

**A Study on the Relationship between the Teaching Skills and
Delivery of Contents in Teaching of Primary Schools in Nepal**

By

POKHREL, Bhumi Shwor

THESIS

Submitted to

KDI School of Public Policy and Management

in partial fulfillment of the requirements

for the degree of

MASTER OF PUBLIC POLICY

2011

**A Study on the Relationship between the Teaching Skills and
Delivery of Contents in Teaching of Primary Schools in Nepal**

By

POKHREL, Bhumi Shwor

THESIS

Submitted to

KDI School of Public Policy and Management

in partial fulfillment of the requirements

for the degree of

MASTER OF PUBLIC POLICY

2011

Professor Kim, Tae Jong

A Study on the Relationship between the Teaching Skills and Delivery
of Contents in Teaching of Primary Schools in Nepal

By

Bhumi Shwor Pokhrel

THESIS

Submitted to

KDI School of Public Policy and Management

in partial fulfillment of the requirements for the degree of

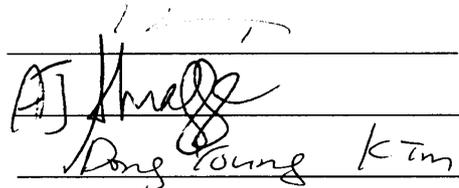
MASTER OF PUBLIC POLICY

Committee in charge:

Professor Kim, Taejong, Supervisor

Professor Shragge, Abraham

Professor Kim, Dong-Young



The image shows three horizontal lines for signatures. The top line has a faint signature. The middle line has a signature that appears to be 'AJ Shragge'. The bottom line has a signature that appears to be 'Dong Young Kim'.

Approval as of October, 2011

ABSTRACT

“The Nepali education system does provide some pre-service and in-service teaching skills training for teachers in primary and secondary levels. At the moment, the teaching skills training program has benefited about half of those in the teaching profession. It remains doubtful; however, how many of the trained teachers are putting to practical use the teachings skills they have learned. This thesis is an empirical study to document the relationship between teaching skills training and their actual usage in the classroom delivery of contents, and identify factors that facilitate the actual use of teaching skills in the classroom setting.

Since limited number of research studies related to delivery of training skills were conducted in the past, this particular area i.e. delivery of content was taken into consideration for the present study. Two types of respondents were selected – the head teachers and teachers of primary and non-primary schools. Four types of survey instruments such as school survey forms, class observation form, teacher interview form and head teacher interview form were prepared and used to carry out the study. The class observation forms were filled up on the basis of class observation of teachers by researcher himself. Rest of the three tools was administered by interviewing the teachers and head teachers. During the study, it was assumed that there was a strong relationship between teaching skills and delivery of contents. Some teaching skills were found to have been used in the schools where there were some positive attributing factors to facilitate teaching skills. However most of the teaching skills received by teachers in the training were not found to have used due to personal ignorance of teachers and head teachers, worse physical facilities and poor economic condition of schools.

If quality training is provided to the teachers by training centers, teachers' jobs are appraised regularly, authorities are delegated to the head teachers sufficiently and schools are physically dependable, then there is a full hope of utilization of teaching skills. Otherwise government's economic inputs to training sectors will not bring desirable results.''

Copyright by @ Bhumi Shwor Pokhrel (Full legal name)

2011 (Year of publication)

Dedicated to my grandmother Kamala and my mother Ishwara Devi Pokhrel and other my families who provides me this golden opportunity for thesis writing.

ACKNOWLEDGEMENTS

It is my great pleasure to submit this thesis under the guidance of Lee, Ju-Ho, and Kim, Tae Jong, Professor at KDI School of Public Policy and Management, Seoul, South Korea who helped me bring out the thesis in this form. I heartily appreciate his invaluable supervision and useful guidance and no words can fully express my feeling of gratitude to him. I am also very much grateful to thesis evaluation committees' members and their valuable comments.

I am very much grateful to all the staffs of Department of Education and MOE and District Education Office specially Mr. Tekendra Prasad Dhakal for suggestions and providing valuable information regarding this research. I would like to express many thanks to all the staffs of TU Central library and I also would like to express many thanks to all the sample schools' teachers and head teachers who help me for field study period.

I also want to express my gratitude to POSCO TJ Foundation for their moral and financial support to study at KDI School as well as my research work.

I would like to thank my father, Dila Ram Pokhrel and my wife, Mrs. Durga Pokhrel and my two son Prabas and Prasanna for their encouragement and support and making me free from the household duties and their valuable suggestion, continuous encouragement and help through the thesis work to complete the present study.

Bhumi Shwor Pokhrel

200812120

KDI School of Public Policy and Management

TABLE OF CONTENTS

	Contents	Pages
	Acknowledgement	
	Table of content	
	List of Tables	
	List of Acronyms	
I	INTRODUCTION.....	1-10
1.1	Background.....	1
A	Historical background/development of teacher training.....	2
B	Current system of in-service teacher training.....	3
C	Pre-service teacher training.....	5
1.2	Statement of the Problems.....	6
1.3	Objective of the study.....	7
1.4	Research Question.....	8
1.5	Significance of the Study.....	8
1.6	Assumptions.....	9
1.7	Limitations.....	9
1.8	Organizational of the Reports.....	10
II	LITERATRE REVIEW.....	11-20
2.1	Literature Review in the context of International perspectives.....	11
2.2	Literature Review in the context of National perspectives.....	14
2.2.1	Overview of conceptual and theoretical aspects of teacher training in Nepal.....	14
2.2.2	Policies, problems and recommendations of teacher training.....	14
i	National policies.....	14
ii	Problems and issues.....	14
iii	Recommendations.....	15
2.2.3	Primary teacher training curriculum at present in Nepal.....	16
III	METHODOLOGY.....	21-26

3.1	Selection of Subjects.....	21
3.2	Selection of Respondents.....	21
3.3	Populations and Sample.....	22
3.4	Data collection procedures.....	23
3.4.1	Primary data.....	24
a	Questionnaires.....	24
b	Observation.....	24
c	Survey instruments.....	24
i	School Survey Form.....	25
ii	Class Observation form.....	25
iii	Teacher Interview Form.....	25
iv	Head teacher Interview Form.....	25
3.4.2	Secondary data.....	25
3.5	Data analysis procedure.....	26
IV	DISCUSSION and ANALYSIS.....	28-50
4.1	Teachers' Background.....	28
4.2	Relationship between teaching Skills and Classroom delivery practices	29
4.3	Factors that facilitate to use of Teaching Skills.....	43
V	MAJOR INTERPRETATIONAL RESULT AND FINDINGS	50-57
5.1	Qualification and Teacher Related factors.....	50
5.2	The Relationship between the teaching Skills and their delivery in teaching related factors.....	50
5.3	Factors that facilitate of using of Teaching Skills in school related factors.....	55
5.4	Problems in Transferring Teaching Skills.....	56
VI	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	58-63
6.1	SUMMARY.....	58
6.2	CONCLUSIONS.....	59
6.3	RECOMMENDATIONS.....	60
	REFERENCES	
	APPENDICES	

LIST OF TABLES

Table	Contents	Pages
3.1	Total number of registered school in Kathmandu.....	22
3.2	Distribution of Teachers in Kathmandu.....	22
3.3	Distribution of Trained Teachers in Kathmandu.....	23
3.4	Sample of trained teachers	23
4.1	Distribution of Teachers Qualification.....	27
4.2	Distribution of Teachers by Training.....	28
4.3	Distribution Availability of Materials to teachers.....	28
4.4	Use of Textbooks in the Classroom as Expressed by the Respondents.....	29
4.5	Taking Help to Plan Lessons as Expressed by the Respondents.....	30
4.6	Methods of Teaching Used by Teachers.....	30
4.7	View of Teachers on Curriculum.....	31
4.8	Teaching Skills as Expressed by the Respondents.....	32
4.9	Using teaching aids as Expressed by the Respondents.....	33
4.10	List of Teaching Learning Materials Prepared by Teachers.....	34
4.11	Sources of New Ideas While Teaching as Expressed by the Respondents.....	35
4.12	Devices Used by Students Evaluation as Expressed by the Teacher.....	36
4.13	Techniques Used for Classroom Organization as Expressed by the Teachers...	37
4.14	Distribution of Teachers Preparing Daily Lesson Plans.....	38
4.15	Training Evaluation as Expressed by the Teachers.....	38
4.16	Classroom management.....	39
4.17	Instruction in the Classroom.....	40
4.18	Students Evaluation.....	42
4.19	Distribution of Head Teachers in Terms of Qualification.....	43
4.20	Distribution of Head Teachers Having Annual Instructional Plan.....	43
4.21	Head Teachers Helping Their Teachers to Prepare Daily Lesson Plans.....	44
4.22	Teachers Preparing Daily Lesson Plans.....	44
4.23	Head Teachers Calling Staff Meeting for Instructional Improvement.....	45

4.24	Calling Staff Meeting in Frequency.....	45
4.25	Types of Motivational Devices as Expressed by the Head Teachers.....	46
4.26	External Supervision of Schools as Reported by Head Teachers.....	47
4.27	Distribution of Head Teachers Supervising Their Schools.....	48
4.28	Support given to SMC and Parents as Expressed by Head Teachers.....	48

LIST OF ACRONYMS

BPEP	Basic and Primary Education Project
CBS	Center Bureau of Statistics
CEDA	Centre of Economic and Development and Administration
CERI	Centre for Educational and Research and Innovation
CERID	Research Center for Educational Innovation and Development
DEC	District Education Committee
DEC	Distance Education Center
DOE	Department of Education
EFA	Education for All
FOE	Faculty of Education
HLEC	High Level Education Commission
HLEC	High level Education Commission
HSEB	High School Education Board
MOE	Ministry of Education
NCED	National Center for Educational Development
NEC	National Education Commission
NEPC	National Education Planning Commission
NESP	National Education System Plan
NPC	National Planning Commission
PEDP	Primary Education Development Project
PEDP	Primary Education Development Project
PEP	Primary Education Program
PTTC	Primary Teacher Training Center
RC	Resource Centre
RC	Resource Center
RETPP	Radio Education teacher Training Program

RP	Resource Person
SEDC	Secondary Education Development Centers
SEDU	Secondary Education Development Unit
SLC	School Leaving Certificate
SMC	School Management Committee
SPPSTT	Strategic Plan of Primary School Teacher Training
TU	Tribhuvan University
UNICEF	United Nations Children Fund
UWC	United World College

CHAPTER I

INTRODUCTION

1.1 Background

Nepal is a small landlocked mountainous country bound on the East, West and South by India and on the North by China. It covers an area of 1,47,181 square kilometers. Ecologically it is divided into three regions-Terai (about 17% of the land), Hill belt (about 68% of the land) and Mountain (about 15% of the land). According to the 2001 National Census the total population is 23.4 million. About 8% of the populations live in the Mountain region, 47% in the Terai and 45% in the Hill belt. Administratively the country is divided into 5 development regions, 14 zones and 75 districts. Each district is divided into several village development committees and municipalities. There are more than 36 language groups and 63 social groups based on ethnicity and cast differences and the literacy rate is 58%. The annual growth rate of GDP in the 5 years since 1997 was 4.3% and per capita income is US\$470 as of 2009.

It is understood that teachers play a critical role in moulding the character of students, providing quality education and checking undesirable activities and consequences in the educational institutions. Teacher training cannot bring substantial improvement in teaching/learning situation until and unless trained teachers deliver the training skills obtained from the training in the actual classroom situation. This requires favorable situation in the educational institutions and creating a favorable situation in delivering training skills effectively in the classroom by the trained teachers is equally important. School- based, child- centered and practically oriented training is the soul of education programs. Here attempts have been made to analyze the nature of primary

teacher training and the performance of trained teachers in the primary school of the Kathmandu valley.

Obviously primary education is the foundation of all subsequent education. One cannot even complete lower secondary and secondary levels of education if he or she does not have a good foundation of primary education. To bring quality in primary education, the government has allocated over 14% of GDP of the nation on education in the sub-sector. Grants and loans are taken for primary education from developed countries, in spite of good efforts to improve allocation of the budget for primary education. The government is anxious enough to provide quality basic education to all school aged children. As a result, it has helped several schools for the development of physical facilities, initiated teacher-training institutions for teacher training and made primary education free. However, current situation of primary education in public schools of Nepal is not satisfactory.

A. Historical Background of Teacher Training

History of modern education in Nepal is not so long. The history of teacher training, we have to consider the program of Radio Education Teacher Training Program (RETTP) on 1978. The objectives of this program were to train under SLC (School Leaving Certificate) teachers of remote areas to help teachers to acquire skills in classroom teaching and practical skills. The government realized the importance of education for rural development and designed a pilot project in the Zone of Seti of far western region of Nepal. The Seti project motivated the government to design Primary Education Project (PEP) in 1984. This project gave emphasis on the quality of education through improving physical facilities and skill-based teacher training. It prepared 12 days training package and conducted training in resource centers by resource persons (RPs).

B. Current System of In-service Teacher Training

The basic qualification for the primary teacher is school leaving Certificate (SLC), lower secondary is intermediate or 10+2 and secondary is bachelor or equivalent. To conduct in- service teacher training, there are mainly four organizations involved. They are the National Centre for Educational Development (NCED), Basic & Primary Education Project II (BPEP-II), Secondary Education Development Centre (SEDC) and Distance Education Centre (DEC). Though all these organizations are for teacher training, the mode and the programs are somehow different. Basically, BPEP II and NCED are involved in face- to- face training program and distance mode is used by DEC. Among these organization, DEC, NCED and BPEP II are engaged to provide the training for the primary level teachers whereas SEDC conducts the training for the secondary level teachers.

- NCED- NCED has been established with the purpose of preparing school level education manpower. It has started providing in-service training for primary teachers through its 9 Primary Teacher Training Centers (PTTCS). The training centers are providing in-service teacher training. At present, NCED has developed 10-month training package for Primary teacher. The package is split in to four packages of 2.5 month duration. The first package is a face-to-face training program conducted by NCED itself. The second and the third package are organized by DEC through distance mode and the fourth package with a project work and conducted by NCED. There is a provision of an examination at the end of the training of each package so the center prepare questions and conduct the examination to evaluate the achievement of the trainees.

- BPEP-II- Basic and Primary Education Project II (BPEP-II) has been conducting various type of training for in-service teachers through its Resource Centers (RCs). The project has

adopted a strategy to support teacher's ability to implement the curriculum through a cluster based training program. The training is provided either through modular training, where all the training program is conducted at the RC site or the whole school approach giving four days of training program for all teachers from the respective schools followed by six days residential school-based training.

- Secondary Education Development Centre (SEDC) - Secondary Education Development Centre (SEDC) is established to enhance the quality of Secondary level education to provide science-equipments for the training of secondary level teachers, especially in English, Mathematics and Science subjects. For this purpose, there are 25 Secondary Education Development Units (SEDUs) across the country. SEDC also provides short-term recurrent teacher training.

- Distance Education Centre (DEC) - After realizing the insufficiency of radio program, Distance Education Centre (DEC) came into existence in 1994 with a broader concept to expand the educational programs at various ways and to enhance the quality of education by conducting well-prepared and effective programs. In a mountainous country like Nepal interaction is difficult so the concept of distance education has become very essential. The objectives of the program are to train the primary school teachers through radio and other modes to broadcast useful non-formal education program. The District Education Office appoints resource teachers. The resource teacher conducts contact session for the trainees at the resource center to send across their views and make them understand the lessons more clearly; resource teachers are providing demonstration of practice teaching and evaluation of the practical lessons. After completion of the training, the trainees are required to take a final test. The main focus of the center is to conduct the 2nd and 3rd package of the primary teacher-training program through the

distance mode. Resources Centers have been established in the relevant districts keeping in the fact that the trainees may find some lessons difficult to grasp or they may sometimes miss the radio lesson for some reasons.

C. Pre-service Teacher Training

For providing pre-service teacher training, there are mainly 3 organizations involved. They are the Faculty of Education (FOE) under Tribhuvan University (TU), 19 Private Primary Teacher Training Centers (PTIs) and Higher Secondary Education Board (HSEB).

- Faculty of Education (FOE) - Faculty of Education was established with the aim of providing pre-service and in-service teacher training. There was 10 month's training program in the beginning but in these days, in-service training programs are conducted under MOE. There are several education campuses under Tribhuvan University, which provide pre-service training for the teachers. There is I. Ed., B. Ed. And M. Ed. Programs in many subjects.

- Private Training Institutions (PTIs) - As the need of providing pre-service training is realized to be crucial and urgent MOES/NCED has authorized 19 private training institutions (PTIs) to conduct training for prospective teachers. The institutions are providing training under the training package and the curriculum consists of 10- month program. At the end of the program, the examination is conducted under the direct supervision and monitoring of NCED.

- Higher Secondary Education Board (HSEB) -HSEB is also providing pre-service teacher training program. There are about 150 higher secondary schools(10+2), which are providing education courses as equivalent to intermediate (I. Ed.) level and it is the basic qualification for being lower-secondary teacher.¹

¹ <http://gauge.u-gakugei.ac.jp/> 09/2001-retrieved on 2008/08/24

1.2 Statement of the problem

In 1947, for the first time in Nepal, Basic Teacher Training Center under the Basic Education Scheme was established. This concept did not remain for a long time. It came to an end after the revolution of 1950/51. After the recommendations NPC (National Planning Commission), College of Education was established to fulfill the teacher training program. These training centers have never been successful to supply adequate numbers of trained teachers throughout the country.

Teaching requires academically sound and trained teachers. Academically sound teachers may know the content well but they may not be well aware of the methodology needed to handle the particular subject matter. There are limited numbers of sound teachers having required qualities in our schools. This limitation on the part of teachers has badly influenced on quality aspect of education.

One of the burning issues of teacher training is more theory-oriented training given to the trainers. Even, the trainers fail to impress upon the trainees about their usefulness and applicability. They themselves rarely use any method other than the talk and chalk method. Neither trainers nor trainees know how the impact of good education can play in transforming the Nepalese society into a truly democratic learned society.

In Nepal, teaching profession is not regarded as a prestigious one. Those who fail to find a job in other professions take teaching as their profession. Such teachers need full-fledged training not short-term training. Outcomes of short-term training seem to be less useful. Moreover, the atmosphere of the school has not been favorable to trained teachers who do not get opportunity to apply skills received through training in a classroom situation. Therefore, it is a complex task

to anyone who teaches effectively and appropriately if he/she follows a good methodology. Considering this concept, long term and short-term teacher training have been conducted since 1957. According to the book “School Level Educational Statistics of Nepal 2007” published by Statistics section, Ministry of Education and Sport, in the primary level, throughout the country there are 91,878 teachers. Among them 42,683 i.e. 46.5% teachers are trained. A question can be raised whether trained teachers are serving in the primary schools satisfactorily or not. Quality instructions are expected to have positive effect upon the internal efficiency of a school system in terms of increased promotion and decreased repetition and dropout rates. However, the internal efficiency situation of Nepalese primary schools is not very positive. Thus on the one hand not many teachers are trained and on the other hand performance of these trained teachers also needs to be evaluated to see whether they have performed up to the expectation or not. However, effectiveness of training depends on training curriculum and training packages, trainers, trainee’s commitment on the duty and other aspects such as incentive, materials etc. given by the government. In the absence of these elements, effectiveness of training cannot be expected. So, we should analyze the present status of training program and the effective implementation of training skills. The research topic selected for the purpose is “A study on the relationship between the teaching skills and delivery of content in teaching of primary schools of Nepal”.

1.3 Objectives of the study

The research will focus on the following objectives:

- a. To identify the qualification and training of primary school teachers.
- b. To analyze the relationship between the training skills and their delivery in primary schools.
- c. To explore the factors attributing to the facilitation of using training skills in schools.

- d. To investigate into the problems of transferring training skills in the classroom situation.
- e. To recommend possible measures to facilitate the use of training skills in classroom teaching.

1.4 Research questions

In order to achieve the above-mentioned objectives, the following research questions have been developed:

- a) How well are teachers qualified academically? Are their qualifications sufficient to be a teacher?
- b) What method do the trained teachers use in delivering the content in primary grades?
- c) What should be the school environment to facilitate students' learning and what actually is the school environment?
- d) What factors are there those hinder the use of training skills in classroom?
- e) What sorts of training skills are needed to facilitate the classroom teaching?

1.5 Significance of the study

An increasing amount of money invested by the government, NGOs, INGOs and donor agencies for the development of primary education (Education for all) and the production of trained primary teacher needs follow up programs. In contrary to this, most primary education programs are suffered from adequate monitoring, follow up and evaluation. As a result, nobody knows the real progress made in the field of primary education. Without knowing the result of implemented programs, other programs are sent for implementation. Similarly, once the primary teacher training is conducted and trained teachers are sent to their particular schools, either concerned authorities or trainers visit school in order to know the effectiveness of training conducted by

them. A limited number of research studies had been done on “Effectiveness of primary teacher training in classroom practices” by NCED, PEDP, BPEP and CERID in general. Moreover, findings drawn from different government and private agencies are not used while preparing a teacher training packages. No specific research study on the effectiveness of training in teaching primary schools had been conducted so far in the past. Considering all those realities and evidences of the past the research topic selected for this purpose is “A study of the relationship between the training skills and delivery of content in teaching primary schools of Nepal”. It is assumed that the present title would be relevant in the present context of Nepal and after the research work findings would contribute to some extent in providing a guideline for the primary teachers and instructors in teaching primary teachers in a wider perspective in classroom and making relevant primary teacher training curricula.

1.6. Assumptions

It was assumed that training skill received by teachers have significant relationship with delivery of content in teaching of public primary schools of the valley which in turn will have considerable impact on learners’ achievement and competencies.

1.7 Limitations

Although the assumption of the study covers the broad areas like growth of learners’ achievement and competencies with the way the trained teachers deliver content in the classroom, the study does not conduct achievement test to find out the achievement of students. The study is limited to single sector such as training skills received by teachers have significant relationship with delivery of content.

Since the study is carried out in the primary level of Kathmandu valley of Nepal, findings drawn out from the study may not be applicable throughout the country.

1.8 Organization of the report

The first chapter of this report includes background, statement of the problem, objectives of the study, research questions, and significance of the study, assumptions, limitations. The second chapter constitutes overview of conceptual and theoretical aspects of teacher training, overview of primary teacher training curriculum in Nepal, overview of existing government policies on primary teacher training in Nepal as well as international perspectives and orientation and overview of research reports on teacher training. Chapter III incorporates population and sample, selection of subjects, selection of respondents, study tools, data collection procedures and data analysis procedures. Chapter IV deals with analysis of data, findings and discussions. Finally, Chapter V depicts summary, conclusions and recommendations

CHAPTER II

REVIEW OF LITERATURE

2.1 Literature Review in the context of International perspectives

Angrist and Lavy (2001) stated that most research on the relationship between teacher characteristics and pupil achievement focuses on salaries and education. On the job or in service training may be no less important than the more widely studied education or general experience measures. Research shows that, the impact of teacher training is more pronounced in developing countries than in developed countries. The training received by teachers who work in the secular branch of Jerusalem school system led to an improvement in their pupil's test scores.

The CERI (1998), research have shown that professional development signifies any activity that develops an individual's, skills, knowledge, expertise and other characteristics as a teacher. These include personal study and reflection as well as formal courses. In-service education and training refers more specifically to identifiable learning activities in which practicing teachers participate. Some forms of the in-service education and training provision entail a top down approach, in which education authorities people courses in those areas where they wish teacher's competences to develop. Conversely a bottom up style may start from the needs of a school or a group of teachers and tailored courses and development activities to fit in the development and transmission of educational expertise and knowledge. In most countries, they play a key role in organizing pre-service training such as in Japan, some countries such as Spain, Portugal and Luxembourg make career development of primary teachers only contingent on participation in such program.

Jacob and Lefgren (2002) mentioned in their working papers, that in-service teacher training as a part of school reform efforts that will eventually improve student learning. Teacher Training is one of many factors that may influence student learning. The relationship between inputs such as

teacher training and learning outcomes can be captured in the following education production function: $Y_{is} = \beta (\text{training})_s + Bx_i + TZ_s + u + v + \epsilon_{is}$

Where Y_{is} is the outcome, training indicates whether teachers received in-service training or not, x is a vector of student demographic and past performance variables, z is a vector of other teacher and school characteristics, u represents the effect of unobserved school quality, v is unobserved student ability, ϵ is an error term and i and s subscripts identify the individual and school respectively. Research shows that teacher training can have a significant, positive impact on student achievement under generally favorable conditions, but that such benefits depend on the context and quality of the program.

UWC (2007) pointed out that the Short Course is an effective way of exposing people to a condensed experience, but a great deal of effort is required if they are to be planned, hosted and implemented effectively.

Maurice (2001) pointed out the fact of the relationship between theory and practice in the knowledge base of teaching and in the professional preparation of teachers is a topic of long-standing debate in teacher education. This distinction is often posed as a dichotomy between knowledge about teaching and learning developed through research and professional knowledge that grows out of practical experiences in the classroom based action research arising in practice.

Nilsson (2003) mentioned that in working paper, it was found that students in schools with better physical facilities often have better levels of achievement. In the schools where all students had textbooks, the students scored two or three times higher in tests than children in schools with a shortage of textbooks. According to the EFA Global Monitoring Report Team (2002), other factors important for the students' achievements are parental income and background, which

influence the performance of the students in all countries. The availability of school materials, school infrastructure and health issues have a larger effect on the students' learning achievements in developing countries than in wealthier ones. On the other hand, the correlation between resources and pedagogical results, that influence education quality. In accordance with the national requirement, qualified and competent with high qualification teacher which required a teacher's certificate (teaching license) have the strongest impact on the students' learning achievements. In the case of Nepal average 74.6% teacher have teachers certificate on 2000.

Lobel, Neubauer and Swedburg (2002) stated their research paper that the experiential model and its application to learning serve well as a guideline for effective group facilitation include the following seven points:

- Involvement and responsibility in an experiential model are centered on learner participation and active involvement is on process and content.
- The experiential facilitator is responsible for assessing the group's process, structured activity, emotional climate and conducting the experiment.
- Experiential learning fosters awareness allows for both cognitive and affective behavioral involvement.
- Individuals establish their own levels of interaction and it is assumed they will get out what they put into the experience.
- The experiential model is predicated on choices and on taking responsibility for one's actions on the level of social relationships.

2.2 Literature Review in the context of Nepal

2.2.1 Overview of conceptual and theoretical aspects of teacher training in Nepal

Several reports, books, articles of the different commissions, different agencies and different writers on related context of training educational materials were studied in order to know conceptual and theoretical aspects of teacher training in Nepal as well as International perspectives. This chapter includes International perspectives and national context of historical background of primary teacher training, problems and issues of training with recommendations as reported by different materials formulated in the past, and introductions of the agencies that provide teacher training at present.

2.2.2 Policies, problems and issues and recommendations of teacher training

i) National policies

The NEC (National Education Commission, 1992) report pointed out that training has to be made compulsory for entry into school; compulsory training should be provided for those who are already in teaching profession. Teacher training programs have to be decentralized so that it can be conducted at the regional level.

Concerning the recently formulated teacher-training policy “A strategic plan of primary school teacher training (SPPSTT) in Nepal”, 1998 has put its version as follows.

The in-service certification training is made available in four modules of 2.5 months each, the first module being the basic training for teachers. The government has decided that the first package of teacher training should be face-to-face, second and third packages from a distance mode and the fourth package a combination of internship and face-to-face training.

ii) Problems and Issues

Problems and issues raised by both NEC (1992) and HLEC (1999) have been analyzed in this section. Some of the identical problems and issues raised by both the commissions are as follows.

- Unclear Policy, Unclear outcomes of training and no co-ordination between theoretical and practical aspect of training
- Lack of co-ordination and follow-up activities, no definite pre-service primary teacher training
- Limited number of dissemination, lack of private institutions and scarcity of materials in training center
- Problems exist in quality of training and inconsistent
- School environment ,financial crisis, project approach and centralization of power, lack of research study
- Decreasing faith of teachers on the training and lack of attraction on teaching profession

iii) Recommendations

NEC (1992) and NHLEC (1999) wrote the following recommendations about primary teacher training program.

- National policy on teacher training has to be made clear and private schools should be brought under same policy.
- Exploring alternative means of teacher training and activating private teacher training agencies and training conducted in terms of needs.
- Trained teachers should be highly paid in comparison to untrained teachers.
- Pre-service and in-service teacher training will have to be conducted separately.
- Powerful central mechanism should supervise & follow up the training centers.
- Training must be conducted through practice-oriented curriculum and trainers should be given refresher training from time to time.
- Research work will have to be encouraged and advanced new technology should be implied by the training centers

- Training through distance education plays a vital role in producing trained teachers and it should be made accessible to all the teachers working in the remote areas.

2.2.3 Primary Teacher Training Curriculum at Present in Nepal

At present, primary in-service Teacher Training Curriculum developed by NCED is being used throughout the country. To conduct the training 9 primary teachers training centers have been established. It takes 10 months to complete the training. (NCED, 2054 BS).

Table 2.1 NCED's Teacher Training Curriculum

First 2.5 Month package	Hours	Second 2.5 Month package	Hours
Education Foundations I	45 hours	Education Foundations II	45 hours
Nepali	90 hours	English	90 hours
Mathematics	90 hours	Environment science	90 hours
Social studies	60 hours	Physical education	30 hours
Practice teaching	35 hours	Arts and crafts	30 hours
Total	320 hours	Practice teaching	35 hours
		Total	320 hours
Third 2.5 Month package	Hours	Fourth 2.5 month package	Hours
Primary education and community development	90 hours	Child development curriculum And learning theory	90 hours
Nepali	35 hours	English	35 hours

Mathematics	35 hours	Environmental science	35 hours
Social studies	35 hours	Physical education	17.5 hours
Practice teaching	35 hours	Arts and crafts	17.5 hours
(Elective choose one) Classroom organization	90 hours	Practice teaching	35 hours
Non-formal education	90 hours	(Elective choose one) Evaluation Techniques	90 hours
Total	320 hours	Teaching / Learning materials	90 hours
		Total	320 hours

In 1996 a study named “A study on the Effect of the Training programs Conducted by National Center for Educational Development (NCED) was carried out as follows. Trained teachers were found more concerned about the preparation for instruction than their untrained counterparts but among the trained only 26% were found preparing annual plan and 29% preparing lesson plan. In instructional materials preparation trained teachers were found more involved than the untrained ones. Trained teachers were also found reviewing the previous knowledge while teaching more than the untrained ones. In actual delivery of lessons trained teachers were found more skillful than the untrained teachers in the matter such as stating the new concepts by using of instructional and variety of teaching methods. Trained teachers were also found using grouping techniques in classroom teaching activities (69%). About 60% of the trained teachers were found using outside class environment for instructional purpose. 88% of the trained teachers used teaching learning materials in teaching.

CERID (1998) revealed the following facts; trained teachers of public primary schools are not using their training capability in classroom instructions. Materials were provided by school to the subject teachers in both public and private primary schools. Teachers made materials were not found satisfactory in both types of schools. Most of the public schools did not have laboratory. Number of girls' enrollment in public schools was higher than boys' enrollment. Almost all the teachers of public schools used lecture methods. No appropriate materials for classroom instructions were found in the both types of schools. Instructional quality was found low in public schools.

Teas (1993) pointed out that the Nepalese parents prefer sending girls to schools with female teachers, only 12.8 percent of Nepalese primary school teachers are women. Nepal has among the lowest enrollment and retention rates for girls in the world. One strategy to correct the situation is to increase the number of women who become and remain teachers. 60 percent of Nepalese teachers are untrained, so the quality of education is poor often rote memorization, with the teacher simply reading textbooks aloud.

It has made a lot of difference, especially for teachers who have to also deal with mentally disturbed children due to the armed conflict; violence in the home, and their impoverished conditions. During the training, the teachers are taught how to analyses the children's problems, pinpoint their reasons for dropping out and how to motivate them to return to school. It also helpful for Teachers trained in psychosocial counseling helping to retain children in schools^{2.1}.

2.1 NEPAL: Training the teachers keeps children in school,
<http://www.irinnews.org/report.aspx?ReportId=79117> retrieved on 2008/08/21

Teacher education and training play a vital role to improve the teachers' effectiveness. In the past several practices were done in the field of teacher training and in the present several institutions are involved in both pre-service and in-service training and certification. NCED's 10 months primary teacher training is divided into 4 packages. Primary teacher training was decided to be of ten months duration (1320 hours) with four packages each of 330 hours (2 ½ month). Among them 1st and 4th Packages are conducted by the NCED in its nine PTTCs itself^{2.2}.

UNICEF (2001) revealed that, not only is children physically and psychologically affected by corporal punishment, violence in schools and fear of teachers contributes significantly to children dropping out of school. Crowded classrooms with inadequate infrastructure, insufficient learning tools and the numbers of untrained teachers also contribute to increased stress among teachers and subsequently to the frequent use of corporal punishment.

A report revealed (DOE, 2006) that the teacher training is considered as one of the most crucial components in ensuring effective classroom teaching and learning. Transfer of training skills in the classroom delivery is very important for it. The result of classroom observation of both trained and untrained teachers reveals that trained teachers are found to be aware of lesson preparation. 58% of the trained teachers were found well in preparation whereas only 20% untrained teachers come in this category. Major problem in untrained teachers is the lack of preparation of lesson plan. Untrained teachers lagged behind the introducing skills; they started the lesson directly. Most of the trained teachers (77%) performed content delivery effectively whereas only 46% of untrained teachers have these competencies.

2.2 Teacher Training in Nepal, <http://home.hiroshima-u.ac.jp/apeid/Seminar1999/nepal.htm>- retrieved on 2008/08/21

The study result shows that around 57% of the trained teachers are capable of using teaching methods effectively and efficiently. Many primary school teachers still lag behind in proficient use of visuals or other teaching aids even after teacher training. It is found that the trained teachers are better off in questioning skill compared to untrained teachers.

The report suggests that actions for key actors to the primary teacher training context, the major actors are as follows.

1. NCED - Re-visit training modality; introduce school base training internship to trainers.
2. Teachers- honest to the profession, share training experience, use local resources, implement training skill whatever feasible in classroom.
3. Head teacher- Prepare human resource management plan, focus on clinical supervision, monitor training implementation, support teachers to use ideas in school through professional meeting.
4. SMCs - Support head teacher to prepare human resource management, have interaction program with teachers, parents and community, and advocate the school in community, professional support activities for teacher, bring issues of supporting trained teachers training skills.
5. Parents- Visit school time to time, minimize learning difficulties of their children, support in school activities, get feedback from teachers about child and follow them, take interest on child's learning.

CHAPTER III

METHODOLOGY

As far as methodology is concerned, this study is primarily a survey method. The data had obtained through primary as well as secondary sources. Primary data were collected from fieldwork survey. The secondary data were obtained from the previous research works, books, journals and other relevant publications.

3.1 Selection of Subjects

The study was followed by an overview of the research designs based on study populations and data collecting procedures. The researchers of the past had not carried out research studies on like this training skills and delivery of the content while teaching in primary level. Keeping all these points in mind, the present study revolves around the teaching in the primary school by teachers who have already received the training of 10- month course. The study carries out on the output of the primary teacher in-service teacher training. All possible subjects teacher should be include in this study like English, Math, Nepali, Social studies etc.

3.2 Selection of Respondents

To carry out the research study, two types of respondents' i.e. respective teachers and head teachers of the sample schools were selected because head teachers could play a great role of facilitator in utilizing teaching skills received by the trained teachers. Trained teachers can do nothing in the school if a head teacher has negative attitude towards utilization of skills acquired through training in school activities.

3.3 Populations and Sample

The study population was 1286 out of 1298 total school of the Kathmandu district. 100 teachers were selected as the samplings as head teacher and teachers with sub categories as female and male out of the 6278 primary teacher of the total numbers of 50 schools were taken out of 1286 schools in the study area. The sampling based on the probability sampling as simple and stratified and non-probability sampling as quota and judgment (purposive) sampling have been used in the present study to select the school and teacher is presented in below:

Table 3.1 Total number of Registered Schools in Kathmandu*

Total	Primary	L. Secondary	Secondary	HSS
1298	1286	932	719	203

Table 3.2 Distribution of Teachers in the Kathmandu *

Level	Total	Female	Male
Primary	6278	4044	2234
Lower Secondary	2244	995	1249
Secondary	2372	756	1616

Table 3.3 Distribution of Trained Teachers in the Kathmandu *

Level	Full			Partial			Untrained			Total		
	F	M	T	F	M	T	F	M	T	F	M	T
Primary	2399	1429	3828	544	318	862	1101	487	1588	4044	2234	6278
L. Secondary	563	735	1238	165	179	344	327	335	662	995	1249	2244
Secondary	523	926	1449	64	114	178	169	576	745	756	1616	2372

(F- Female, M- Male, T – Total) * Source: Flash Report I, 2007, Department of Education, Nepal,

Teachers receiving the 1st and 2nd package training can teach all subjects such as Nepali, mathematics, Social Studies, English, Environmental Science, Physical Education and Arts and Crafts which are prescribed in primary school after 2nd package those who taught and intended to teach they can focus on opted subjects. The details of samples of primary school teachers of Kathmandu district is presented in below:

Table 3.4 Sample of Trained Teachers

Female	Male	Female	Male	Total
Primary	Primary	Non -Primary	Non- primary	
30	30	20	20	100

3.4 Data Collection Procedure

Information was collected from school, key informants, official records and various govt. /non- govt. documents.

A field survey of sample schools was conducted in order to collect relevant information from the school. It consists of two parts - class observation and opinion survey of sample head teachers and teachers. Researcher himself did survey of sample schools. A variety of methods were used in data collection including a directed interview, survey forms, questionnaire and observation etc. which are categorized in two parts. 1- Primary data 2- Secondary data

3.4.1 Primary data

The primary data were gathered by means of school survey through structured questionnaires.

a) Questionnaires

The questionnaire survey methods were employed to collect data from sampling units. The interviews with the relevant sample school and teacher were conducted with the guidance of structured questionnaire.

b) Observation

This technique of data is important for learning more about the educational aspects of the school. A careful observation of a school facilities and sometime class room observation is important aspects in teaching / learning activities. The investigator was engaged in survey interviewing by observing very carefully whatever was happening in a particular school and teaching activities as well. Relevant information regarding the training and its delivery was also collected by simple direct observation in the study area.

c) Survey Instruments

Different types of instruments were developed to collect information required for the study. Each instrument has been described below in brief:

i) School Survey Form

A survey form was designed to collect information required on various aspects of physical facilities, income and expenditure, teacher availability and instructional situation in school.

ii) Class Observation Form

An observation form was developed which included different relevant aspects of classroom performance such as planning for teaching, classroom organization, instruction at classroom, and student evaluation.

iii) Teacher Interview Form

An interview schedule for trained teachers who teach in primary level as well as non primary level in school which consisted of areas such as experience, qualification, training, teaching loads, problems faced by teacher, availability of teaching materials, classroom organization and management and relevance of training and curriculum.

iv) Head teacher Interview Form

An interview schedule was designed for the head teacher of primary school. It consisted of items related to school management and availability of teaching/learning resources.

3.4.2 Secondary data

The secondary data were collected from the available literature such as official records and documents, various reports, publications of different related offices, institutions and other possible resources of information. Relevant information was collected from T.U., Keshar, CBS, DOE, CEDA, CERID and Public Library in Kathmandu, e-site of KDI Library as well and so on.

3.5 Data Analysis Procedures

A simple tabulation of all the quantitative data obtained from class observation and opinion survey and questionnaires was developed. The qualitative information about classroom management, teaching/learning situation and other management aspects as covered by the interview were also tabulated and quantified. The collected data were analyzed in descriptive as well as in statistical ways by using statistical methods.

While analyzing the data tables having two different categories were made. First, there are tables that indicate the definite answers leading to the percentage matched with the number of respondents. Secondly, there are tables that indicate multiple responses. In open-ended questions, the respondents have given more than one answers.

CHAPTER IV

ANALYSIS AND DISCUSSION

This chapter analyzes the collected data from the sample schools along with discussions in relations to objectives and research questions, which are already, mentioned in introduction part.

The discussions are presented under the following headings:

4.1 Teachers' Background

Obviously, teachers' background such as qualification, training as well as their motivation and commitment in work considerably influence student learning. If the qualification and training are not sufficient enough to be a teacher, he/she is not likely to teach effectively and student learning will not be improved as sought by national curriculum. Academic qualification of sample teachers is given in table.

Table: 4.1 Distributions of Teachers by Qualification

Qualification	Number	Percent
SLC	6	6
Intermediate	20	20
Bachelor	46	46
Master	28	28
Total	100	100

In the sample, Bachelor level passed teachers formed the largest group (46%); SLC passed teachers formed only (6%) whereas the intermediate and master passed teachers formed 20% and 28% respectively. The distribution of sample teachers having training is given below.

Table 4.2 Distribution of Teachers by Training

NCED Package				Distance Learning mode					Extra training								NO Training
									MTO T	TO T	H T	OS	Re	S t	Ps	SL	-
Month	10	5	2.5	1	5	2.5	2	1	1	1	1	6	1	1	1	1	-
Number	37	1	2	1	6	7	1	1	1	6	5	2	3	1	1	1	24
Percent	37	1	2	1	6	7	1	1	1	6	5	2	3	1	1	1	24

In the sample, teachers formed the largest group (76%) having training, whereas 24% teacher that have no any training.

4.2 Relationship between Teaching skills and classroom delivery practices

To analyze relationship between skills of teachers acquired through training and their delivery in teaching different elements such as access and use of the textbooks, curriculum and teachers' guide, method adopted for teaching knowledge about curriculum on the part of teachers, use of teaching materials , ways of getting new ideas, preparation of lesson plan have been analyzed. Classroom observation form has been identified and interpreted.

4.2.1 Availability of teaching materials

In order to teach in the primary school, the school should have different types of teaching aids such as textbooks, curriculum and teachers' guide. The availability of teaching aids as observed is given in Table 4.3 below:

Table: 4.3 Distribution availability of materials to teachers

Teaching aids	Response	Number (n=100)	Percent
Textbook	Yes	77	77
	No	33	33
Curriculum	Yes	69	69
	No	31	31
Teacher's Guide	Yes	60	60
	No	40	40

About 77%, 69%, and 60% teachers said that they had textbooks, curriculum and teachers' guide in their school respectively. On the other hand, 33%, 31%, and 40% said that textbooks, curriculum and teacher's guide are not available in their school respectively.

4.2.2 Using Textbooks in the Classroom

Textbooks are one of the means not an end in the teaching task. Using textbooks in the classroom as expressed by the respondents is given in Table 4.4 below:

Table: 4.4 Use of Textbooks in the Classroom as Expressed by the Respondents

Rating scale	Number	Percent
Always	69	69
Very often	6	6
Sometimes	15	15
Seldom	0	0
Never	10	10
Total	100	100

The data indicate that 69 % of the teachers always used textbooks in the class whereas about 6 % of the teachers very often used textbooks in the class. It was also found that 10% teachers never used textbooks in the class.

4.2.3 Taking Help of Textbooks, Curriculum and Teachers' Guide to Plan Lessons

Teachers have to prepare each lesson before going to class. It helps teachers in bringing a sense to present the lessons in a logical and systematic way. Distribution of teachers taking help to plan lesson is given in Table 4.5 below:

Table: 4.5 Taking help to Lesson Plan as expressed by the Respondents

	Rating scale with number					Percent of rating scale				
	Very much	Mostly	Some	Very little	Never	Very much	Mostly	Some	Very little	Never
Text book	51	34	12	1	2	51	34	12	1	2
Curriculum	35	30	22	6	7	35	30	22	6	7
Teachers' guide	27	33	17	13	10	27	33	17	13	10

A majority of the teachers in the sample, i.e. 51%, 35% and 27% used textbook, curriculum and guide respectively to prepare a lessons. Of the total teachers only 50% reported that they used curriculum to prepare lessons. Of the total teachers 2%, 7% and 10% never used textbook, curriculum and guide respectively to prepare lessons.

4.2.4 Teaching Methods

There are many methods to teach textbooks. Different responses have been shown regarding methodology as is evident from table 4.6 below:

Table 4.6 Methods of Teaching Used by Teachers

Methods	Number of response	Percent
Lecture method	18	8.37
Discussion/participation method	79	36.74
Using blackboard	21	9.76
Presentation/Eclectic method	28	13.02
Drill method	15	6.97
Q and A method	54	25.11
Total response	215	100

From the above responses of teachers, responses are taken they used simultaneously more than one teaching method. It is clear that about 37 % and 25.11% of the total teachers have been using the discussion/participation and Q and A approach respectively. Others like lecture method; drill method and eclectic method were less used by teachers.

4.2.5 Knowledge about Primary Curriculum

Generally curriculum includes goals, contents, instructional scheme, instructional materials and aids, evaluations scheme, resources view of respondents about curriculum is given in Table below:

Table 4.7 View of Teachers on Curriculum

Responses	Number	Percent
It contains National aims	62	27.93
It contains weighting	17	7.65
It contains time to be covered	15	6.75
It contains course planning	20	9.01
It contains primary objective	29	13.05
It contains teaching guidelines	10	4.50
It contains teaching items	6	2.70
It contains teaching activities	22	9.91
It contains different skills to be taught	11	4.94
It contains procedure of evaluation	26	11.71
It contains nothing	4	1.80
Total response	222	100

About 27.93% of the teachers response consisted of teaching items is national aim; about 13% of the teachers response consisted of curriculum is primary objectives. However, 1.8% of the teachers said that curriculum consisted of nothing. Nobody said that curriculum consisted of all elements mentioned in the table above.

4.2.6 Teaching Skills

Teacher training of curriculum has focused on how to teach different skills. It is assumed that trained teachers are efficient enough to teach skills. Different rating scales on teaching skills as expressed by teachers are given in the Table 4.8 below

Table 4.8 Teaching Skills as Expressed by the Respondents (n=100)

Language Skills	Very well	Well	Fair	Poor	Never
Listening	38	37	15	1	9
Speaking	36	38	11	10	5
Reading	39	34	20	7	0
Writing	37	36	20	10	0

The data indicates that about 38% of the teachers can teach listening skill very well whereas 37% can teach it well. About 36% of the teachers can teach speaking skill very well whereas 38% and 11% can teach it well and fair respectively. About 39% of the teachers can teach reading skill very well, whereas 34% can teach it well, 20% can teach it fair. About 37% of the teachers can teach writing skill very much whereas 36 % can teach it well and 20% and 10% can teach it fair and poor respectively.

4.2.7 Using teaching aids

A teacher always keeps dictionary in the classroom because it comprises meaning of the words and other part of speech. On the other hand, visual aids bring variety and interests, which increase motivation and the part of students. Moreover they help teachers in explaining teaching points clearly in the classroom. Responses given by the teachers on using dictionary and visual aids are given in Table 4.9 below:

Table 4.9 Using dictionary and visual and audio/audio aids as expressed by the respondents

Aids	Extensively	Usually	Sometimes	Seldom	Never
Using dictionary	8	40	42	4	6
Visual aids	14	29	38	8	11
Audio aids	4	24	39	13	20

About 42% of the teachers use dictionary sometimes whereas 40% use it usually. About 38 % of the teachers use visual aids sometimes while teaching lessons. However, about 11% teachers never use visual aids. Likewise 39% of the teachers use audio sometimes where as 20% teachers never use audio aids.

4.2.8 Types of teaching materials constructed by teachers

Many instructional materials can be prepared with a little money, if the teacher takes initiation.

Lists of learning materials prepared by teachers are given in Table 4.10 below:

Table 4.10 List of Teaching/Learning Materials Prepared by Teachers

Types of teaching learning materials	Number of response	Percent
Drawings of animals	35	11.11
Charts	49	15.55
Flash cards	52	16.51
Cutout pictures	47	14.92
Cardboard clock	17	5.39
Stick figure	15	4.76
Alphabet chart	33	10.47
Pocket chart	35	11.11

Poster	40	12.69
Nothing	2	0.63
Number of response	315	100

High proportion of the teachers (16.51% and 15.55%) were found to have constructed flash cards and charts, second majority of teachers (14.92%) were found to have constructed cutout pictures whereas about 12.69% teachers were found to have constructed posters. A minimum number of the teachers were found to have constructed other materials written in the table above. However, about 0.63% of the teachers were found not to have constructed any materials by themselves.

4.2.9 Sources of New Ideas while Teaching

Teacher training and teachers' guide are thought to be the main sources of new ideas while teaching. Various opinions received from teachers regarding them are given in Table 4.11 below:

Table: 4.11 Sources of New Ideas while Teaching Expressed by the Respondents

Source of new ideas while teaching	Number	Percent
Consultation with the senior	46	16.97
Teacher's guide	44	16.23
Curriculum	42	15.49
Textbooks	26	9.59
Students	11	4.05
Teacher's training	39	14.39
Studying reference books	47	17.34
Interaction with each other	1	0.36
Listening radio	14	5.16

Nothing	1	0.36
Number of response	271	100

There were option to choose more than one source used as simultaneously. Majority of the teachers 17.34% said that they take help of studying reference books to have new ideas at the time of planning lesson. About 16% of the teachers gave their opinion in favor of teachers' guide and consult with the senior. Teachers took help of the curriculum 15.49%. While at the time of planning lesson 0.36% gets new ideas from interaction with each other. However, 0.36% of the teachers did not take help of anything in planning lesson.

4.2.10 Student Evaluation

Student testing has to be administered in order to diagnose each student's strengths and weaknesses, to assess the progress of the student by measuring their achievement. Different types of responses on student evaluation have been given by the teachers below;

Table: 4.12 Devices Used for Student Evaluation as Expressed by Teachers

Devices / techniques used	Number of response	Percent
Unit test	66	20.06
Class work	56	17.02
Home work	48	14.58
Monthly test	40	12.15
Oral question	46	13.98
Final exam	48	14.58
Nothing	25	7.59
Number of response	329	100

Majority of the teachers (20.06%) said that they give unit test and (17.02%) use class work to assess students' achievement. About 12.15% of the teachers reported on the favor of monthly test. Only 14.58% teachers took help of final test. However, about 7.59% of the teachers did not respond on it.

4.2.11 Classroom Organization

A good organizing classroom gives special emphasis on slow learners; group work, and individual activities. Classroom organization as perceived by the teachers is given in below:

Table: 4.13 Techniques Used for Classroom Organization as Expressed by Teachers

Techniques	Number of response	Percent
Putting slow learners with fast learners	61	19.67
Grouping students	68	21.93
Putting students according to their heights	36	11.61
U shaped classroom	24	7.74
Organization in terms of lesson	28	9.03
Putting boys and girls separately	28	9.03
Putting slow learner in front of class	65	20.96
Number of response	310	100

In the sample, grouping student, formed the largest group (22%), whereas teachers' putting slow learners in front of class formed the second largest group (21%), Teachers adopted strategy of putting students according to their heights, organizing in terms of age putting boys and girls separately. However, about 8% of the teachers organized U shaped classroom.

4.2.12 Daily Lesson Plan

Teachers who prepare lesson plan are supposed to present the lessons more systematically compared to teachers who do not prepare lesson plan. Information on teachers is given in Table 4.14 below:

Table: 4.14 Distributions of Teachers Preparing Daily Lesson Plan.

Response	Number	Percent
Yes	74	74
No	36	36
	100	100

In the sample, teachers preparing and using lesson plan formed the largest group (74%) whereas teachers preparing no lesson plan formed the second largest group (36%).

4.2.13 Training evaluation /beneficial

Training evaluation by the teachers is presented in the Table below:

Table: 4.15 Training Evaluations as Expressed by Teachers

Rating scale	Number	Percent
Very much	45	45
Much	40	40
Some	8	8
Very little	7	7
Never	0	0
Total	100	100

In the sample, teachers benefiting ‘very much’ from the training formed the largest group (45%) whereas teachers benefiting ‘much’ from the training formed the second largest group (40%) and teachers benefiting ‘some’ from the training formed the third largest group (8%) .

4.2.14 Classroom management

To assess classroom management 6 aspects such as position of blackboard, use of blackboard light and ventilation, size of the classroom, position of desks and benches were taken into account. Management of class by the teachers is described in Table 4.16 below:

Table: 4.16 Management of classroom

Aspects of performance	Rating Scale			Total
	Satisfactory	Unsatisfactory	No	
Position of black board	88	8	4	100
Use of blackboard	99	1	0	100
Light and ventilation	91	9	0	100
Size of the classroom	81	19	0	100
Position of desks and benches	85	14	1	100
Way for teachers’ movement in class	83	14	3	100

Black board should be hanged in the proper place; otherwise, students do not understand teachers’ writing on it. Among them about 88 % of teachers were found hanging black board in an appropriate place where as about 8 % of the teachers were found to hang black board in an unsatisfactory way. About 4% teachers did not use black board while teaching. 91% teachers were found to run class in those classes that had good light and ventilation whereas about 9 % teachers were found to run classes in those classes that had no good light and ventilation. About

85% teachers were found to run classes in those classes that had desks and benches arranged appropriately whereas 14% teachers were desks and benches arranged inappropriately. About 83% of the teachers were found to run classes in those classes that had good way for their movements in the class whereas 14% had no good way for their movement in the classroom.

4.2.15 Instruction at classroom

The classroom instruction was evaluated according to several factors such as clarification of new words and concepts, use of instructional materials, explanation of main points, use of teaching method etc. All these aspects the data obtained by rating are presented in Table 4.17 below:

Table: 4.17 Instruction of classroom (n=100)

Aspects of Instruction	Rating scale			Total
	Satisfactory	Unsatisfactory	No	
Use of instructional materials	81	13	6	100
Explanation of main points	85	5	10	100
Teacher's eye contact with students	83	7	10	100
Time for exercise	79	19	2	100
Encouragement of students in class participation	81	14	5	100
Presentation of summary of main points	77	16	6	100
Use of textbook in classroom	87	8	5	100
Use of reference book in classroom	55	39	6	100
Knowledge of the content of lesson	85	10	5	100
Teacher's voice	86	8	6	100
Movement of teacher in classroom	84	12	4	100

Enough time for students to speak	55	25	20	100
Question asking skill	84	10	6	100

Only 81% teachers used instructional material with satisfaction, 13% teachers with no satisfaction and 6% did not use any instructional materials while teaching in the classroom. Only about 17% teachers explained the main points of the lesson taught with satisfaction, 44% teachers with no satisfaction and 39% teachers did not explain the main points at the end of the lesson. About 85% teachers used appropriate teaching method with satisfaction, 5% teachers with no satisfaction and 10% teachers' method of teaching was totally wrong. Only about 83% teachers made eye contact with satisfaction and 7% teachers with no satisfaction. About 79% teachers provided time to students for exercise with satisfaction and 19% teachers with no satisfaction. However, 2% teachers did not provide any time to students for exercise. 81% teachers had students to talk to each other, with satisfaction, 14% teachers with no satisfaction and 5% teachers did not provide chance to in the classroom. About 77% teachers presented summary of main points and concepts with satisfaction, 16% teachers with no satisfaction and 6% teachers did not present at all. Majorities of teachers (87%) were found to use textbooks in classroom with satisfaction and 8% teachers were found to use textbook in the classroom with no satisfaction. 55% teachers used reference books in satisfactory. However, 6 % teachers did not use them in the classroom. A majority of teachers (85%) had good knowledge of the content of lesson whereas 10% teachers had least knowledge of the content as compared to the majority. Only 84% teachers had better provision of space in the class for the movement and 16% teachers did not have better provision of space for the movement. 84% teachers asked questions to students with satisfactory way whereas 10% teachers asked questions to students with unsatisfactory way. However, 6% teachers did not ask any question while teaching.

4.2.16 Students' evaluation

The student evaluation done by teachers in classroom was observed in terms of teachers questioning the students during teaching, providing feedback to student, and giving homework to students. The findings on these aspects are presented in table 4.18 below:

Table: 4.18 Student Evaluations

Criteria of evaluation	Rating scale			Total
	Satisfactory	Unsatisfactory	No	
Questioning students during the teaching	90	10	0	100
Providing feedback to students	91	6	3	100
Giving home work to students	84	11	5	100

90% of the teachers' question-asking skill was satisfactory whereas 10% of the teachers' question asking skill was unsatisfactory. The observation indicated that about 91% of the teachers provided feedback to the students in a satisfactory way whereas 6% of the teachers did not provide feedback to the students in a satisfactory way. However, 3% of the teachers did not provide any feedback at the end of completion of activities. About 84% of the teachers felt the need of homework to be given to students. The observer also indicated that about 16% of the teachers left the classroom without giving any assignment to students.

4.3 Factors that facilitate to use of teaching skills

The factors that facilitate of using teaching skill in school, different questionnaires such as head teachers' interview form, teachers' interview form and school survey were used. From those

questionnaires, only related factors attributing to the facilitation of using teaching skill were extracted.

4.3.1 Headmasters' Qualification

Obviously headmasters' qualification to some extent influences their teachers. Level of educational achievement of head teachers is given in Table 4.19 below:

Table: 4.19 Distribution of Head teachers in terms of Qualification

Level of Education	Number	Percent
SLC.	4	4
Intermediate	14	14
Bachelor	48	48
Master	34	34

About 34% and 48% head teachers reported having a qualification of Master and Bachelor degree respectively. Head teachers with SLC and intermediate were 4% and about 14% respectively.

4.3.2 Annual Instructional Plan

Making an annual instructional plan makes teacher to finish respective courses before terminal examination. Head teachers having annual instructional plan is given in Table 4.20 below:

Table: 4.20 Distribution of head teachers having annual instructional plan

Response	Number	Percent
Yes	78	78
No	22	22
Total	100	100

The data indicate that 78% of the head teachers make annual Instructional plan whereas about 22% do not make it.

4.3.3 Head teachers helping their teachers to prepare Daily Lesson Plan

Although trained teachers are taken as sample, some trained teachers seek help from head teachers to prepare daily lesson plan. If head teachers are helpful, both trained and untrained teachers prepare daily lesson plan before hand. Head teachers’ responses in this regard are given in Table 4.21 below:

Table: 4.21 Head teachers helping their teachers to Prepare Daily Lesson Plan

Response	Number	Percent
Yes	64	64
No	36	36
Total	100	100

The data indicate that 64% of the head teachers help their teachers to make daily lesson plan whereas 36% do not help their teachers to make daily lesson plan.

4.3.4 Teachers to Preparing Daily Lesson Plan

Teachers having no lesson plan cannot actually present lesson scientifically, logically and systematically. Headmasters’ responses to the teachers preparing lesson plan are given in Table 4.22 below:

Table: 4.22 Teachers Preparing Daily Lesson Plan as Responded by Head teachers

Response	Number	Percent
Yes	39	39
No	61	61

Total	100	100
-------	-----	-----

Data indicate that about 39% of the teachers as responded by head teachers prepare lesson plan and use it in the classroom whereas 61% of the teachers as responded by head teachers do not prepare lesson plan.

4.3.5 Head teachers Calling Staff Meeting for Instructional Improvement

Head teachers have to call staff meeting for instructional improvement regularly. It will help head teachers to indicate and measure instructional improvement in terms of annual instructional plan. Head teachers responses regarding it are given in table 4.23 below:

Table: 4.23 Head teachers calling staff meeting for instructional improvement

Response	Number	Percent
Yes	86	86
No	14	14
Total	100	100

The data indicate that 86% of the head teachers call staff meeting for instructional improvement on the other hand about 14% of the head teachers do not call staff meeting at all.

4.3.6 Calling staff meeting in Frequency

Most of the head teachers call staff meeting according to their needs. Head teachers' meeting call per year is given in Table 4.24 below:

Table: 4.24 Calling Staff Meeting in Frequency

Frequency	Number	Percent
Once in a year	7	7

2 times in a year	10	10
3 times in a year	16	16
5 times in a year	5	5
Once a month	60	60
No meeting	2	2
Total	100	100

The data indicate that about 60% of the head teachers call staff meeting for instructional improvement once a month. The second group of head teacher 16% call staff meeting 3 times a year. Likewise head teachers calling meeting once a year 7% formed third group.

4.3.7 Adopted Motivational Devices by Head teachers

Motivation refers providing different types of incentives and facilities to the subordinates. It may be verbal and non-verbal. Motivational devices as adopted by head teachers are given in Table 4.25 below:

Table: 4.25 Types of Motivational Devices as Expressed by Head teachers

Motivation devices	Number of responses(176)	Percent
Extra money for extra period	17	9.65
Giving suggestion time to time	44	25.00
Sending teaching in training	37	21.02
Providing facility of leave	8	4.54
Personal contact	8	4.54
Providing guidance	14	7.95
Having group discussions	24	13.63

Providing reward yearly	15	8.52
Nothing	9	5.11
Number of responses	176	100

In the sample, 25% head teachers motivated teachers by giving suggestion from time to time and 21% sending them for training. By, providing facility of leave, and by personal contact, formed 17% each. Having group discussions and extra money for extra period were the responses given by the head teachers about 13.63% and 9.65% of the head teachers motivated teachers by providing. However, 5.11% of the head teachers did not use any means of motivational devices to motivate teachers.

4.3.8 External Supervision of School

Supervision system has been introduced in Nepal since 1971. But it has not done any substantial progress in the educational achievement of schools. Head teacher's responses with respect to external supervision system are given in Table 4.26 below:

Table: 4.26 External Supervision of Schools as Reported by Head teachers

Response	Number	Percent
Yes	68	68
No	22	22
Total	100	100.0

From the above table, it is seen that 68% of the head teachers reported to have supervised the school by the supervisor whereas 22% of the head teachers reported that schools have not been supervised this year.

4.3.9 Internal Supervision of the School

The head teacher should supervise school as well as teacher's teaching from time to time even if the school and teachers are not supervised by the external supervisors. The finding on it is given in Table 4.27 below:

Table: 4.27 Distribution of Head teachers supervising Their Schools.

Response	Number	Percent
Yes	74	74
No	26	26
Total	100	100.0

Seventy four percent of the total head teachers reported to do school observation and class observation where as 26 % of the total head teachers reported not to observe the school and class.

4.3.10 Support given to School by School Management Committee and Parents

Teachers' salaries are fully supported by government in public primary and non primary schools. However, the government is not providing fully financial aid for the construction of building, furniture and instructional materials. Table 4.28 below shows opinion with regard to support given to schools by school management committee and parents:

Table: 4.28 Supports given to School by SMC and Parents as Expressed by Head teachers

Types of Support	Number of responses	Percent
Physically, mentally and economically	43	29.05
Making school building	15	10.13
Maintenance of building	27	18.24

Providing salaries of private teachers	21	14.18
Providing donation to peon	4	2.70
Verbal support	38	25.67
Number of response	148	100

About 25.67% of the head teachers said that SMC and parents provide only verbal support. On the other hand, 29% of the head teachers said that SMC and parents provide physically, mentally and economically. About 2.7% of the head teachers said that SMC and parents provide support to keep private peon.

CHAPTER V

MAJOR RESULTS AND FINDINGS

This section presents the major findings related to the relationship between the teaching skills and deliver of content in teaching. The findings of the study are presented to facilitate of using teaching skills in schools and problems of transferring teaching skills in the classroom situation.

5.1 Qualification and Training Related Factors

Based on the interpretation and descriptive analysis of the teachers' qualification and training, the following major findings have been found.

- Most of the primary teachers (20%) were found having the academic qualification of Intermediate. The remaining were SLC (6%), bachelor (46%) and Master (28%).
- 76% of the teachers were trained in short term training-programs conducted by BPEP, NGO and INGO and the training conducted by NCED whereas 24% did not have any training program.

5.2 The Relationship between the Teaching Skills and Delivery in Teaching Related Factors

The teaching skills and their delivery in teaching by the teachers were studied in terms of the content of training package made by NCED.

With regard to this sector, the following major findings have been found:

- 77% of the teachers reported that government prescribed textbook was available. Similarly 69% of the teachers had curriculum and 60% of the teachers were found having Teachers' guide.

- Majorities (69%) of the teachers were found ‘always’ using prescribed-textbook and 15% of the teachers were found ‘sometimes’ using it.
- Teachers taking help of textbook, curriculum and teachers’ guide ‘very much’ while planning lesson were 51%, 35% and 27% respectively whereas 12%, 22%, 17% took ‘some’ help from textbook, curriculum and Teachers’ guide respectively while planning lesson.
- Out of total teachers 37% were adopting discussion /participation approach, 25% teachers’ were using Q and A approach, while 13% of the teachers were found using eclectic method.
- 28% of the teachers reported that curriculum contains national aims. However, 2% of the teachers were not found to be reporting about the curriculum.
- Most of the primary teachers’ (38%) were found teaching listening skill very well, 38% of the teachers were found teaching speaking skill well and 37% of the teachers were found teaching writing skill very well.
- Only 42% of the teachers were found to have used a dictionary sometimes whereas 39% of the teachers were not found using instructional materials while teaching.
- Majorities (16% and 15%) of the teachers were found preparing flash cards and charts by themselves.
- Majority of the teachers (20%) were found to have using unit test to assess students’ achievement. About 17% of the teachers assessed their students by conducting class work. Teachers took help of final test and homework (14%), however, about 7% of the teachers did not respond on it.

- In the sample, teachers putting slow learners in front of the class for classroom organization formed the largest group (30%), whereas teachers grouping students formed the second largest group (22%). Teachers adopted strategies of putting students according to their heights, U-shaped classroom, organizing in terms of age, putting boys and girls separately.
- Of the total teachers only about 74% were found preparing daily lesson plan but about 36% were not found preparing lesson plan.
- (45%) of the teachers were found to have benefited very much from the received training whereas (40%) of the teachers were found to have benefited much from the training and teachers benefiting some from the training formed the third largest group (8%).
- Only 90% and 87% of the teachers were found using question asking skill and textbook in classroom respectively.
- Majority of teachers about 88% were found hanging blackboard in an appropriate to be satisfactory. About 8% were found to be unsatisfactory hanging blackboard.
- Of the total teachers 99 % of uses of blackboard by the teachers were found to be satisfactory. Only 1% of the teachers did not use blackboard while teaching.
- Of the total teachers 91% of the teachers were found to run class in those classes that had good light and ventilation whereas about 9 % teachers were found to run classes in those classes that had no good light and ventilation.
- 81% of the teachers took class in an appropriate classroom in terms of size whereas 19% of the teachers took classes in inappropriate classrooms in terms of size.

- About 85% teachers were found to run classes in those classes that had desks and benches arranged appropriately whereas 15 % teachers were found running classes in those classes that had desks and benches arranged inappropriately.
- About 83% of the teachers were found running classes in those classes that had well way for their movement in the class whereas 17% had no good way for their movement in classroom.
- 81% of the teachers were found using instructional materials whereas 19% of them were not.
- 85% of the teachers were found explaining of main points while taking class where as 10% of the teachers was not found explaining of main points.
- 83% of the teachers made a good eye contact with the students while teaching in the class whereas 17 % of the teachers did not make a good eye contact with the students.
- 79% of the teachers were found providing time to students to do written exercise in the class satisfactorily whereas 19% of the teachers were found providing time to student to do exercise unsatisfactorily. However, 2% of the teachers did not provide any time to students to do exercise in the class.
- 81% of the teachers were found encouraging students satisfactorily for classroom participation whereas 14% of the teachers not satisfactorily. 5% of the teachers did not provide chance to students to have conversation in with each other in the classroom.
- Majorities of teachers (87%) were found to have used textbook in classroom with satisfaction and 8% teachers with not satisfaction.
- 55 percent of the teachers used reference book in the classroom. However, 6 % of the teachers did not use at all in the classroom.

- Majority of teachers (85%) had good knowledge of the content of lesson whereas 10% of the teachers had least knowledge of the content as compared to majority.
- 84 percent of the teachers had better provision of space in the class for their undisturbed movement whereas 16% of the teachers had not better provision of space for the free movement.
- 55 percent teachers provided students time for speaking in the class in satisfactory way whereas 25% teachers tried to provide students time for speaking in the class in an unsatisfactory way.
- 90 percent of the teachers asked questions to students with satisfactory way whereas 10% teachers asked questions to students with unsatisfactory way.
- About 91% of the teachers were found to have provided feedback to students satisfactorily whereas 6% of the teachers did not provide feedback to the students satisfactorily. However, 3% teachers did not provide any feedback at the end of the completion of activities.
- About 90% of the teachers felt they need questioning student during teaching. They gave homework to students at the end of the class. The observer also indicated that about 16 % of the teachers left the classroom without giving any home assignment to students.

5.3 Factors that Facilitate of Using Teaching Skills in School Related Factors

The analysis of factors attributing to the facilitation of using teaching skills in school has indicated the following findings of the study:

The analysis of factors that facilitation of using teaching skills in school has indicated the following findings of the study:

- Qualification required to be a head teacher in primary school is only SLC whereas, bachelor degree is required to be a head teacher in non-primary. About 14% and 48% of the head teachers were found having the qualification of Intermediate level and bachelor's respectively. Secondary head teachers, 34 % of the head teachers were found having qualification of master degree. However, 4 % of the head teachers in primary school were found having the qualification of SLC.
- About 47% of the head teachers were found having training of some sorts conducted by different training institutes whereas about 53% of the head teachers were found not having any sorts of training.
- 78% of the head teachers were found preparing annual instructional plans whereas 22% head teachers were not preparing them.
- 64% of the head teachers were found helping their teachers to make daily lesson plan and 36% of them were not found helping.
- About 39% of the teachers as responded by head teachers prepared lesson plan whereas 61% of the teachers do not. No relationship was found between saying and doing because few were found preparing lesson plan in reality.
- Even though 86 % of the head teachers responded that they call staff meeting for instructional improvement, most of the teachers were found to be little affected by it. 14% of the head teachers were found not calling staff meeting for instructional improvement.
- All head teachers were found practicing one or more devices to motivate their teachers but teachers were not found to be motivated towards their duties and responsibilities.

- 68 % of the head teachers reported that their schools had been supervised externally whereas 22% of the head teachers reported that their schools had not been supervised externally.
- Schools were supervised (74 %) internally by the head teachers as responded by them but 26% of the head teachers did not supervise schools internally.
- About 67% of the head teachers said that they were satisfied with the way the trained teachers taught. It was found to have only told without class observation.
- 33% of the schools conducted short term training in their own initiatives and 22% of the schools were found taking help of NGO/ INGO to conduct short term teachers training. 45% of the schools did not conduct training at all.

5.4 Problems in Transferring Teaching Skills Related Factors

The analysis of problems in transferring teaching skills has indicated the following findings:

- Insufficient classroom space has created problem of classroom management. Consequently, sample teachers conducted class without any group activities, which were considered to be one of the inevitable functions.
- Trained teachers were not refreshed regularly either by concerned authority, NGO/INGO's, or by themselves through individual study. Library is the center for studying reference books. Unfortunately, many of the teachers did not use library.
- Since teacher training curriculum focuses training in general subjects, it produces general trainees not expert in particular subjects. On the other hand, an expert of the particular subject can teach the particular subject better than a trainee of general subject. Almost of the teachers were found teaching all subjects of primary school.

- Teaching 20 to 30 periods per week is considered to be overload on the part of teachers. But in Nepal the provision of teacher at primary level is only 3-4 teachers. Thus overload given to teachers has become a problem in transferring training skills.
- The external supervisors and head teachers have not supervised majority of the teachers. Teachers who were taking class without the help of supervisors might not be effective and satisfactory.
- 6 % of the teachers were found to have less motivation towards their job. Consequently, class teaching by trained teachers was found to be ineffective.
- Additional books prescribed by schools were found to be difficult for the trained teachers.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Summary

Regarding teachers' qualification and extra training in addition to training provided by the NCED, no criticism can be made because more qualified teachers than the required qualification have been teaching. A great number of trained teachers have not got chance to receive extra training besides the training conducted by the NCED. Even though they do not have extra training, they are trying to show better performance in the classroom. There are many visible factors, which have negatively affected in delivering the teaching skills. Wrong choice of methodology, limited use of materials and materials development, limited use of teaching skills, unscientific student assessment system, poor classroom organization, the least preparation of lesson plan, poor recapitulation of pre knowledge, less clarification of new words and concepts, lack of classroom participation by students, unsatisfactory summary presentation, providing low chance for students' exposure, fruitless question asking skill and motivation, and insufficient feedback.

However, there are many good aspects in the teacher skills such as excellent use of prescribed textbooks, good use of available curriculum and teachers' guide while planning daily lesson, using black board appropriately, running classes in that classes that have good ventilation light, space and arranged desks and benches, making a good eye contact, providing time to student to do exercise, having good knowledge of content, presenting lesson in a clear voice and assigning homework to students. Among provided skills to the teachers in the training period, nearly half of the important teaching skills were not found to have applied by the teachers so it was found having a weak relationship between the teaching skills and their delivery. From these situations it

can be concluded that either the training was conducted poorly or the received teaching skills were ignored by the teachers while delivering in class.

The environment and culture of the institutions greatly attribute to the facilitation of using training skills in the school. There are some positive attributing factors that have been facilitating in applying some teaching skills such as school having qualified and trained head teachers, well prepared annual plan with deadline, participatory leadership role, encouraging attitude, and motivating, library facility, healthy students. However, there are also non attributing factors such as head teachers having lack of knowledge, limited preparation and use of lesson plan, ineffective meeting on instructional improvement, limited supervision, prescribing difficult reference books, non availability of materials from the schools side and the concerned authority, great number of unsuccessful teachers, over workload, failing to run specials class for slow learners, traditional method of subject teaching strategies and a little initiative taken to conduct refresher training by the schools. These non-attributing factors are main problems of transferring teaching skills and also they have hindered to the facilitation of using teaching skills on the part of the teachers.

6.2 Conclusion

On the basis of the study on the relationship between the teaching skill and their delivery in teaching and study of attributing factors to the facilitation of using teaching skill. It can be concluded that teachers have not been able to adopt whole components of teaching received from the training. In some components of teaching there has been significant achievement of teachers and in some other there has been decrease.

There are various constraints in schools that have been hindering the application of teaching skills such as non-availability of teachers' guides and curriculum, insufficient physical facilities of schools, weak financial situation, low teacher student ratio and overcrowded students in each class. Standard of teaching depends upon the quality of teacher training. To bring quality, primary education expert having experience of primary school teaching should be selected as teacher trainers rather than selecting ordinary teachers on the basis of mere qualification. It is universally agreed fact that the primary education is foundation for further learning and training and quality education in primary level also determines quality life of every citizen.

Since schools having good environment, culture systems and head teacher and teachers' fully devoted to their duty and responsibility attribute to the facilitation of teaching skills, a few schools having these qualities were found to have run in the valley. Training is a means not an end of all sorts of instructional improvement. It is one of the medium of help for instructional problem.

6.3. Recommendations

On the basis of the findings of the study, the following recommendations have been made under following headings:

Teachers' Qualifications and Training Background

In the changing context of curriculum, country and community, government should amend previous rules of SLC and recruit those teachers who have intermediate qualification in the primary level or bachelor level. Refresher training and extra training should be provided to the trained teachers by NCED or PTTC from time to time.

Relationship between Teaching Skills and Classroom Delivery

- Eclectic method of teaching should be emphasized.
- Training should produce those kinds of teachers who can skillfully teach listening, speaking, reading, writing skills.
- Trainers have to teach them how to use materials properly.
- Let head teachers apply reference materials in their schools.
- Put considerable number of students in each class.
- The training should provide innovative ideas to teachers on recapitulation of the previous lesson, establishment of rapport, clarification of new words and concepts, organization of classroom, explanation of main points, students' involvement in lesson, summarization of lesson objectives to be achieved, question asking skill, providing feedback, content, methodology and assessment.
- Primary teachers' trainers and school supervisors should be recruited from that group of people who have teaching experience in primary school.
- Monitoring unit of training programs should be established at NCED.
- Follow up activities should be initiated by the training centers.

Factors that facilitate Using of Teaching Skills

- Attempts should be made to provide curriculum and teachers' guide throughout schools in order to make teachers conscious in these areas.
- Providing instructional materials to teachers both from schools and concerned authority.
- Supervise classroom teaching and punish those teachers who do not use materials even though they are available.

- Train head teachers in order to teach them how to construct lesson plan because they were not found helping teachers to prepare it.
- Money is one of the motivating factors for most of the teachers. So, the government should allocate certain money for this purpose.
- Establish effective supervisory system.
- Make provision for subject an expert in supervision is demand of time aspect.
- Enough classrooms, teachers' room, playground, and laboratory need to be managed by each school.
- A good library needs to be established by schools that do not have it.
- Special class for the slow learners will have to be conducted.
- Regular monitoring systems of classroom instruction by trained teachers need to be established. This would provide a continuous feedback both to the NCED and trained teachers.
- Refresher training will have to be conducted from time to time.

Problems in Transforming Teaching Skills

- As all teachers usually ignore to construct needed materials for their lesson; head teachers should be made responsible on this matter. Encourage developing low cost and locally available materials.
- Make provisions of short daily lesson plan form and have teachers to fill it in every subject. Punish them whenever they do not fill it.
- Follow up rigorous steps if teachers do not follow the agreements made in the meeting for instructional improvements. For this, some authority should be delegated to the head teachers.

- Conduct research on workload of the teachers.
- Budget should be made available for the following activities.
 - Funds for the preparation of laboratory & resources to equip it.
 - Funds for the preparation of teaching materials
 - Budget to use TV and radio as visual and audio aids.

REFERENCES

Angrist, Joshua D and Pischke, Victor, Does teacher training affect pupil learning? Evidence from matched comparisons' in Jerusalem public schools .Journal of Labor Economics, 2001, 343-369p, Vol 19, no.2 year 2001, University of Chicago

Bhattacharya, T (1997). Second 2.5 month package primary in-service teacher training. Bhaktapur: National Center for Educational Development.

Centre for Educational and Research and Innovation (CERI), staying ahead in- service training and teacher professional development, OECD-1998

CERID Study report on Teachers Training and Its Implications in Classroom practices (comparative study of public and private primary schools), 1998, Kathmandu.

Department of Education, Research and Information Management Section, A report of a study on Effectiveness of Primary Teacher Training in Nepal, June 2006, Bhaktapur, Nepal

Educational Information, a glimpse 2008, Ministry of Education, Kathmandu, Nepal

Flash Report I, 2007, Department of Education, Kathmandu, Nepal

High Level National Education Commission (HLNEC, 1998) Report, Ministry of Education and Sports, Kathmandu.

<http://gauge.u-gakugei.ac.jp/09/2001-retrieved> on 2008/08/24

Jacob, Brian A. and Lefgren, Lars, The Impact of teacher on Student Achievement: Quasi – Experiment Evidence from school Reform Efforts in Chicago, NBER Working Paper No.8916, JEL No.121 128, J24, April, 2002

Lobel, Mia , Neubauer, Michael , Swedburg, Randy, ,The eClassroom used as a Teacher's Training Laboratory to Measure the Impact of Group Facilitation on Attending, Participation,

Interaction, and Involvement, *International Review of Research in Open and Distance Learning*, Volume 3, Number 2. , October - 2002

Malla, R.M. & Ravishankar, S. (1996). *Curriculum development and educational technology* (4th Ed.). New Delhi: Sterling Publishers Private Limited.

Maurice Tardif, PhD, Pre-service Teacher Training Programs: Outcomes of recent reforms and new trends towards effective professional training, May 22-23, 2001, Université Laval, Quebec City, Canada

Ministry of Education and Sports, 1998, Strategic plan of primary school teacher training in Nepal. Kathmandu

Ministry of Education, School Level Educational Statistics of Nepal. (1998). Kathmandu

National Center for Educational Development (NCED), “A study on the Effect of the Training programs, 1996, Kathmandu

National Center for Educational Development, Ministry of Education (1996), a study on the effect of the training programs, Bhaktapur, Nepal

National Education Commission (1992), Ministry of Education and Sports. Report of the National Education Commission. Kathmandu, Nepal

National Planning Commission, (1998), the ninth plan (1997-2002), Kathmandu, Nepal.

Nepal in Educational Figures 2006/2007, Ministry of Education, Kathmandu, Nepal

NEPAL: Training the teachers keeps children in school,
<http://www.irinnews.org/report.aspx?ReportId=79117> retrieved on 2008/08/21

Nilsson, Paula, Education for All: Teacher Demand and Supply in South Asia, Education International Working Paper No. 13, November 2003, Education International Secretariat, Brussels

Primary Education Development Project, HMG\Nepal. (1998). the effect of new curriculum on the achievement of grade V students: A study report. Kathmandu.

Primary Education Development Project, Ministry of Education, 1998, Performance level of grade 5 students: A study report. Kathmandu

Research Center for Educational Innovation and Development, Tribhuvan University. (1998), Teacher training and its implication in classroom practices: A comparative study of public and private primary schools. Kathmandu

Teacher Training in Nepal, <http://home.hiroshima-u.ac.jp/apeid/Seminar1999/nepal.htm>-retrieved on 2008/08/21

Teas Haguire, Molly, Increasing Women's participation in the Primary School Teaching Force Teacher Training in Nepal, Working Papers , Education and Social Policy, World Bank , 1993

UNICEF, 2001, Corporal Punishment in schools in South Asia, RAP office, Kathmandu, Nepal

United World Colleges, Teacher Training the ripple effect of UWC, Newsletter, UK, sep2007

APPENDIX I

Questionnaires for Teacher

Name of Teacher-

Name of School-

Level of Teaching-

Qualification of Teacher-

Training - NCED Package-

- Distance learning-

- Extra training if any-

Number of Student in Your School-

Please, Circle the appropriate answer / or your opinion (You can circle more than one option)

1. The availability of teaching aids (a) text book (b) curriculum (c) teacher's guide (d) ----
2. Using text book in the classroom (a) always (b) very often (c) sometimes (d) seldom (e) never
3. Taking helps for Lesson plan;
 - (i) textbook- (a) very much (b) mostly (c) some (d) very little (e) never
 - (ii) curriculum- (a) very much (b) mostly (c) some (d) very little (e) never
 - (iii) teacher's guide-(a) very much (b) mostly (c) some (d) very little (e) never
4. Teaching method which like you most (a) lecture method (b) discussion / participation method (c) by using blackboard (d) presentation method (e) drill method (f) question and answer method

5. What content is covered in the Primary curriculum; (a) national aim (b) coverage time (c) course planning (d) weighting (e) primary objective (f) teaching guideline (g) teaching activities (h) different skills (i) procedure of evaluation (j) I don't know about it

6. Which four language skills do you (i) Listening- (a) very well (b) well (c) fair (d) poor (e) never

(ii) Speaking- (a) very well (b) well (c) fair (d) poor (e) never

(iii) Reading- (a) very well (b) well (c) fair (d) poor (e) never

(iv) Writing- (a) very well (b) well (c) fair (d) poor (e) never

7. What are you focusing using the aids?

(i) dictionary- (a) extensively (b) usually (c) sometimes (d) seldom (e) never

(ii) Visual aids- (a) extensively (b) usually (c) sometimes (d) seldom (e) never

(iii) Audio aids- (a) extensively (b) usually (c) sometimes (d) seldom (e) never

8. What type of teaching materials you construct by yourselves?

(a) Drawing animals (b) flash cards (c) cut out pictures (d) charts (e) cardboard clock (f) stick figure (g) alphabet chart (h) poster (i) pocket chart (j) nothing

9. Source of new ideas while teaching;

(a) teacher's guide (b) consultation with the senior (c) curriculum (d) text books (e) students (f) teacher's training (g) reference books (h) listening radio (i) none

10. Devices used for student evaluation; (a) unit test (b) class work (c) homework (d) monthly test (e) oral question (f) final exam (g) none

11. Classroom organization: (please, √ below option)

Class room organization

S.N.	Aspects	satisfactory	unsatisfactory	no
i	position of blackboard			
ii	use of blackboard			
iii	light and ventilation			
iv	size of the classroom			
v	position of desks and benches			
vi	way for teacher's movement in class			

Techniques used for Class room

S.N.	Aspects	v
i	putting slow learners with fast learners	
ii	grouping students	
iii	putting students according to their heights	
iv	U shaped classroom	
v	organization in terms of lesson	
vi	putting boys and girls separately	
vii	putting slow learner in front of class	

12. Do you prepare your lesson plan daily? (a) Yes (b) no

13. How is your training beneficial?

(a) Very much (b) much (c) some (d) very little (e) none

14. Instruction at classroom (please, ✓ below the option)

S N	Aspect of instruction	satisfactory	unsatisfactory	no
a	use of instructional materials			
b	explanation of main points			
c	eye contact with students			
d	time for exercise			
e	encouragement of students in classroom participation			
f	presentation of summary of main points and concept			
g	use of textbook in classroom			
h	use of reference book in classroom			
i	knowledge of the content of lesson			
j	teacher's voice			
k	movement of teacher in classroom			
l	enough time for students to speak			
m	question asking skill			

15. Student evaluation;

SN	criteria of evaluation	satisfactory	unsatisfactory	no
a	questioning students during the teaching			
b	providing feedback to students			
c	giving homework to students			

16. Headmaster's qualification? -----

17. Is your headmaster provides you annual instructional plan? (a) Yes (b) No

18. Is your headmaster helping to prepare daily lesson plan? (a) Yes (b) No

19. Is your headmaster calling staff meeting for instructional improvement? (a) Yes (b) No

20. Calling staff meeting for improvement---- (a) once a year (b) twice a year (c) 3 times in a year (d) 5 times in a year (e) once a month (f) no meeting (g) or

21. Which motivational devices is used your headmaster? (a) extra money for extra period (b) giving suggestion time to time (c) sending teaching in training (d) providing facility of leave (e) personal contact (f) providing guidance (g) having group discussions (h) providing reward yearly (i) nothing

22. Supervision of School (i) external (a) yes (b) no (ii) internal (a) yes (b) no

23. Support given to school by school management committee and parents; (a) physically mentally and economically (b) making school building (c) maintenance of building (d) providing salaries of private teachers (e) providing donation to peon (f) verbal support

APPENDIX II

Classroom Observation Checklist for Trained and Untrained Teachers Instructions

Name of school: _____

Name of training institute: _____

Name of teacher: _____ Class start time _____ Class end time _____

Grade: _____ No. of student: _____ Male: _____ Female: _____

NO = Not Observed NA = Not Applicable NI = Needs Improvement

OK = Acceptable Performance EX = Excellent Performance

Place an X mark on NO or NA or NI or OK or EX as per observation in classroom.

S.N.	Questions	Poor	ok	good
	preparing			
1	Teacher is prepared for the class			
2	Lesson plan is in hand			
3	Teaching aid is set up			
4	Manage classroom environment			
	Introducing			
5	Class starts on time			
6	Motivation provided			
7	Overview/review /preview provided			

8	Objectives provided			
	Delivering (contents)			
9	Contents is accurate			
10	Materials presented sequentially			
11	Many examples provided for concepts			
12	Summaries provided			
	Delivering (methods)			
13	Learners activities involved			
14	Learners name used			
15	Clear and concise instruction provided			
16	Creativity used selecting methods			
17	Methods used proficiently			
18	Debriefing activities conducted			
	Delivering (resources)			
19	Visuals are used extremely			
20	Resources add to the learning experiences			
21	Resources are used proficiently			
22	Visual are visible, clear, readable and relevant			
	Delivering (platform skills)			

23	Nervousness managed			
24	Eye contact is equal			
25	Gestures aren't distracting			
26	Voice is clear and audible with inflections			
27	Enthusiastic and positive towards topics			
28	Words used are simple and understandable to students			
	Guiding (questioning)			
29	Opportunities provided for questions			
30	Open ended questions used			
31	Unanswered questions reported			
32	Questions referred back to learners			
33	Learners guided to get to the answers themselves			
	Guiding (performances)			
34	Adequate guided practice provided			
35	Encouragement and development feedback provided			
36	teacher moves among learners			
37	Proper work habits are encouraged			
38	Adequate independent practice provided			
39	Safe habit of work emphasized			

	Controlling(learner behavior)			
40	Expected behavior communicated			
41	Behavior motivated			
42	Appropriate feedback provided			
43	Control of learning environments is maintained			
	Controlling (use of time)			
44	Clear directions provided			
45	Materials distributed efficiently			
46	Learners kept on task			
47	Classroom problems handled efficiently			
48	Focus in learning objectives			
	Evaluation			
49	Evaluate timely			
50	Match the evaluation tool with objectives			
51	Provided feedback after evaluation			
	Concluding			
52	Contents and objectives reviewed			
53	Previews provided			
54	Provide homework to support learning			

55	Class ends on time			
56	Overall impression of the evaluator on the teacher's performance			

APPENDIX III

Semi-Structured Questionnaire for Focus Group Discussion with Parents

Name of school: _____

No. of parents: _____ Male: _____ Female: _____

Education level of parents: Educated: _____ Literate: _____ Illiterate: _____

1. Are you satisfied with your child's study? Yes /No

2. Are you satisfied with teaching of your child's teacher? Yes /No

If yes, why...

If no, why...

3. Do you know about Primary Teachers Training? Yes /No

4. If yes, do you find difference between trained and untrained teachers?

5. How do you evaluate the performance improvement of the school in last five years?

Improving or Deterring

6. Does teacher give special attention to a weak student? Yes /No if yes how

7. Does teacher invite you in school to discuss about your child? Yes /No

8. If yes, does he/she tell you how you can help your child in home to improve his/her performance? Yes /No

If yes, give some examples.

9. Do you go to school to find out your child's progress? Yes /No

10. Does teacher teach about overall development of a child? Yes /No

If yes, give some examples:

APPENDIX IV

Checklist for Head Teacher/Supervisor

Name of school: _____

Name of head teacher: _____

CRITERIA YES NO

- ❖ Build transfer of training into supervisory performance standards
- ❖ Collect baseline performance data
- ❖ Involve indeed analysis
- ❖ Prevent interruptions during teacher teaching
- ❖ Monitor attendance and attention to the teacher activities
- ❖ Participate in transfer action planning
- ❖ Provide supervisory coaching skills
- ❖ Offer rewards and promotional preferences to teachers activities
- ❖ Arrange meetings with teachers
- ❖ Provide a positive environment (timing, location, facilities)
- ❖ Encourage teacher to attend all theirs sessions
- ❖ Develop a supervisor-teacher contact
- ❖ Psychologically support transfer of training
- ❖ Provide opportunities to practice new skills
- ❖ Reduce job pressures initially
- ❖ Give feedback to the teachers

- ❖ Give positive reinforcement
- ❖ Provide role models
- ❖ Schedule teacher briefings for the co-workers
- ❖ Set mutual expectations for improvements
- ❖ Arrange practice (refresher) sessions
- ❖ Publicize successes
- ❖ Give promotional preferences

APPENDIX V

Semi-Structured Questionnaire to Interview with School Management Committee

Name of school: _____

Name of SMC: _____ Position in the committee: _____

1. What do you know about Primary Teachers Training?.....
2. How do you evaluate performance of school?.....
3. How do you evaluate performance of primary teachers?.....
4. What is the general impression of school in community?.....
5. What are the roles of SMC in the school?.....
6. Do you involve in teachers' performance evaluation?

If yes, how do you evaluate them?.....

7. It is said that, there is no difference between trained and untrained teacher or there is no change in performance of teacher before and after the training. Do you agree on this statement?

If yes, provide suggestions:

If no, provide evidence:

8. What difference have you found between trained public school teacher and untrained private school's teacher in performance?

(Note: The sources of these forms are to be taken from the Educational act, regulation, observation directory and others reports.)