

TRANSFER OF TEACHER TRAINING SKILLS IN TEACHING MATHEMATICS:

PRESENT STATUS AND CHALLENGES

A

THESIS

BY

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**FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF MATHEMATICS EDUCATION**

SUBMITTED

TO

DEPARTMENT OF MATHEMATICS EDUCATION

CENTRAL DEPARTMENT OF EDUCATION

UNIVERSITY CAMPUS

TRIBHUVAN UNIVERSITY

KIRTIPUR, KATHMANDU

APRIL, 2019

Letter of Approval

The thesis entitled **Transfer of Teachers Training Skills in Teaching Mathematics: Present Status and Challenges** Submitted by Mr. Kumar Humagain in partial fulfillment of the Master's Degree in Education has approved.

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Letter of Certificate

This is to certify that Mr. Kumar Humagain, student of academic year 2068/69 with Thesis number-1054, Exam Roll No. 281645 (2069) and T. U. Registration No. 9-2-407-90-2007 has completed this thesis under my supervision during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled “Transfer of Teachers Training Skills in Teaching Mathematics: Present Status and Challenges” embodies the results of his investigation under the Department of Mathematics Education, University Campus, Tribhuvan University, Kirtipur, Kathmandu. I recommend and forward that this thesis be submitted for the evaluation to award the degree of Master of Education.

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Acknowledgement

I am heavily indebted to my respected supervisor, Mr. Abatar Subedi, Department of Mathematics Education, Central Department of Education, T.U. Kirtipur, Kathmandu. His valuable constructive suggestions, generous comments, instructions, scholarly guidance, encouragement and inspiration have become the great property of this thesis. Without his constructive supervision and intellectual guidance this study would never have been appeared in this form. So, I have not found any such word to express my deep gratitude to him for his kind help.

I feel immense heartiest pleasure in expressing my gratitude to Prof. Laxmi Narayan Yadav, Head of the Mathematics Education, Central Department of Education, T.U. Kirtipur.

My sincere appreciations go to my respected teachers Prof. Dr. Hari Prasad Upadhyaya, Prof. Dr. Min Bahadur Shrestha, Prof. Dr. Lekhnath Sharma, Mrs. Bimala Mishra, Mr. Bed Prasad Dhakal, Mr. Lok Nath Bhattarai, Mr. Krishna Prasad Adhikari, Mr. Dipak Mainali, and Mrs. Sarala Luitel, Department of Mathematics Education for their valuable comments and suggestions.

Especially, I am very much indebted to the sample teachers, school family and sample students for their kind co-operation and providing opportunity for collection of data.

Heartily thanks go to my colleagues and other friends, for their co-operation and helped to collect data for this study. In the same way, I would like to express acknowledge to my family for their inspiration and assistance throughout this work. Thanks also goes to Hari Rai, Mama Bhanja Radium Institute, Tahachal, Kathmandu for well prepared and formatting of this thesis.

Kumar Humagain

Abstract

The training is considered as one of the most crucial components in ensuring effective mathematics teaching in Nepal, but the impact of teacher training has not so far been found to be up to the desired level in teaching mathematics in our context. Many factors are said to be responsible for poor transfer of teacher training in the classroom delivery with this premise in mind, this research was undertaken in order to find the effectiveness of training programme in teaching mathematics at secondary level and factors affecting in the context of Nepal.

This research was survey type involving 30 stratified random sampled schools, 15 untrained mathematics teachers, and 15 trained mathematics teachers. 140 students were taken as random sampling in which 70 students from 15 trained mathematics teachers' school and 70 students from 15 untrained mathematics teachers' school. Three sets of research tool, achievement test of students taught by trained and untrained teachers, teachers' interview schedule and classroom observation form were used. By analyzing using achievement test, Mean achievement of the students taught by trained teachers is higher than the mean achievement of the students taught by untrained teachers. Therefore, mathematics achievement of students taught by trained teachers is significant. Overall environment sample school was observed and noted down. It was found that training factors such as poor relevancy of training components to the real need of the teachers, low level of proper and consistent practice low level of regular monitoring during practicum, lack of transfer strategy and non-training factors such as poor physical facilities of the school, lack of instructional materials lack of collaborative culture, heavy work load, weak monitoring follow-up support mechanism, low level of teacher dedication have inhibited training transfer in actual classroom.

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Abbreviations

CERID	Research Center for Educational Innovation and Development
FOE	Faculty of Education
MOE	Ministry of Education
NCED	Development for Educational Development
SSRP	School Sector reform Program
TPD	Teacher Professional Development
USAID	United States Agency for International