREE
ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of data collected from primary sources. The data were collected from ten public schools of Myagdi district. Twenty trained primary teachers were selected for the class observation. The main intention of this study was to find out how far the skills are transferred from training to classroom. For this purpose, the information is analyzed under two main headings:

i) Analysis and interpretation of data collected through the checklist.
ii) Analysis and interpretation of data collected through the diary.

First of all, information was tabulated and then analyzed and interpreted by using simple statistical tools such as: percentage, tables, bar diagrams and charts.

3.1 Analysis and Interpretation of Data Collected Through the Checklist

This section deals with the data of classroom observation of twenty trained primary teachers. The researcher prepared an observation checklist and observed each teacher's three classes. The observation checklists were used as a complement to the activities recorded on the diary. So, the inadequacies in observation can be combated with the help of recorded diary. I have tried to minutely analyze the individual skills to the extent the teachers have used them in the classroom. For analyzing the teacher's activities the researcher has used mainly three rating scales viz, good, satisfactory, and poor. The rating scale good is obtained through presenting subject matter effectively by using appropriate methods and teaching materials, motivating students, evaluating students

using appropriate techniques and providing developmental feedback efficiently. The scale satisfactory is acquired by performing the classroom behavior as the above mentioned satisfactorily but not the perfectly. The poor classroom behavior without using appropriate methods and materials, not motivating students, not using appropriate evaluation techniques and not providing developmental feedback is regarded as the poor scale. The observation tools were used with forty parameters categorized into eight main areas. Individual activities were collected through observation checklists which were presented under various headings.

3.1.1 Teachers Preparation for Planning Lesson

Teacher's preparation is an important task to deliver the effective classroom instruction. Thus, it is an integral part of the teaching learning process and directly related to planning of the lesson with the collection and preparation of the instructional materials. Planning and preparation provide basic ideas about how to develop the key concepts and how to correlate them into the actual life situations. Therefore, the following heading clearly indicates teacher's preparation aspect before implementing the teaching episode:

3.1.1.1 Preparation for Lesson

The classes of trained primary teachers were observed by the researcher to see how far the teachers prepared the lesson. Out of total 60 classroom teaching, 50% teachers were found good, whereas 43.34% teachers were found satisfactory and the remaining 6.66% were poor on it. The following table shows the same.

Table No. 1

Teacher's Preparation for Lesson

Ratings	No. of Teachers	Percentage
Good	30	50%
Satisfactory	26	43.34%
Poor	04	6.66%

From the table above, it is clearly shown that the teacher's preparation for lesson was satisfactory.

3.1.1.2 Review of Previous lesson

The classes were observed to see how far the teachers reviewed the previous lesson. Among the teachers under study 16% were found good, 42% satisfactory and the remaining 42 percent were poor in the review of previous lesson.

The figure below presents the teachers' review of previous lesson.

Figure No. 1

Teachers' review of previous lesson
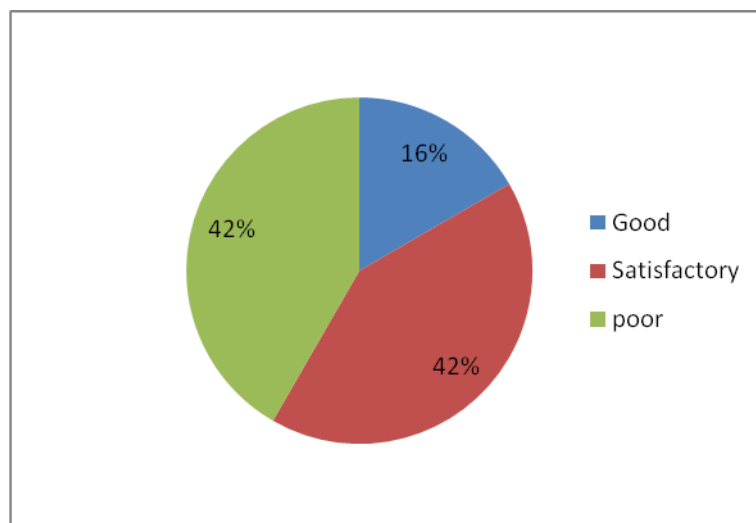
It reveals that most of the teachers reviewed previous lesson which was found satisfactory.

3.1.1.3 Preparation of Instructional Materials

Instructional materials are integral components of teaching learning process. So, it is essential to prepare instructional materials before introducing the lesson. The trained primary level teachers' classes were observed to see how far the teachers prepare instructional materials. Among the teachers under study, 5% were found good, 20% were found satisfactory and the remaining 75% were poor on it. The table below presents the same.

Table No. 2

Preparation of Instructional Materials

Ratings	No. of Teachers	Percentage
Good	3	5
Satisfactory	12	20
Poor	45	75

From the above table, it reveals that the preparation of instructional materials by trained primary teachers were poor.

3.1.1.4 Arrangement of Physical Resources

The researcher observed the teachers' classroom to see how far the teachers arranged the physical resources in the classroom before introducing the lesson. Sixty classes of trained primary teachers were observed. Under this study 16.44% were found good, 46.66% were satisfactory and the remaining 37 percent were poor on it. The fact is clearly visible in the following bar diagram.

Figure No.3

Arrangement of Physical Resources
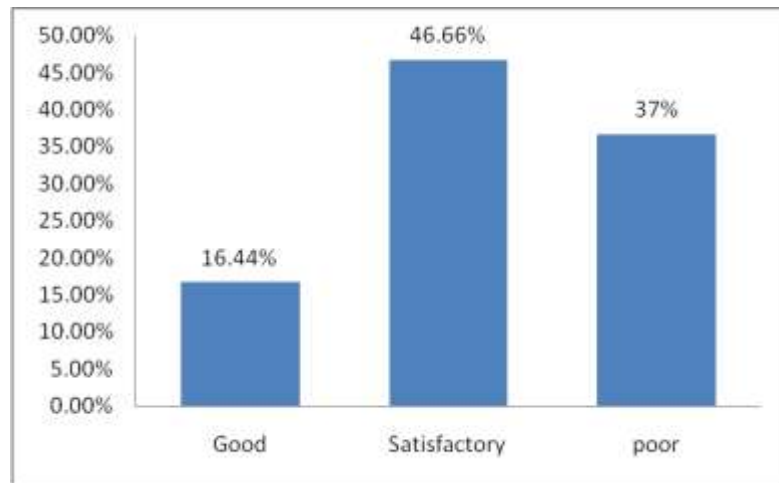
From the diagram above, it can be concluded that the arrangement of physical resources by the teachers was satisfactory.

3.1.1.5 Adequacy of Resources

The classes were observed to see how far the classes were equipped with adequate resources and it was seen that 15% were found good, 27 % were satisfactory and the remaining 58 % were found poor. The figure presented below presents the adequacy of resources.

Figure No. 3

Adequacy of Resources
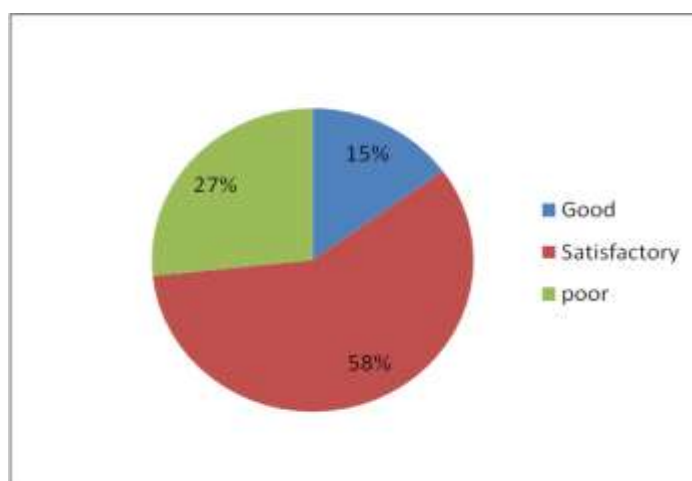
From the figure above, it can be concluded that majority of classes have poor resources.

3.1.1.6 Appropriate Arrangement of Resources

For effective teaching learning process available resources should be arranged appropriately. The trained teachers can not ignore this fact. The trained teachers' classes were observed and it was found that 18.33% were good, whereas 48.34% were satisfactory and remaining 33.33% were poor on managing available resources. The data can be presented on the table as:

Table No. 3

Appropriate Arrangement of Resources

Ratings	No. of Teachers	Percentage
Good	11	18.33
Satisfactory	29	48.34
Poor	20	38.33

It is clear that appropriate arrangement of the resources in the classroom is satisfactory.

3.1.2 Lesson Introducing

The skill is further divided into three sub-skills.

3.1.2.1 Starting the Class as per the Schedule

Sixty classes of trained teachers were observed to find out whether they start the class as per the schedule. Among them 55% were found good, 35% were satisfactory and 10% were poor on it. The succeeding data presents the same.

Table No. 4

Starting the class as per the schedule

Ratings	No. of Teachers	Percentage
Good	33	55
Satisfactory	21	35
Poor	06	10

The table above justifies that starting the class as per the schedule was good.

3.1.2.2 Motivating towards Lesson

The classes of trained primary teachers were observed by the researcher to see how far the teachers motivated the students towards the lesson. Among the teachers under study, 51.66 % were found good, 45% were satisfactory and the remaining 3.33% teachers were poor on it. The figure below presents the students motivation towards the lesson.

Figure No. 4

Students' Motivation towards the Lesson
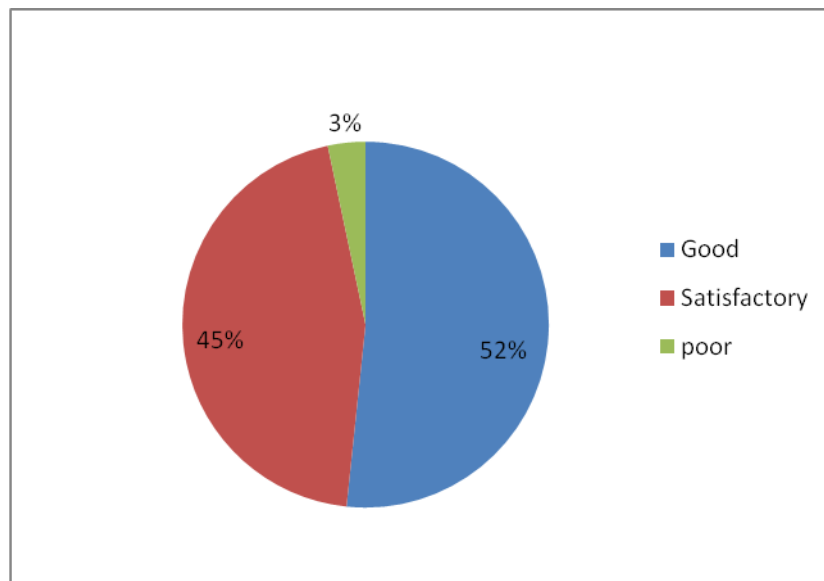
Thus, it reveals that most of the students' motivation towards the lesson was good.

3.1.2.3 Overview of the Previous Lesson

The researcher observed the 60% classes of trained primary teachers to find out how far the teachers overview the previous lesson. It was found that 16.67% were good, 23.33% were satisfactory and remaining 60% were poor on this matter. The table presents the same.

Table No. 5

Teachers' overview of a preview lesson

Ratings	No. of Teachers	Percentage
Good	10	16.67
Satisfactory	14	23.33
Poor	36	60

From the table above, it reveals that the teachers' overview of the previous lesson was poor.

3.1.3 Subject Matter Presentation

This skill is further divided into four other sub skills.

3.1.3.1 Selecting Accurate Subject Matter

Sixty classes of trained primary teachers were observed to find out whether they select accurate subject matter. Among them 88.33% were found good, 11.67 % were satisfactory and none of them were poor on it. It is clearly visible in the following diagram.

Figure No. 5

Selecting Accurate Subject Matter
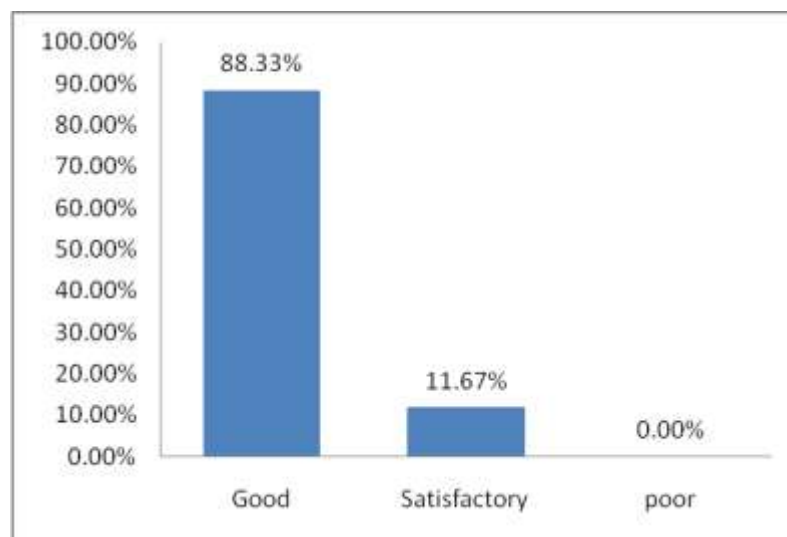
From the above diagram, it can be concluded that the most of the trained primary teachers were good at selecting accurate subject matter.

3.1.3.2 Sequential use of Instructional Materials

Instructional materials are necessary items to influence on the part of students so that teaching learning process can be meaningful. Among the

teachers under study, 5% were found good, 25% were satisfactory and the remaining 70% were poor on it.

The table below justifies the fact.

Table No. 6

Sequential use of Instructional Materials

Ratings	No. of Teachers	Percentage
Good	03	05
Satisfactory	15	25
Poor	42	70

The table above presents the fact that the trained primary teachers were poor on sequential use of instructional materials.

3.1.3.3 Giving Examples to Clarify the Concepts

Sixty classes of twenty trained primary teachers were observed. It was found that 33% were good, 59% were satisfactory and remaining 8% were poor on giving examples to clarify the concepts.

The figure below presents the status of giving examples to clarify the concepts on the part of clarifies the concepts on the part of trained primary teachers.

Figure No. 6

Giving Examples to Clarify the Concepts
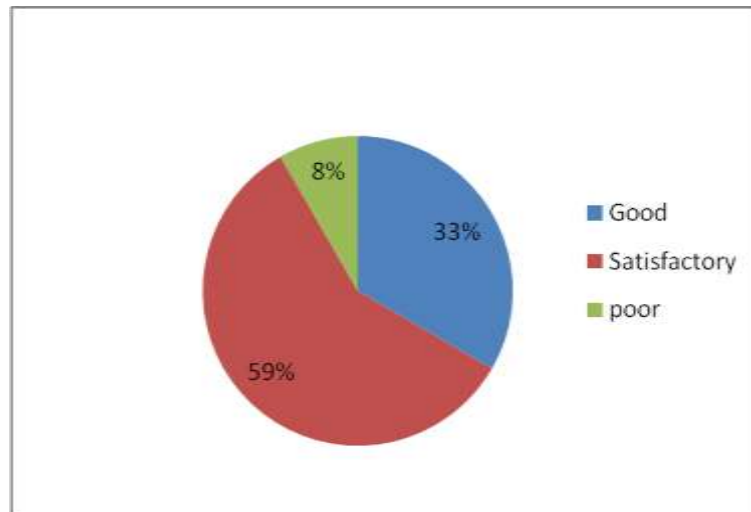
It reveals that the status of giving examples by trained teachers was satisfactory.

3.1.3.4 Summarizing the Contents and Time Management

Trained teachers' classroom practices were observed in order to identify whether they summarize the contents using appropriate time management. Among the teachers under study, 58.34% were found good, 36.66% were satisfactory and 5% were poor on it. The data can be presented in the following table.

Table No. 7

Summarizing the Contents and Time management

Ratings	No. of Teachers	Percentage
Good	35	58.34
Satisfactory	22	36.66
Poor	03	5

The table above shows that most of the trained primary teachers were good at summarizing the contents and time management.

3.1.4 Use of Teaching Methods

This skill is further divided into 3 sub-skills.

3.1.4.1 Skill in Selecting Teaching Methods

Teaching methods are essential parts in teaching learning process. Trained teachers' classroom practices were observed in order to identify their skills in selecting teaching methods. It was found that 16.67% were good, 70% were satisfactory and 13.33% were poor on it. The bars diagram below presents the status of teachers' skill in selecting teaching methods.

Figure No. 7

Skill in Selecting Teaching Methods
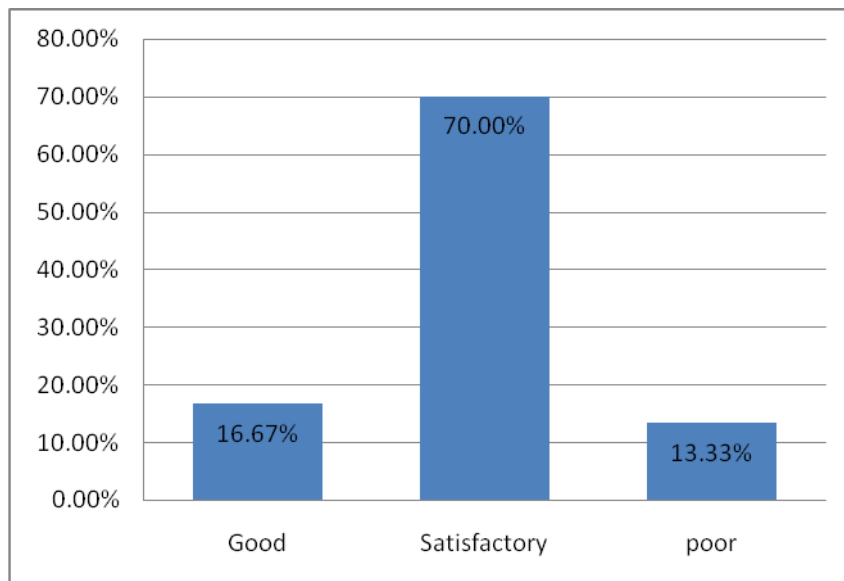
It is clear that the teachers' skill in selecting teaching methods is good.

1.4.2 Appropriateness of Methods Used

Trained teachers' classroom practices were observed in order to identify appropriateness of methods used by them. It was found that 31.67% were good, 58.33% were satisfactory and 6% were poor on it. The data can be presented in the following table as:

Table No. 8

Appropriateness of Methods Used

Ratings	No. of Teachers	Percentage
Good	19	31.67
Satisfactory	35	58.33
Poor	06	10

From the table above, it is clear that most of the primary level trained teachers were satisfactory at using appropriate methods.

35

3.1.4.3 Changing in Teaching Methods Time to Time

After observing the classes of the teachers understudy, it was found that changing in teaching methods time to time was satisfactory.

The figure below presents the status of teachers teaching methods changing in time to time.

Figure No. 8

Changing in Teaching Methods Time to Time
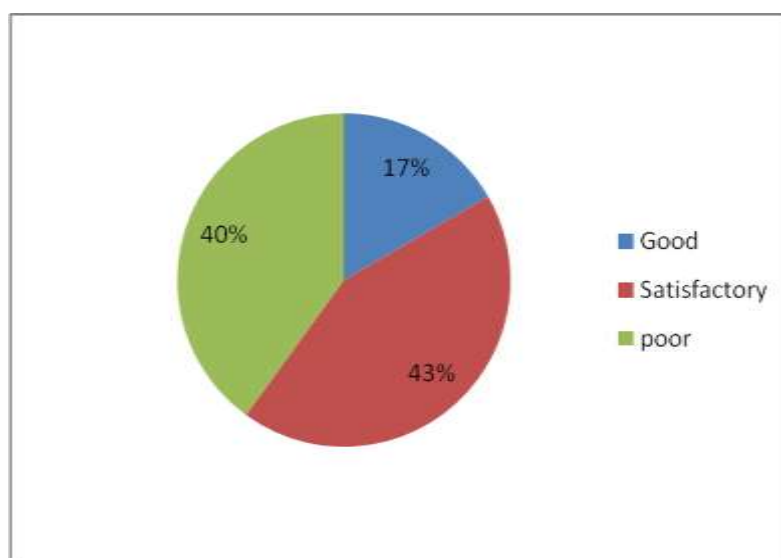
The figure above displays that 17% teachers were good, 43% were satisfactory and 40% teachers were found poor on changing in teaching methods time to time.

3.1.5 Selection and use of Individual Materials

This skill is further divided into four subskills.

3.1.5.1 Appropriateness of the Materials

Instructional materials provide concrete experiences for the students. It makes the students to understand, appreciate and apply the knowledge,

concepts and ideas. The trained teachers' classroom practices were observed to identify their performance related to the appropriateness of the materials they used. It was found that 18.33% were good, 55% were satisfactory and26.67 were poor on it. The succeeding data presents the same.

Table No. 9

Appropriateness of the Materials

Ratings	No. of Teachers	Percentage
Good	11	18.33
Satisfactory	33	55
Poor	16	26.67

From the preceding table, it can be concluded that the trained teachers were satisfactory on using appropriate materials.

3.1.5.2 Students Were Aware in the Used Materials

The trained teachers' classroom performance was observed to identify whether the students were aware in the used materials. It was observed to identify whether the students were aware in the used materials. It was found that 48.34% were good, 31.66% were satisfactory and the remaining 20% were poor on it. The bar diagrams below presents the same.

Figure No. 9

Students were aware in the used materials
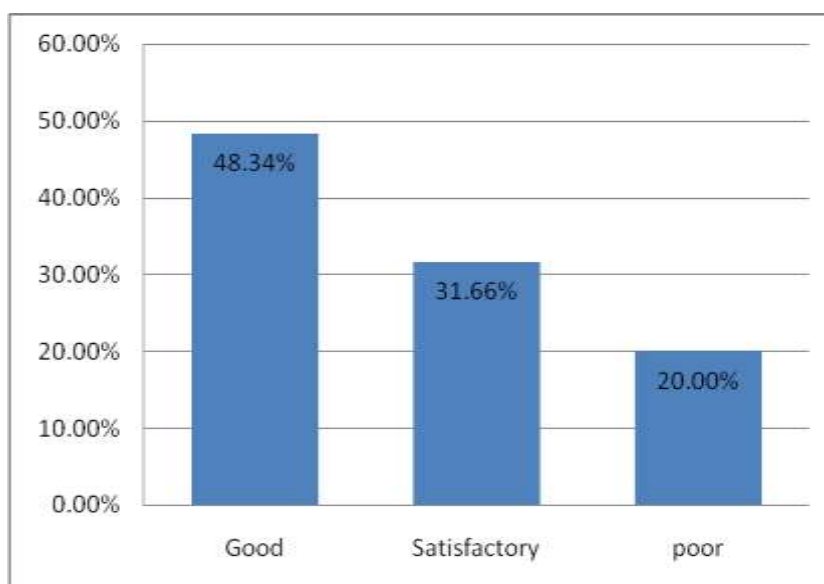
From the diagram above, it can be concluded that students' aware in the used materials was satisfactory.

3.1.5.3 Materials Used in a Nature of Subject Matter

The trained teachers' classroom performance was observed to identify their performance related to materials used in a nature of subject matter. It was found that 18.33% were good, 51.67% were satisfactory and the remaining 30% were poor on it. The table below presents the materials used in a nature of subject matter.

Table No. 10

Materials used in a nature of subject matter

Ratings	No. of Teachers	Percentage
Good	11	18.33
Satisfactory	31	51.67
Poor	18	30

The table above clears that primary level trained teachers were satisfactory at relating the materials used in a nature of subject matter.

3.1.5.4 Materials Used in a Sequential Order

After observing the trained teachers' classroom performance it was found that teachers used materials in a sequential order satisfactorily. The figure below presents the status of materials used in a sequential order.

Figure No. 10

Materials used in Sequential Order
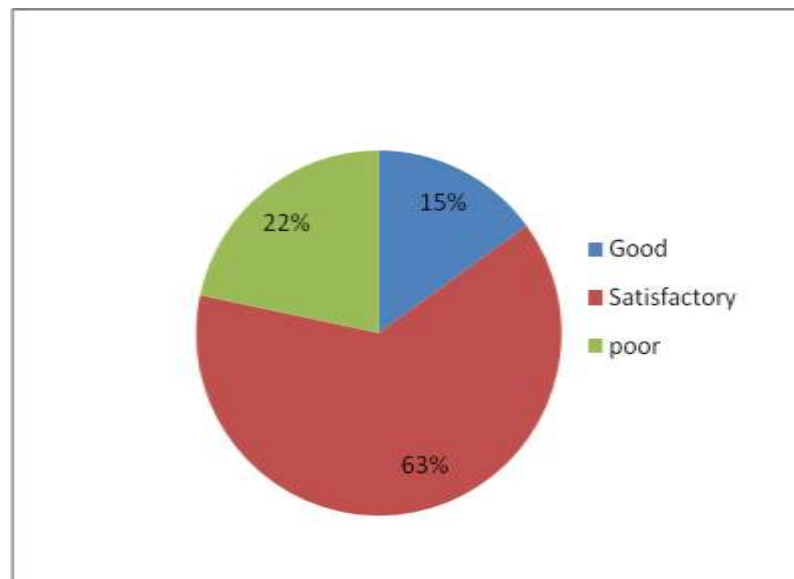
The figure above displays that 15% teachers were found good in using materials in a sequential order. 63.33% were satisfactory and 21.67% were poor on it.

3.1.6 Instructional Process in the Classroom

Trained teachers are expected to deliver instruction in the classroom by addressing the needs and interest of the students and create an environment to involve students' equal participation in the classroom activities. The instructional process is divided into following 13 aspects.

3.1.6.1 Effective communication

After observing the classroom performance it was found that 81.67% teachers were good at imparting effective communication. 18.33% were satisfactory and none of them were poor on it.

The following table shows the same:

Table No. 11

Effective Communication

Ratings	No. of Teachers	Percentage
Good	49	81.67
Satisfactory	11	18.33
Poor	00	00

The table above concludes that the trained primary teachers were good at effective communication.

3.1.6.2 Motivated Students towards lesson

Motivated Students towards lesson of the teachers under study 35 classes were found good in motivating students towards lesson, whereas 21 classes were satisfactory and 04 classes were poor on this matter. The bar diagram below presents the status of motivating students towards lesson.

Figure No. 11

Motivated Students towards Lesson
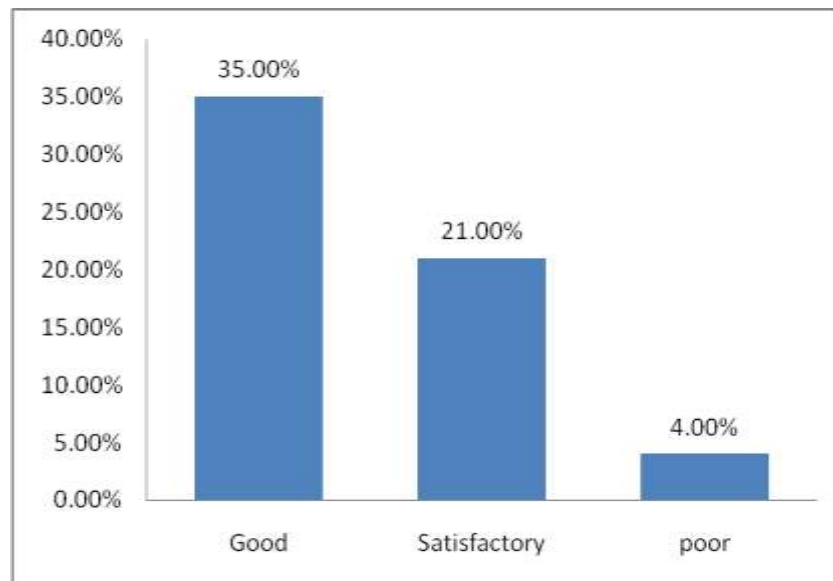
It appears that the trained primary teachers were good at motivating students towards lesson.

3.1.6.3 Used Instructional Materials

The trained teachers' classroom performance was observed to identify whether they used instructional materials or not. It was found that 6.66% were poor, 20% were satisfactory and 73.34% were poor on using instructional materials. The table below presents the status of use of instructional materials by trained primary teachers.

Table No. 12

Used Instructional Materials

Ratings	No. of Teachers	Percentage
Good	04	6.66
Satisfactory	12	20
Poor	44	73.34

It can be concluded that most of the primary level trained teachers were poor on using instructional materials.

3.1.6.4 Provided Opportunity to Ask Questions

After observing trained teachers' classroom performance it was found that majority of trained teachers provided opportunity to ask questions. The figure below proves the fact.

Figure No. 12

Provided Opportunity to Ask Questions
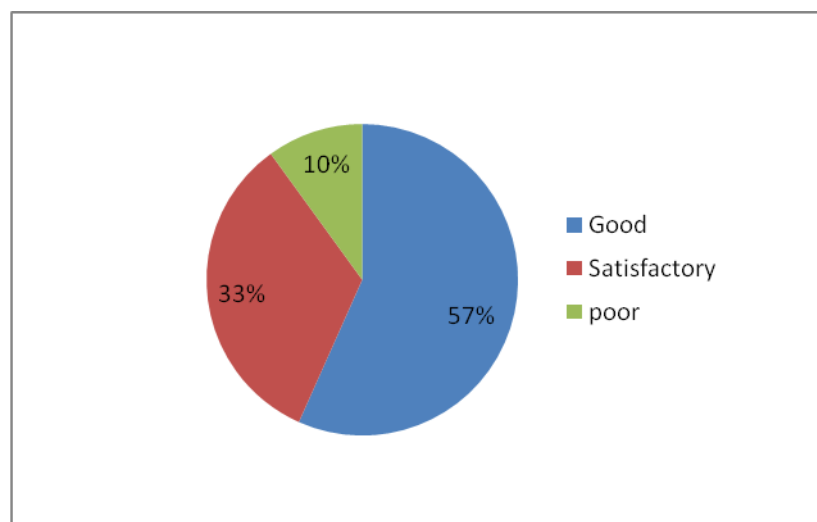
It appears that the 56.67% teachers were good, 33.33% were satisfactory and 10% were poor in providing opportunity to ask question.

3.1.6.5 Used Close-ended Question

After observing classroom performance 30% teachers were found good, 53.33 were satisfactory and 16.67% were poor in using the close-ended question. The table below shows the same.

Table No. 13

Used Close-ended Question

Ratings	No. of Teachers	Percentage
Good	18	30
Satisfactory	32	53.33
Poor	10	16.67

It is clear that the teachers used close-ended question satisfactorily.

3.1.6.6 Student's Group Formation and Group Dynamic

The observed classroom activities showed that whether the trained teachers involved in students' group formation and group dynamic or not. It was found that 40% were good, 45% were satisfactory and 15% were poor on it. The bar diagrams below presents the same.

Figure No. 13

Students Group Formation and Group Dynamic
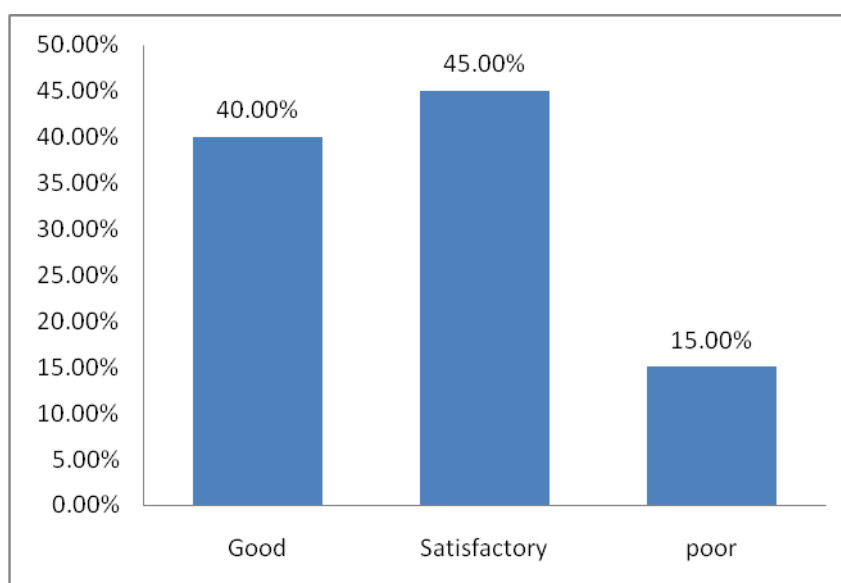
It is obvious that students' group formation and group dynamic is satisfactory.

3.1.6.7 Provided Equal Opportunity to Learn

Trained teachers' classroom performances were observed and it was found that 56.67% were good at providing equal opportunity to learn, where as 43.33% were found satisfactory. None of them were poor on it. The data has been presented in the following table as:

Table No. 14

Provided Equal Opportunity to Learn

Ratings	No. of Teachers	Percentage
Good	34	56.67
Satisfactory	26	43.33
Poor	0	00

From the table above, it is clear that most of the primary level trained teachers were good at providing equal opportunity to learn.

3.1.6.8 Provided Special Support to the Students who are Unable to Learn Easily

After observing classroom performance of trained primary level teachers, it was found that 62% were good, 29% were satisfactory and 9% were poor in providing special support to the students who are unable to learn easily. The following figure shows the same.

Figure No. 14

Provided Special Support to the Students who are Unable to Learn Easily
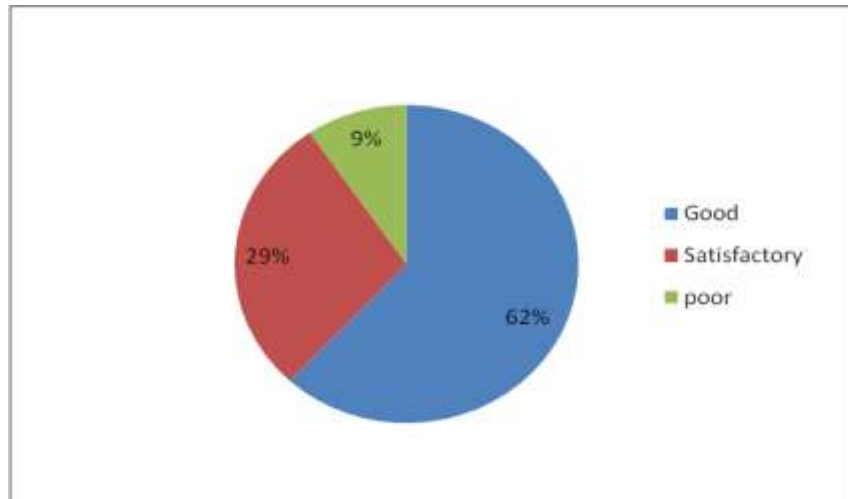
From the figure above, it can be concluded that majority of teachers were good at providing special supports to the students who are unable to learn easily.

3.1.6.9 Supported to Make Classroom Rules and Follow it

Trained teachers' classroom performances were observed and it was found that 60% were good, 33.33% were satisfactory and 6.67% were poor on supporting to make classroom rules and follow it. The table below presents the data.

Table No. 15

Supported to Make Classroom Rules and Follow it

Ratings	No. of Teachers	Percentage
Good	36	60
Satisfactory	20	33.33
Poor	04	6.67

From the table above, it reveals that majority of teachers were good at supporting to make classroom rules and follow it.

3.1.6.10 Provide Positive Reinforcement and Motivation

The researcher observed the trained teachers' classroom activities to identify whether they provide positive reinforcement or not. It was found that 60% were good, 30% were satisfactory and 10% were poor on it. The data can be presented, as:

Figure No. 15

Provide Positive Reinforcement and Motivation
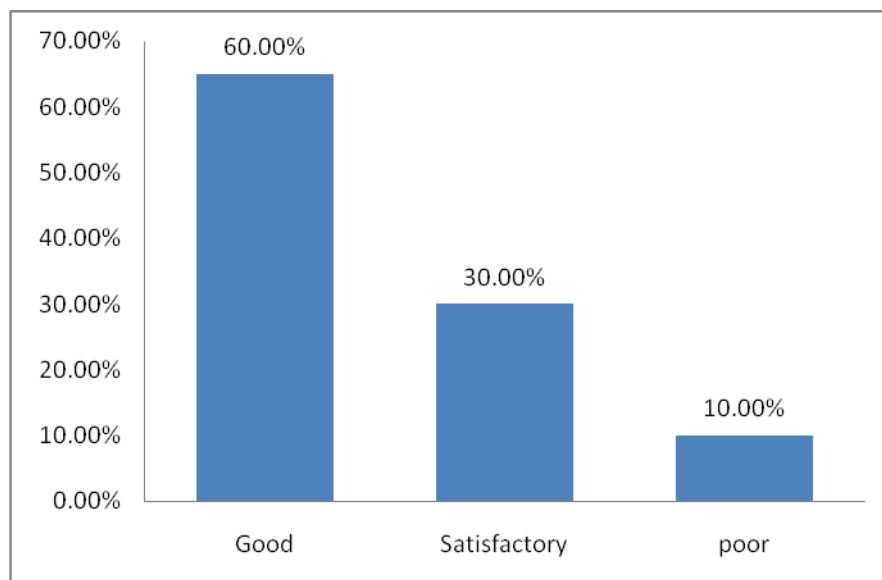
Thus, it is clear that majority of teachers are good at providing positive reinforcement and motivation.

3.1.6.11   Students Active Participation

Table No. 16

Students' active Participation

Ratings	No. of Teachers	Percentage
Good	38	63.33
Satisfactory	15	25
Poor	07	11.67

Above table displays that more than 63.33% students were good at taking active participation in the instructional process in the classroom whereas 25% were satisfactory and the remaining 11.67% were poor on it. Hence, it can be concluded that the trained teachers promote students' active participation.

3.1.6.12   Maintained Gender Fair Situation in the Classroom

The classes were observed to see whether the trained teachers maintained gender fair situation in the classroom or not. It was found that 72% teachers were good at maintaining gender fair situation in the classroom. 28% were satisfactory and none of them were poor on it. The data can be presented as:

Figure No. 16

Maintained Gender Fair situation in the Classroom
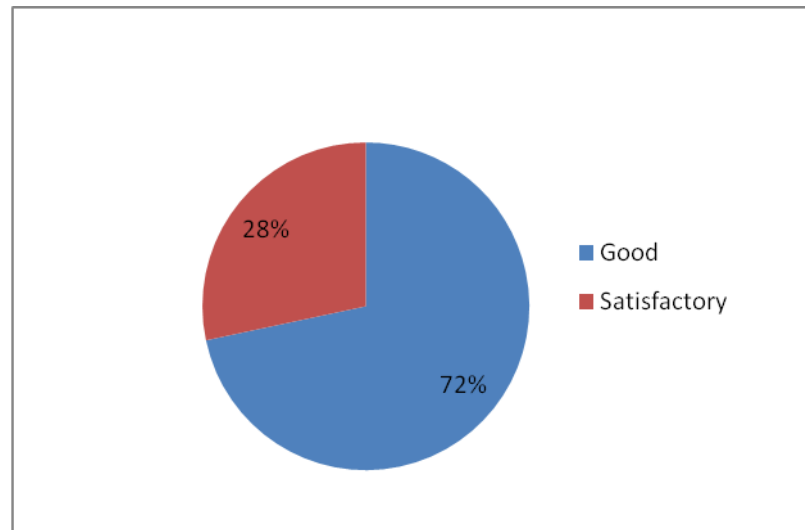
From the figure above can be concluded that most of the trained primary teachers were good at maintaining gender fair situation in the classroom.

3.1.6.13   Maintained Ethnicity and Caste Fair Situation in the Classroom

Table No. 17

Maintained Ethnicity and Caste Fair Situation in the Classroom

Ratings	No. of Teachers	Percentage
Good	41	68.33
Satisfactory	19	31.67
Poor	00	00

Above data clarify that most of teachers are good at maintaining ethnicity and caste fair situation in the classroom. 68.33% were good, 31.67% were satisfactory and none of them were poor on it.

3.1.7 Student Evaluation

Students' evaluation can be divided into following components.

3.1.7.1 Students' Evaluation Based on Lesson Plan

The trained teachers' classroom performances were observed to identify their performance related to students' evaluation based on lesson plan. Among the teachers under study, 33.34% were good, 51.66% were satisfactory and the remaining 15% were poor on it. The table below presents the same.

Table No. 18

Students' Evaluation based on Lesson Plan

Ratings	No. of Teachers	Percentage
Good	20	33.34
Satisfactory	31	51.66
Poor	0.9	15

The table above presents the fact that the trained teachers were satisfactory on students' evaluation based on lesson plan.

3.1.7.2 Provided Development Feedback

Classroom activities of trained teachers were observed to find out whether they provide development feedback or not. Among the teachers under study 27% were good, 66 were satisfactory and 7 were poor on it. The bar diagrams below presents the same.

Figure No. 17

Provided Development Feedback
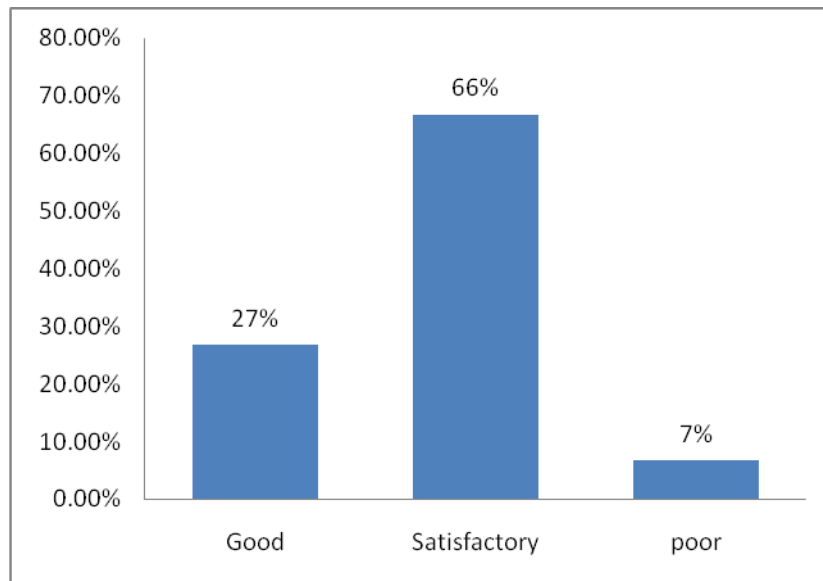
From the bar diagrams above, it can be concluded that the teachers provided developmental feedback satisfactorily.

3.1.7.3 Questioning and Observing to Asses Students' Performance

Table No. 19

Questioned and Observed to Asses Students' Performance

Ratings	No. of Teachers	Percentage
Good	14	24
Satisfactory	38	63.67
Poor	08	13.33

From the table above it is clear that 24% teachers were found good, whereas, 63.67% were satisfactory and the remaining 13.33% were poor to question and observe to asses students' performance. Thus, questioning and observing skills of teachers to asses students performance were found satisfactory.

3.1.8 Concluding the Lesson

Concluding the lesson is also an important skill for a teacher. The teacher should conclude the instruction interestingly so that students can keep in mind the whole learning. This skill can be divided into three sub-skills.

3.1.8.1 Summarizing of Subject Matter

On observation it was found that 12 teachers were good, 56% were satisfactory and 32% were poor on summarizing of subject matter. The table below presents the same.

Table No. 20

Summarizing of Subject Matter

Ratings	No. of Teachers	Percentage
Good	07	12
Satisfactory	34	56
Poor	19	32

The table above indicates that teachers' summarizing of subject matter was found satisfactory.

3.1.8.2 Assigning the Homework

Trained primary teachers' classroom performance was observed and it was found that 65% teachers were good, 23% were satisfactory and12 % were poor to assign the homework. The data can be presented as:

Figure No. 18

Assigning the Homework
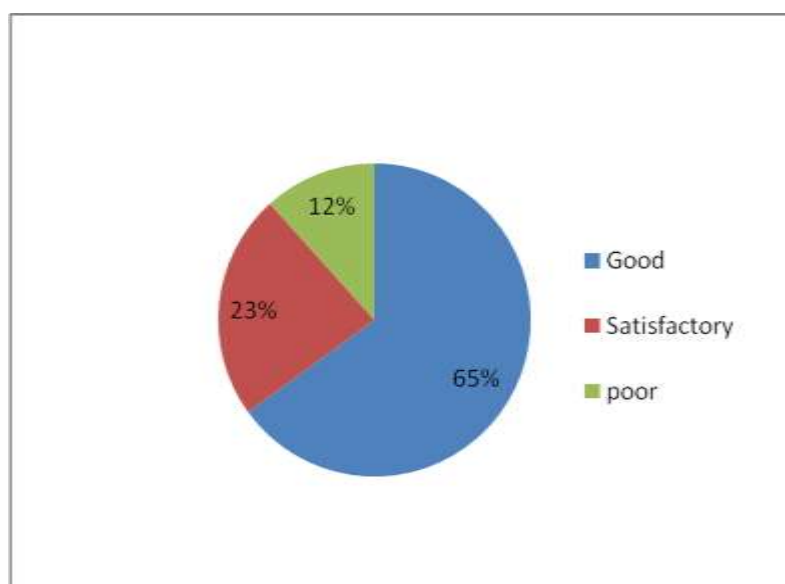
From the figure above, it can be concluded that majority of teachers were good at assigning the homework to the students.

3.1.8.3 Appropriate Time Management for Ending Lesson

Table No. 21

Appropriate time Management for Ending Lesson

Ratings	No. of Teachers	Percentage
Good	43	71.67
Satisfactory	11	18.33
Poor	06	10

From the table above it is clear that 71.67% teachers were found good at appropriate time management for ending lesson, whereas 18.33% were satisfactory and 10% were poor on it. Thus, the trained teachers were good at appropriately time management for ending lesson.

3.2 Analysis and Interpretation of Data Collected Through Diary

This section is mainly concerned with analysis of the primary level trained teachers' activities which were recorded on the diary in the form of points. The analysis, here, is mainly based on the diary on which the activities of the teachers are interpreted and analyzed in detail. Diary is complementary to observation on which every detail which were missed on observation checklists were included. Thus, the trained teachers' activities were analyzed and interpreted on the basis of points recorded on the diary.

Primary education is the foundation of the educational structure. Therefore, about 50% of the national education budget is allocated to primary education. Besides grants and loans are collected for primary education from developed countries, large amounts of money and efficient manpower are used in training primary teachers. Various reports published under Ministry of Education (MOE) insist that 98.2% primary teachers are trained. Although the MOE employed great effort in training primary teachers to upgrade existing quality of primary education, it is bitter truth that the quality of primary education is decreasing. The various activities which are reported on diary during the class observation prove the fact.

From the data collected using diary, I found that 40% of the government aided primary schools had poor physical management. The schools had not sufficient resources. Even the poorly available resources were not arranged appropriately. The teachers entered the class not on time. About 46% teachers were on time in the class. They started the lesson without application of instructional materials. Only 33% teachers used instructional materials in the classroom. Most of the teachers employed

lecture method. About 60%teachers introduced the lesson without materials. The instructional process was fully teacher centered. About 65% teachers employed teacher centered teaching methods e.g. lecture method, demonstration method etc. I found that the role of students was good listener. Less than45%teachers provided the chance to the students to be involved in problem solving activities, group discussion, pair work etc. Teachers ignored the students' creativity. Only 37%teachers promoted the students creativity. Inputs for improving classroom instruction were insufficient. About 47%teachers provided the students sufficient input. Student attendance was poor. Students were found to have disciplinary problems. Some teachers were seemed to be lazy because they remained passive most of time. About 23%teachers spent less time in the classroom. Teachers were not feeling responsibility in the classroom. Most of teachers were not implementing skills they have acquired in the training. More than 70% teachers didn't implemented skills they have acquired in the training. I found that the students were quarrelsome in the classroom. They fought in the classroom. More than 62%classes were noisy.

A few numbers of primary schools were found with adequate resources. Less than 40%schools were equipped with proper resources and physical facilities. Few teachers were on time in the classroom. About 53%teachers delayed to go to the classroom. Small numbers of teachers used instructional materials and employed students centered teaching methods. Only 35%teachers used instructional materials like pictures, photos, scales, protractor, compass ,marble ,matchbox etc .About 39%teachers employed students centered methods eg .role play, group work, pair work, songs, rhymes, puzzles etc. Few teachers implemented skills they have acquired in the training. About 23%teachers implemented

skills they have acquired in the training. Small numbers of teachers seemed to feel ownership towards teaching profession.Only36%teachers seemed very sincere in their duty and responsibility.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

The current study aimed at investigating transfer of skills into classroom, .NCED which is under MOE estimate has suggested that 98.2 percentages of the teachers in service have been trained. Teachers said that full implementation of the training is impossible. The schools did not have teaching learning materials; neither did they have modern educational technology.

On the basis of analysis and interpretation of data, the following findings have been extracted:

4.1   Findings

The researcher presented findings from the checklist and the diary as below:

1) Teachers' preparation

a) Teachers' preparation for lesson was found satisfactory. Only 6.66% were found poor.

b) Teachers review of previous lesson was not found satisfactory. Out of the total only 16.66%were found good.

c) Teacher's preparation of instructional material was very low. Out of the total, 75 percent teachers were poor on preparation of instructional materials. Only5 percent teachers were good in preparation of   instructional materials.

d) Arrangement of the physical resources were not found good.only16.66%were good on it.

e) Majority of the classes were not equipped with adequacy of resources.only15%were found good on it.

f) Resources were not found arranged appropriately .only18.33% classes were found good on it.

2) Lesson introducing

a) Majority of teachers started the class as per the schedule. Students' motivation on subject matter and to the teacher was found good in the classroom of primary level trained teachers.

b) Motivation towards lesson was found good. Only 3.33% teachers were poor on it.

c) Teachers' overview of the previous lesson was not found satisfactory. Only 16.66 percent were good and 23.33 percent were found satisfactory.

3) Subject matter presentation

a) Almost all the teachers were good on selecting accurate subject matter.

b) Sequential use of instructional materials was found poor. Only 5%teachers were good on it.

c) Majority of the teachers gave the examples to clarify the concepts. Out of the total 8.33%teachers were poor on it.

d) Teachers summarized the contents and managed the time satisfactorily. Only 5%were poor on it.

4) Use of teaching methods

a) Majority of teachers showed their skills in selecting teaching methods. Out of the total 13.33%teachers were poor on it.

b) Majority of teachers employed lecture method rather than pair work, group work, problem solving, role play etc. Out of the total, 68.33% teachers employed lecture method.

c) Almost all the teachers employed the same method rather than changing in teaching methods time to time. Only 16.66% teachers changed teaching method time to time.

5) Selection and use of individual   materials

a) Appropriate materials were employed by fewest numbers of teachers. Out of the total 18.33% were good on it.

b) Most of the students were aware in the use of materials.

c) Most of the teachers did not use instructional materials in the classroom. Only 18.33% teachers used instructional materials based on the nature of subject matter.

d) Majority of the teachers used instructional materials in a sequential order satisfactorily. Out of the total 21.6% were poor on it.

6) Instructional process in the classroom

a) Almost all the teachers were able to impart effective communication. More than 80% teachers were successful on it.

b) Majority of the students were motivated towards the lesson. Out of the total 6.66% were poor on it .

c) Majority of the teachers did not use instructional materials. Only6.66% teachers used instructional materials.

d) Most of the teachers provided opportunity to ask questions. Out of the total 10% were poor on it.

e) Most of the teachers used close-ended question satisfactorily. Out of the total 16.67% was poor on it.

f) Students group formation and group dynamic was found satisfactory. Out of the total 15% were poor on it.

g) Almost all the teachers provided equal opportunity to learn.

h) Almost all the teachers provided special support to the students who are unable to learn easily. Out of the total 10% were poor on it.

i) Almost all the teachers supported to make classroom rules and followed it. Out of total 6.67% were poor on it .

j) Most of the teachers provided positive reinforcement and motivation.only10% were poor on it.

k) Majority of the students participated actively in the instructional process. Out of the total 11.67% students were poor on it.

l) Trained teachers were found to good in maintaining gender, ethnicity and caste fair situation in the classroom. More than 70% teachers were success on it.

7) Student evaluation

a) Most of the teachers evaluated the students based on the lesson plan satisfactorily. Out of the total 15% were poor on it.

b) Most of teachers provided developmental feedback. Out of the total, 6.67 percent teachers were poor on it.

c) Majority of the teachers questioned and observed to assess students performance. Out of the total 13.33% were poor on it.

8) Concluding the lesson

a) Majority of the teachers did not summarize the subject matter at the end of the lesson. Out of the total only 11.67% were good on it.

b) Most of the teachers were found to have given home assignment. Out of the total, 88% teachers had given homework to the students.

c) Almost all the teachers were good at appropriate time management for ending lesson. Only 10% were poor on it.

4.2   Recommendations

Teaching is a great challenging job which should be handed keeping in view the factors like time, interest of learners and demands of textbook. To be qualified, competent and committed teacher in the teaching profession training is compulsory. The following recommendations have been made for the trained primary teachers.

Teachers should review the previous lesson.

a) Teachers should use instructional materials. Follow up support to the teachers should emphasize more on preparation and use of instructional materials.

b) The objectives of the training should be to help produce low-cost educational materials using local resources. After the successful completion of the training, trainees should be provided with basic materials and modern technology.

c) Classroom should be well equipped. Classroom should be provided with physical and educational environment to the teacher for utilities the training.

d) Physical resources available in the classroom should be arranged appropriately.

e) Students' motivation should be encouraged by using different techniques.

f) Teachers should overview the previous lesson before starting the new lesson.

g) Teachers should use student centered teaching methods such as problem solving, role play, group work, pair work etc. rather than lecture method.

h) Short term training for teachers be organized during vacations and preferably prior to the beginning of the new school session. The objectives of the training should be to help generate better teaching methods.

i) Students should be evaluated and assessed regularly.

j) Student should be provided positive reinforcement and developmental feedback.

k) Teacher should summarize the subject matter before ending of the lesson.

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APPENDIX   A:

NAME OF THE SELECTED SCHOOLS

Jagannath Primary School

Basanta Primary School

Dimba Primary School

Chetana Primary School

Baranath Primary School

Ganesh Primary School

Balmandir Primary School

Jamunakharka Primary School

Baludhan Primary School

Thakan Pokhari Primary School

APPENDIX B:

NAME OF THE SELECTED TEACHERS

Bedananda Paudel

Balaram Paudel

Sanjaya Kunwar

Phidindra Baniya

Hari Prasad Subedi

Jayanti Acharya

Dhan Bahadur Baniya

Dek Bahadur Baniya

Krishna Bahadur Karki

Laxmi Paudel

Indra Kamal Hamal

Raju Regmi

Rajendra Khadka

Krishna Datta Paudel

Padam Bahadur K.C.

Govinda Sharma

Devi Acharya

Nar Bahadur K.C.

Tika Ram Uphdhya

Dipak Prasad Paudel