TEACHERS' PERCEPTION OF THEIR PROFESSIONAL DEVELOPMENT TRAINING TRANSFER IN THE CLASSROOM: AN INTERPRETIVE INQUIRY

Durga Bahadur Oli Chhetri

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DEDICATION

I would like to dedicate this dissertation to my parents- the Late Mr. Krishna Bahadur Oli and the late Manrupi Oli for their inspirational characters that offered me eternal inspiration for the successful completion of the Master of Philosophy in Education.

DECLARATION

I hereby, declare that this dissertation has not been submitted for any other degree.

_____ 16 October, 2022

Durga Bahadur Oli Chhetri

Degree Candidate

AN ABSTRACT

of the dissertation of Durga Bahadur Oli for the Master of Philosophy in Education in Educational Leadership was presented at Kathmandu University, School of Education on 16 October .2022.

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Teachers develop professionally when they are given the opportunity of training along with academic courses, teaching, co-teaching, peer observation, reflection, insights, regular meetings, and students' feedback. A teacher's professional development training is a regular program aimed at updating and developing the teachers' knowledge, skills, and techniques that facilitate student classroom learning. However, TPD training has been limited to develop the teachers' theoretical understanding of learner-centered methods and techniques, rather than transforming students and their learning. The study focuses on integrating TPD training practices in classroom teaching and their appropriation by the teachers' perspectives in community schools of Nepal. My study aimed at exploring and understanding teachers' perception of TPD training transfer into the classroom. This research delimited the study of how the teachers, as adult learners got reflections on the practice of their pedagogical knowledge, skills, and techniques, experiences of making

lesson plans and their execution in the classroom, and assumptions of self-confidence and competence while they got in their classroom with the training. Similarly, my research delimited to study the training and how the focus was followed on participants' engagement and practices of three phases—establishing goals, ranking their priority, and persistence.

Guided by the research questions, I have conducted an interpretive study within the interpretive paradigm to explore and present teachers' perception regarding the transfer of TPD training in classrooms. As my research participants, I purposively selected six teachers in total and included two teachers from each community school as my research participants. I conducted qualitative interviews based on semi-structured and open-ended questions guided by research questions as the tools for collecting primary data. The study compiled, analyzed, and interpreted the data collected from the participants' interviews.

While going through the interviews of the participants, the study explored the teachers' perception of training as a tool for TPD and so could play a role in transforming teachers' learning. However, the transfer of training is challenged by head teachers' 'practice of distributed instructional leadership, mother tongue of students for learning Nepali or English, dishonesty of training providers and teachers, deficit budget with schools, and low attendance of students. The teacher participants expressed that the training has prospects if digital skills, recruiting a sound evaluation system of training and organizing training perpetually on the needs of teachers and demands of learners 'context, and learner-centered methods are met together.

I took the transformative theory of adult learning to interpret teachers 'perception regarding the training acquisition and practice of pedagogical knowledge, skills, and

techniques in classrooms by teachers in the transformative process. Similarly, the training engagement theory was chosen to study teachers' teaching goals, develop the instructional activities to achieve the goals, continue the instructional activities to achieve the goals, and continue their practice for the transfer of the training through the lens of the theories. The study would have new findings if it could be studied with an ethnographic methodology and taking head teachers, parents, and the school management committee (SMC) as research participants to explore the transfer of TPD training in the classroom.

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Durga Bahadur Oli Chhetri

Degree Candidate

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APPROVED

_____ 16 October, 2022

Asst. Prof. Shesha Kanta Pangeni, PhD

Dissertation Supervisor/ Acting HOD Educational Leadership

_____ 16 October, 2022

Dev Raj Paneru, PhD

External Examiner

_____ 16 October, 2022

Prof. Bal Chandra Luintel, PhD

Dean/ Chairperson of Research Committee.

I understand that my dissertation will become part of a permanent collection of Kathmandu University Library. My declaration authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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Durga Bahadur Oli Chhetri

Degree Candidate

ABBREVIATIONS

ADB	Asian Development Bank
CEHRD	Centre for Education and Human Resource Development
COVID-19	Coronavirus Disease 2019
ICT	Information and Communication Technology
M.Phil.	Master of Philosophy
NCED	National Center for Educational Development
RS	Research School
SMC	School Management Committee
TP	Teacher Participant
TPD	Teachers' Professional Development

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CHAPTER I

INTRODUCTION

While stating the students' successful learning in school education, the teachers are placed at the pivotal role for their productive, insightful efforts and dedication. Efficient teachers deserve a rigorous process of enabling themselves by self or by agencies with professional enlightenment and unstoppable training from recruitment to retirement in the teaching profession. Does this process act purposely? This introductory chapter comprises the steps for conducting the study with setting the scene and background (quality teachers matter). My significant other headings for the study are: statement of the problem, purpose, research questions, and rationale. Similarly, the chapter briefly sparks the account of the delimitation of the study.

Doubt Tailored Me for Searching Realities

I frequently recall one of my teachers who used to teach a subject at the secondary level. He was gentle and generous, having command of subject matters. Most of us were very happy, enjoying his teaching with a sweet flavor. I did not know whether he was trained. He was the best teacher, and students' performance was high in his subject. On the contrary, some other teachers were not as effective as he was. This made me ponder of why the teachers differed in their teaching skills and students' motivation for better results.

I have spent more than two decades as career-building of teachers. Moreover, I have my own experience in school leadership and administration. So far, my experiences have

triggered me how we as teachers lead the classrooms activities to manifest student learning meaningfully. Distinctively, my learning was different from the teacher mentioned above. Having my own experience of being a teacher observing teaching-learning performance in community schools in Nepal have kept me engaged with the question of how the teachers have been gearing their teaching in the Nepalese context. MOE (2018) states that more students from community schools have been unable to secure even pass criteria in their examinations compared to the institutional schools in Nepal, where more than seventy-seven percent of community schools' teachers are trained for professional development, but the outputs seem dismal. The data spark the outcomes of teaching learning in Nepal and let the space for queries about why the schools are performing so and who are responsible; teachers or students or other stakeholders for the dismal scenarios of educational performance.

I have two memorable incidents related to my teaching in the schools. First, I and my five friends taught in a middle school in a remote area to fulfill the requirement of teaching practice of class 10's vocational Student-Education for forty-five days. We enjoyed teaching different classes with lesson plans every day. We discussed our practice and planned for every day. I used to be amazed to see that we, untrained students, were liked in the school irrespective of the trained teachers. Second, when I go back to my teaching initiative, I had gospels, claiming confidently that how I taught the primary school's children might have been inspired by some of my teachers. I was very crude, seventeen years old, without any instructional training. It was a sweet moment in which students offered me gifts.

Inspired by my experiences, I have been on the journey of conducting training for teachers. I question myself why the teachers trained with TPD training have not been promoting student learning. My journey of teacher professional development (TPD) training, and the teachers' narratives made me question the teacher training and their practice. Then, it embraced me to screen out the reasons the teachers have been performing below what was targeted to achieve (MOE, 2018). Another surprising phenomenon that has been shown is that the schools whose teachers are no longer trained perform better than the trained ones (ERO, 2019). How is this happening? Unfortunately, teachers' gatherings were not seen anywhere for the sake of the promotion of quality of education in the schools. This doubt tailored me to see why the transfer of the TPD training in the classrooms is below average level. This phenomenon made me study teachers' perception of their professional development training transfer in classroom instruction through the design of interpretive inquiry. The issues also come up - Does TPD training differ the teachers' performance to accelerate student learning? What contribute to transfer the teachers' good practices in their classroom?

Quality Teachers Matter: My Base for the Study

The improvement in students' scores and their cognitive and socio-emotional development is possible only by competent and caring teachers through their caring behaviors and perfect content delivery (Cohen, 2011). The creative teachers themselves explore new techniques of teaching in the classrooms. But most teachers can improve their teaching techniques through training. Sammons (2007) research shows that high-quality education for pupils depends upon the promise and buoyancy of thoughtful, educated,

skilled teachers. Similarly, ineffective teachers keep students from opportunities like fostering their creativity in real-life situations and developing critical, communicative, and creative skills through learning by doing (Gharti, 2019).

Due to the diversity of students and the complexity of knowledge, teachers require training. The training practically and directly supports TPD (Pokhran & Behera, 2016). The training supports teachers in exposing their inner teaching potential in the classrooms. Teachers' professional development (TPD) programs are held annually in universities and teacher training institutions. The TPD training is conducted to support teachers with tools and environments for developing their professional knowledge, skills, and competence.

According to MacBeath and Mortimore (2001), teachers can get professional career through reflexivity and practice of observation by peers; study of the lesson; teaching by two teacher colleagues; mentoring, coaching, and critical friendship; learning and discussing with students; collaborative lesson planning, and practice-focused meetings. The research evidence also claims that insightful practice is an instrument for the effective development of teachers when intensive subject matters and practice-based knowledge in insightful practices at group meetings improve the optimum ascent towards becoming insightful participants (Mphahlele & Rampa, 2015). Insightful teachers deepen the learning horizon of their students. However, teachers also get competence through rigorous training when they have a passion for developing as teaching professionals(González-Calvo, 2020). In conclusion, my concern is that competent teachers are prepared to do teaching better through ongoing and planned training programs.

Statement of the Problem

A teacher is born; not made' or 'A teacher is made?' The educators are arguing about teachers with these two beliefs. The belief: that 'A teacher is made' demands a well-framed and consistent teacher education for their professional development. As per changing curriculum, teachers must be updated with skills and competence to cope with changing demands and needs for the overall development of a child. The slogan, i.e., practice and solution over problems, is significant in student-centered teaching-learning activities but has not been followed in practice (NCF, 2019). There might be some challenges and difficulties in using effective TPD training techniques in the context of Nepal. A substantial national budget has been invested in teacher training (NIRT, 2016). However, there are serious complaints against the teachers' professional development training program's impacts, i.e., limited to teachers' promotion but not transferred effectively into the actual classroom, built capacity to manipulate policies, institutions, and political leaders for self-benefits (ADB, 2017).

Teaching is experiencing and teachers emphasize the classroom activities as a whole but not on their parts. Training is not only knowledge-oriented, but it is also skill-oriented. During my experiences as a principal in private and community schools the schools used to conduct training for the teachers to improve their skills and competence. But the teachers were not found transforming their training knowledge in classroom practice. This makes the statement true that most teachers do not use student-centered techniques (Subedi, 2015).

The national curriculum framework of Nepal (2019) states its relevance to mitigate the effects that emerged in curriculum implementation and another curricular aspect such as instructional activities, assessment and evaluation, and teacher growth. TPD training techniques and their application have a great matter of broader implication. It is one of the burning issues in the current arena. The teachers must be well trained and qualified in their subject matter, or trained teachers can only fit in modern teaching. However, a teacher's adequate training in the subject matter may not be sufficient for a practical solution in an actual classroom situation (Subedi, 2015). Theoretically, we may know what the technique is and what teacher-centered and learner-centered techniques are, but the central issue is- "Are the training models effectively translated in the classroom practically"?

The TPD curriculum states that the teachers are competent to conduct the activity-based teaching-learning in a child-friendly environment by using effective instructional plans, materials, and suitable evaluation processes to promote learning (NCED, 2018). Though the government has been providing training to around ninety-four percent of primary teachers, eighty-one percent of lower secondary, ninety-one percent of secondary teachers, and sixty-eight percent of teachers of the community schools (NIRT, 2016)., the teachers apply the same old-style approach to teaching like teacher's focus, and significantly minimal use of teaching-learning aids, minimal preparation, and planning (DoE), 2018). The national assessment of student achievement (NASA, 2019) states that only twenty-eight percent of students in class five have sufficient knowledge and skills in the mathematics curriculum. In the Nepali curriculum, their success rate is 45%, and the students from institutional schools have surpassed the community schools with a gap of

thirty scale scores in Mathematics and thirty-four in Nepali (ERO, 2019). What do these achievements signal?

The report (ERO,2019) reveals that the students are underperforming in their learning, and the students of the community schools (that have TPD-trained teachers) are achieving lower results concerning the students of the institutional schools (that have TPD training unattended teachers). The report of NASA (2019) recommends that teachers must be motivated to create learner-conducive atmospheres to learn in many ways and diversified means, and the requirement to review the national curriculum, pedagogy, teacher motivation system, learning atmosphere, and evaluation system (ERO, 2019). The teachers use teacher-centered techniques and there must be some reasons why most community school teachers do not use the learner-centered and interactive methods and techniques learned in TPD training programs in classroom practice. What are the difficulties and challenges (or factors) of transferring TPD training into classroom practice? Therefore, my inquiry focused on exploring the perception of TPD training being translated into classroom activities by some exemplary teachers in community schools in Nepal.

Purpose of the Research

This study aimed to explore and understand teachers' perception of TPD training transfer into the classroom.

Research Questions

To fulfill the purposes of this research following questions were set in the research proposal.

1. How do teachers perceive transferring knowledge, skills, and techniques gained from TPD training in their classroom?

2. What are the challenges and prospects of TPD training transfer to the classroom?

The Rationale of the Study

My research focused on transferring TPD training techniques to the school-level classroom. Several researchers have been carried out in this field of TPD training. Studies have been conducted to substantiate how teachers acquire professional knowledge and skills. Importantly my study was aligned to acknowledge the role of teachers in the practice of TPD training in classroom instructions for better student learning. Hence, the whole study focused on implementing TPD training, creating a learning environment considering difficulties that could help teachers translate TPD training skills effectively in classroom practice in Nepalese community schools. This study explored the role of TPD training for contributing teachers in their professional careers. Therefore, this study was expected to be relevant to all those who have been directly and indirectly involved in a teaching-learning activity in general, and more particularly to the teachers, students, administrators, syllabus designers, educationists, textbook writers, material producers, guardians, supervisors as well as other interested readers. The findings and implications of this research will support making TPD training more effective for qualitative learning in students. It is hoped this research would be fruitful for the respective researchers, who want to undertake further research on in-classroom techniques and teacher training. This research work is equally helpful for those who wish to further study this field.

Delimitations

The study focused on the teachers' perception of transferring knowledge, skills, and techniques gained from TPD training in the Nepalese community schools' classroom influenced by their transformed assumptions of self-being created via transformative learning and school culture. Here knowledge is meant as understanding of curriculum, instructional plans, teaching aids, learner-centered classroom activities, and effective evaluation of teaching learning outcomes. Similarly, skills and techniques that I delimited in my study are of effective delivery of curriculum- designed contents by learner-centered or interactive methods and approaches with construction and use of teaching aids, and right evaluation of learning outcomes. Based on the transformative theory, I delimited the research to study the teacher's reflection, as adult learners on the practice of their pedagogical knowledge, skills and techniques in their classroom instructions. I additionally delimited to study the trained teachers' self- confidence and competence built in the experiences of making lesson plan and its execution in the classroom. Similarly, my research was delimited to study the training and its focus on participants' engagement and practices following three phases-establishing goals, ranking their priority, and persistence.

Chapter Precis

In this chapter, I present the setting of the scene (Doubt Tailored Me for Searching Realities), the background of the study (Quality of Teachers Matters: My Base for the Study), the statement of the problem, research purpose, research questions, rationale of the study, and delimitation of the study, I state why I think to explore the perception of TPD training transferred in the classroom in the topic setting the scene giving the metaphor"

Doubt Tailored Me for Searching Realities". Similarly, I discuss the background of my study. Despite trained teachers play an influential role in the students' effective learning, the students in Nepalese community schools are underperforming in their examinations. In the statement of the problem, the issues are raised why the trained teachers do not improve students' learning by transferring their knowledge, skills and techniques learned in the TPD training in the classroom instruction. I articulate the research purpose to explore and understand teachers' perception of TPD training transfer into the classroom. The purpose is backed up by two research questions to navigate the entire study process. The first research question is about the teachers' perception of transferring knowledge, skills, and techniques gained from TPD training in their classroom. The second research question concerns the challenges and prospects for teachers to transfer skills and techniques from TPD training to the classroom instructions. The rationale of my study sheds light on substantiation how the teachers acquire pedagogical knowledge, skills, and techniques, explore how the teachers practice TPD training's understanding, skills, and techniques in classroom instruction, and challenges and prospects of TPD training transfer in the Nepalese school classrooms. In the concluding section, I capture the delimitation of my study regarding its two theories and the scope of the study for the research lens.

CHAPTER II

LITERATURE REVIEW

The literature review offers substance to conduct my research on the teachers' perception of the practice of TPD training transfer in classroom instructions that gives specific direction to find out the research's problems, challenges, and effectiveness. Therefore, the literature I studied is the foundation of my research knowledge. In this chapter I include the studies of the relevant literature on thematic review of teachers' professional development. The following section concerns the theoretical review of the related research. The third section provides a brief account of the related empirical analysis, and the fourth section deals with the policy review and ultimately outlines the research gaps. The primary purpose of this chapter was to drop efforts on collecting validated knowledge and understanding and selecting appropriate research methods and theoretical framework for further study of teachers' professional development and their classroom practice.

Thematic Reviews

Under these thematic reviews, I studied literature under different themes to boost my confidence and cognitive skills in conducting my research. They guided me to carry out my research as per the purpose proposed in the study. Mainly I studied school culture, teachers' professional development, and issues on the transfer of training,

Supportive School Culture for TPD

A school is a mini-society in which diversity is practiced on behalf of beliefs, values, and structures of school needs and cultures. The school culture embraces common values and rules, pedagogical practices, and stakeholders' mutual relationships and behaviors in a school (Çakiroğlu et al., 2012, as cited in Kane et al., 2016). This environment in the school developing as culture plays prominent role in teachers' personality and practices. The artifacts such as school structure, infrastructures, equipment, different materials, and visible settings of the school's vision, mission, and goals have an influential and positive role in transferring TPD training into a classroom. Moreover, the well-designed artifacts of the school culture create the teachers' professional community that supports the transfer of their training into classrooms targeting students' learning achievement as the training purposes set while conducting TPD training (Halverson, 2007). It is the school culture that supports to achieve training purpose. The school culture is essential in building rigorous teaching-learning of students in a school as a hospitable culture creates an encouraging and confident environment for better learning achievement.

The practice of the school head with positive school culture keeps teachers motivated for students' learning. The head teacher builds a good school culture through the practice of distributed instructional leadership in which he/she develops all the stakeholders including teachers, students as leaders and shared vision for the betterment of the school's growth and student learning. In addition, good culture of professional development of teachers promotes their capabilities and learning opportunities that can substantially influence students' learning achievements. In a straightforward concept, sturdy school

cultures motivate teachers, and highly motivated teachers pursue more remarkable success in terms of student performance and student outcomes (MacNeil et al., 2009). On the same note, Maddan (2017) suggests four pillars to building a school with positive culture: consistency of and creativity in teaching, personalized classroom, engagement of students, and relationship with the outside world. The school culture is constructive when the school has practical teaching-learning activities with individual care of students having cordial and functional relations with parents, the community, and the rest of the world. Similarly, the school culture built with the distributed nature of instructional leadership, communication, resources, collegial support, and self-efficacy practice supports teachers' professional development.

Teachers' Professional Development Training

Teachers' professional development is one of the critical elements for sustainable reforms in education in the twenty-first century. Arshad and Akramnaseem (2013) strongly claim that there is a wide gap between trained teachers and untrained teachers regarding lesson plan preparation. The trained teachers prepare lesson plans well before delivery, whereas the untrained teachers get confused. Harris and Sass (2011) also claim that formal training significantly affects students' performance. The trained teachers distinguish themselves from the untrained teachers, focusing extra on pedagogy and content mastery. Similarly, there is a possibility for the learners to boycott classroom activities when untrained teachers are handling class (Muollo et al., 2018). Thus, it is a matter of training for the teachers before joining and while on the teaching job. The studies of Boudersa (2016), Bicaj and Treska (2014), and Postholm and Boylan (2018) show the essentiality of

teachers' professional development for the quality of teaching-learning and school promotion.

In a traditional view, the professional development of teachers is meant as the training given to the teachers for better instruction. In the twenty-first century, it has been defined as a process of strategically getting consistent opportunities and experiences by teachers to gain mastery over their profession (Villegas-Reimers, 2003). There is a requirement for effective professional learning to improve students' learning. Professional development is possible through reflexive experiences. For Pitsoe and Letseka (2014), from Foucault and Freirean lenses, TPD is a social construct for discourse, power, and reflexive practice.

TPD can enhance the group of teachers' learning cultures, blending with their academic knowledge and training skills. In addition, professional learning is possible only in a creative and rewarding culture (Crowther et al., 2009). Implicitly, the shared leadership of a school (Chew and Andrews, 2010) strongly influences professional learning culture collaboratively for the teacher leadership, which is a classroom-based facilitating factor of student learning. Their evidence claims that head teachers must support teacher leadership considering space, time, and responsibility for taking decisions about curriculum and work and ensuring that these are related with new organizational structures and processes.

Societies acknowledge that teachers play a significant role in these reforms - being subjects and changing objects. Professional development training has made teacher professional development a growing and challenging area (UNESCO, 2017). Borko (2004) highlights improving classroom practice, developing school, and safeguarding students'

outcomes by developing teachers professionally. Professionally developed teachers can deliver quality of their instruction by being very effective and efficient in their profession.

Darling-Hammond et al. (2017) reviewed thirty-five methodological studies of three decades on TPD. They found rigorous content and adult learning theory adhered to active learning, enhanced collaboration, job-contextual, practices of an adequate model, expert coaching and support, and opportunities for regular feed-forward and reflection widely shared features of effective professional development. Many investigations raise the issue of changing demand for teacher education and access to producing teachers who advance schools through improving students' learning outcomes and their profession with their academic growth. These studies, show that teacher professional development is a rigorous learning and developing process through multiple ways rather than mere training. Furthermore, it has been known that novice and in-service teachers need continuous training per their requirements. Moreover, they need motivation for learning and developing an atmosphere through which they can grow and update spontaneously to meet the challenges of diversified students' needs.

In the current school reforming programs, teacher professional development training has become prominent for promoting successful students' learning. Professional development training aims to promote teachers' continuous learning by enhancing new knowledge about teaching learning within social contexts in which teaching-learning occurs. Teachers' professional development is possible when they are prepared to change themselves (Valazza, 2011) personally. TPD Training is one of the ways to better preparation of teachers. The pre-service teacher training is given before they go inside

classrooms. The education programs, i.e., Bachelor's or Master of education, provided by universities can be said to be pre-service teacher training.

Similarly, in-service education and training (INSET) is also provided after the teachers join teaching. The in-service training is provided to the teachers to be updated with new changes in knowledge, skills, and technologies faced during a teaching in classrooms. INSET is very useful for teachers to use appropriate materials, methods and activities, and assessment techniques according to the demand of time and learners (NCED, 2014). Teachers get such training in formal and non-formal ways. Regarding the history of training in Nepal, the Institute of Education (IoE) of Tribhuvan University was established in 1971 A.D (Karki,2015), school of education, Kathmandu University, and many other institutions have been providing teacher education to pedagogy, short-term, and long-term training.

The then-National Centre for Educational Development (NCED), now the Centre for Education and Human Resource Development (CEHRD), is an apex training organization running under the Ministry of Education, Science and Technology for human resource development that provides training in teaching pedagogy, management, professional development, and teacher training in ICT since 1993 AD.

While referring to the Nepalese practice of teacher professional development training, teachers need to widen the notion of professional development substantiated with the models of content-focused, active cum adult learning, collaboration, effective practice support from a coach, and reflectivity opportunity. The alignment of instructional (distributed nature) leadership and professional learning school culture add to teachers' practical professional development training for high-achieving learning.

Issues on Transfer of Training

Transfer of learning is a process of generating knowledge and information through education. In contrast, positive transfer of training is a process of shifting knowledge, skills, and attitudes to improve performance in actions/ jobs. The concept of the transfer of training connects with adult education and professional development training. It embeds three aspects: trainee-related factors, training design-related factors, and organization-related factors (Subedi, 2008). Learning in one place replicates practices in another place, or the working environment is the transfer of the training. The transfer of training is fundamentally linked to motivation, presentation, practice, methods and techniques, and teachers' evaluation skills (Adhikari, 2018). The transfer of training has two classifications: near transfer and far transfer. The near transfer is an identical application of knowledge and skills in all situations. It is supported by Thorndike's 'Identical Elements' theory, which believes that new learning builds on the foundation of the previous learning limited to the previous task matching to the contents of the new learning. Transfer of learning happens in all, whereas transfer of training generally happens in adults. Far transfer of learning is learning new skills or performing new tasks in a new situation quite different from the previous. This learning needs cognitive and analogy to adapt to new challenges. It is more complicated than near the higher order of learning and retention (Subedi, 2008). Both concepts need integrated strategies to work effectively.

Many factors contribute to the transfer of training, such as modes of training, motivation in the job, school culture, induction and mentoring, goals of life, promotion policy, learning organization, self-efficacy, supervisor support, and transfer climate

(Annuar & Mohd, 2015). Expressly, it can be noted that when the school leadership is distributed, it can support to enhancement of school culture where every stakeholder feels associated with pursuing the shared goals. The shared goal advocates that through instructional (distributed nature) leadership, teachers' professional development is possible with the motive of learning and transfer of training.

In conclusion, some studies have been conducted to detect different models for teacher professional development training and the effectiveness of TPD training with teaching techniques. The literature studied outlined different training models and stages of teacher professional development. Primarily, school culture, issues of the transfer of training, motivation, and school leadership amplify teachers' growth as professionals. Significantly, most teachers were trained, but it was yet to explore how they have been transferring TPD training into classroom instructions.

Theoretical Reviews

The research questions guide us to explore the factors that influence the practice of transfer of TPD training in the classroom. Hence, a comprehension of training engagement theory is fundamental to examining and assessing the influence of hierarchical and temporal factors on the best way of transferring their achieved training in the classroom. Therefore, the theoretical lens for this study rested on two theories of the transformative theory of adult learning (TTAL) conceptualized by Jack Mezirow (1978)) and the training engagement theory by Sitzmann and Weinhardt (2015). A question always intrigued a researcher: Do external factors guide and shape an individual's internal motivation? Or do external factors only negatively influence the individual's desire to read?

M.S. Knowles's ideas have an outstanding contribution to developing effective teaching strategies for teacher learning, such as self-directive, self-concept, experiences, readiness, motivation, content, process, and practical learning (Knowles, 1980). Many theories such as behavioral theories, cognitive learning theories, experiential learning theories, andragogy, training engagement theory, self- directed learning theories, transformative theory, social theories of learning, motivational models like self-determination theory, Maslow's theory of needs, expectancy valence theory, the chain of responsibility, and the reflective models (Taylor & Hamdy, 2013) were developed in the course of adult education and learning. As per the perception of TPD training transfer, the transformative theory of adult learning and training engagement theories were chosen.

Transformative Theory of Adult Learning

The transformative theory of adult learning was developed by American educationist Jack Mezirow around 1978 A.D. This theory advocates reflection that challenges the learner's beliefs and assumptions (Mezirow, 1978, as cited in Taylor & Hamdy, 2013). The transformative theory constitutes ten phases of transformative learning. They are perplexing, self-realization with disgrace feeling, serious evaluation of sources of knowledge, sociocultural or psychic molds, identification of dissatisfaction, and shared transformation process negotiating with others' transformation. Similarly, the other phases are finding possibilities to be new protagonists with relationships and actions, developing an action plan, gaining knowledge and skills for executing the plan, playing a new role, acquiring competence and self-confidence in the new role and relationship, and finally fitting into new life governed by the perspectives developed (Mezirow, 1997 as cited in

Calleja, 2014). The reflection constitutes a variety of insightful arrangements in meaningful transformation with constructions, setting, course, and foundation. The re-examination of long-held presupposition is the premise of reflection, and the context includes personal, professional, and social factors.

This theory deliberately develops new perspectives of learners by questioning their feelings, beliefs, skills, and assumptions. These perspectives transform persons through the process of self-motivation, self-leading character, comprehensibility, collective attitude, and empathetic manner. The process of transformation may vary from learner to learner. Moreover, the theory sets forth scientific competencies in the adult learner at their workplace, good personality and behaviors with ethics and determination, reflection to be reconstructed in life, adaptation in the job, and proactive for social stratification and improvement. According to the theory, experiences put persons forward to transform their ways of thinking, beliefs, competencies, and self-reflection and create a new community of learners through a collaborative engagement (Mezirow, 1991). The theory adds further that the adults' community culture leads to inclusive, discriminating, and integrative perspectives based on experiences.

The teachers' professional development training is intended to train teachers to transform their thinking, beliefs, practices, and competencies to get them reflectors, and critical, and practical educational practitioners. However, when we see the research conducted in Nepal, the TPD training has improved the quality of education below what was planned (Subedi, 2015). As a researcher, a reflection arose on how the transformative training model would transform the teachers' thinking, practices, beliefs, and attitudes to

make their profession more productive and effective. Do teachers reflect as transformative and purposive in their profession after practicing in real classrooms? Do the trained teachers' experiences transform them towards transforming their students' learning? My study focused on exploring the perception of TPD training transfer in the classroom from this theoretical lens.

Training Engagement Theory

T. Sitzmann, and J.M. Weinhardt in 2015 grounded this theory in their collective published work "Training Engagement Theory: A Multilevel Perspective on the Effectiveness of Work-Related Training." The theory states that professional development training becomes effective when it gives the intended results of the behavioral modification of the trainees and role players for transforming classroom students over time. Perhaps the trainees' satisfaction and motivation may favor the transfer of the training. The internal and external forces contribute much to enhancing behavioral change through training engagement.

According to Sitzmann and Weinhardt (2015), training effectiveness to employees reflects how these aspects, independently establishing mastery goals, setting priority to goals execution, and persevering while goals go-getting, are cohesively adhered. The theory further elaborates the five propositions constituted as self-efficacy with cognitive ability, employee's conscientiousness on the allocation of resources, positive organizational culture, employee's motivation for being a self-regulated learner, rewards and consents allied with training, and goal attainment maintaining the cyclical relationship among these propositions. About Nepalese practice of teachers' training, there are questions

about whether all these propositions are considered or not. My empirical study explored and understood how these propositions were adhered to in training from starting to reaching actual practice in the classroom.

Policy Review

The then NCED (now CEHRD) has been conducting the Teacher Training Program and Management Training Program. Since its beginning, NCED has been conducting different Teacher Training programs for school teachers, such as the Primary Teacher Training (ten months) Program in primary teacher training. There are two types of programs: pre-service primary teacher training and in-service primary teacher training. These training programs are conducted for those who will be teachers in the coming days. Such training is conducted by Private Primary Teacher Training Centers (PPTTCs), affiliated with the NCED. There are around one hundred forty-six such centers at present. This training program is divided into the first semester (five months) and Second Semester (five months) for In-Service Primary Teacher Training Program.

The training program is for existing teachers, especially in community schools. The package is of three phases: Basic Teacher Training Program - First Phase (three hundred thirty hours) and Primary Teacher Training - Second Phase (six hundred sixty hours). This package is conducted through a distance approach by Distance Education/Open Learning Division). Similarly, Primary Teacher Training -Third Phase (three hundred thirty Hours), Lower - Secondary and Secondary Teacher Training Program (ten Months). This training is also provided for in-service lower and secondary teachers of community schools. The secondary teacher training program is also grouped into three phases: In-Service Lower -

secondary and Secondary Teacher Training - Module I (three hundred thirty hours), In-Service Lower - secondary and Secondary Teacher Training - Module II (six hundred sixty hours), through distance mode, and In-Service Lower - secondary and Secondary Teacher Training - Module III (three hundred thirty hours) (NCED, 2014).

The government of Nepal has been investing its budget in TPD training for the community schools' teachers at all levels. It has been recorded that more than seventy-seven percent (MOEST, 2018) of secondary level teachers are trained. The positive impact of the training is on the increasing number of graduates for higher studies and employment. The government of Nepal has been implementing many plans to improve education and teachers' quality. The school sector reform plan (SSRP) (2009- 2015) envisaged four reforming areas: building the education system, quality of education, school governance, and school investment to improve the school sector. The report of SSRP prevailed that none of these reforms grounded effectively. Instead of a continuation of the education sector reform, the school sector development plan (SSDP) has been carried out proposing the nine dimensions of system capabilities such as performance, personnel, workload, supervisory, facility, service supporting, structure, systems, and role to assess the education sector's capacity to implement this plan. These capacities include sufficiently enabling the teaching and non-teaching staff with knowledge, skills, and confidence in their profession to promote the quality of students' learning (NIRT, 2016). TPD training is limited to training leading teachers to professional growth. The professional skills include executing research, setting instructional plans and their execution, financing, applying ICT in education, setting

networks, writing articles, developing skills for demonstration, and running workshops and seminars.

Recently, the government of Nepal has brought the national education policy (NEP) 2019. It has envisioned" Educated, civilized, healthy, and capable human resource; social justice, transformation, and prosperity" (NEP, 2019 p.19). Its emphasis is on providing education counseling to teachers, and upgrading early childhood educators with their salary, facilities, minimum qualification and skill development. This policy has enclosed the urgency and importance of teachers' training with various measures. Similarly, the policy has envisioned implementing the appointment of competent and self-motivated teachers in five years (NEP, 2019). Despite the legal restriction on teachers' non-teaching involvement, confusion was still seen regarding how the policy grounds in the school setting where the teachers were indifferent towards improving the quality of students' learning as the desired and depoliticization of teachers with clear-cut policies. Moreover, the low facility and lack of training for early childhood teachers, low quality of education, exam-oriented instructional system, and lack of professional skills, integrity, and motivation in teachers are some of the challenges in our education system.

Review of Previous Studies

Kshetree (2021) study revealed that TPD training is not transferred into classroom as expected in case of English language development in Nepalese schools. His finding is that though TPD training is implemented based on a Demand-Based Approach (DBA) to enable teachers as change agents with the development of their pedagogical competencies, it is not satisfactory in comparison to the investment made in TPD training in English

language development and failed to enhance hope in stakeholders towards better learning in an actual classroom. His research participants were TPD training trained English teachers of primary level, their head teachers, and trainers who trained them in three districts; Rashuwa, Arghakhachi, and Rupenndehi in Nepal. He applied qualitative approach with the research tools; class observation, focused group discussion, interview, and the study of artifacts related to the research topic. The study points out that the transfer of training failed because of many factors like organizing training on the demands but collected long ago, lack of proper modules of training and their timely dissemination to trainees, irregular trainers, etc.

Bautista and Ortega- Ruiz (2015) found that every country is oriented to have profound reforms in their education system. The academicians, policymakers, and educators of these countries are convinced that the professional development of in-service teachers plays a crucial role in implementing profound reforms. Despite the huge budget spent on professional development as teachers' continuous learning, the reforms are undergoing comparatively less achievement in improving teachers' competence and students' learning.

Bicaj and Treska (2014) research found that life-long learning is inevitable for teachers' personal and professional development, which is replicated in school progress, teacher high performance, and upliftment of students' learning. However, it is translating into the classrooms negligibly. Borko (2004) research stresses that teacher professional development is needed to advance schools through the professional development program constituting the capacity development of teachers and facilitators for generating new knowledge and practices.

The research of Mc Donald (2011), conducted on the transfer of dancing knowledge and skills, focuses on teacher learning, motivation, and transfer of training. This research relates teachers' professional development training to the transformation process of teacher learning, transfer of training, and students' outcomes. The teachers as adult learners were guided by SMART goals, professional freedom, practice-guided theories, collegial support, participatory learning practices, reflectivity on diverse experiences, and guidance for transfer. The research claims that the transfer of training is materialized when the school system enhances cheerful dispositions. Furthermore, the transfer of the training was positive because of the strategic processes such as action plan and goal setting, essential knowledge and skills given, visible curricula, development of the spirit of transfer, the practice of models, and full involvement of the school community were carefully implanted. This research was conducted to examine the transfer of training to new learners. The participants were two dance teachers who had to train other teachers to practice dance in students' classrooms after receiving their training. The system approach of transfer and school-in-service model (i.e., model, reflect, implement, observe, and feedback) were applied to train the teachers with the main activities such as inclusion, valuing, and motivation. The three phases were applied to prepare, train, and transfer. King et al. (2018) forward an argument to teacher educators for developing the leadership and capacity of teachers to implement the curriculum in an inclusive atmosphere effectively.

The research conducted by Subedi (2003) for the degree of philosophy of doctorate in Kathmandu University on the topic 'Transfer of Training: Improving the Effectiveness of Employee Training in Nepal' was the mixed method that prevailed that the transfer of

training is at average having around forty-three and the significant obstacles are the lack of training relevancy on the job, ineffective selection of trainees, lack of assessment of pre-training knowledge and skills, low quality of training and lack of sufficient workplace support for the practical application of training knowledge and skills. He adds that training is effective when it is driven theoretically, concentrated on needed competencies, and is planned to offer trainees genuine opportunities to practice and receive feedback. If trainee teachers do not fit the teaching and training level, how can the training be achieved and translated into real classrooms?

Similarly, the study conducted by Training Institute for Training Instructors (TITI) in 2010 brought some realities out. The study assessed the effectiveness and transfer of teachers' professional development training from the training venue to real classrooms in Nepal. The research aimed to promote professional development and the capability of teachers, trainers, and employers for quality in instructional activities, which was the objective of the TPD training. The research was administered on the assessment of quality, access, efficiency, equity, teacher development, and overall development of the school. The data were collected from four thousand thirty-three trained teachers of twenty-five districts. The methods of the research were qualitative and quantitative. The study appointed nine experts and twenty-two field researchers under the author's leadership. The research findings were that the TPD training's knowledge and skills were not adequately transferred into the classrooms and the selected trainees were not eligible to get training. The research further suggests being aware of the stakeholders to boost the capacity of teachers, teacher educators, and trainers with effective interventions (Subedi, 2015).

Research Gap

The review of literature sparks insights that although the supportive school culture created the ground for the TPD training being translated into the classroom, it was not very clear how the teachers' learning community was being created to enhance effectiveness in their perception of TPD training in the classroom. And the other gap was: does the transformation take place in the TPD training process and contents or students' learning? My literature review has given me a picture that this research was the first of its types conducted with the blending of the transformative theory of adult learning and training engagement theories. The adult learning theories applied in the TPD might be ineffective or applied without policy ventures. The new education policy needs to be backed up by the strategic goals and priority in the teachers' education and professional development with a sound evaluation system. Is it either personal, professional goals or both that play a crucial role in acquiring transformative attitudes in the teachers? Are the practice and training efforts well blended to see transformation in the classroom? Is a slogan to be set up, let the teacher be transformed, then they can lead students on the road of transformation to improve the quality of their learning? Notably, a query arose: what would be the research finding if research on this topic were carried out by interpretive design and interpretivism chaired on only qualitative methods?

Theoretical Framework

In this section, I draw on a theoretical guideline for my study which is the overall approach of the research work. My research issue is focused on exploring practice and understanding teachers' perception of TPD training transfer into the classroom. The research journey started with passion and bewilderment about how the teachers practiced

TPD training knowledge, skills, and techniques in the classroom. The two questions drove the issue and purpose of the research ahead.

Simultaneously, I have taken two theories; 'Transformative theory of adult learning' and 'Training engagement theory' that could guide me in building the concept of transferring the learning of the training. It was guided by their practice and perception of the learned skills and techniques in an actual classroom. The realization that the teachers reflected on being adult learners was the transformation of their pedagogical efficiency and classroom learning.

The transformative theory of adult learning constitutes ten phases of transformative learning that comprise perplexing, self-realization with disgraceful feeling, serious evaluation of sources of knowledge, sociocultural, or psychic molds, and identification of dissatisfaction. It adds a shared transformation process by negotiating with others' transformation, finding possibilities to be new protagonists with relationships and actions, and developing an action plan. The theory believes that adults govern themselves by their perspectives developed through gaining knowledge and skills for executing the plan, playing a new role, acquiring competence and self-confidence in a new role and relationship, and fitting into a new life (Mezirow, 1997 cited in Calleja, 2014).

Regarding my research, I delimited the theory's postulates to narrow down the scope of the study. Subsequently, the teachers were studied on the ground of self-realization, assessing the sources of knowledge, skills, and techniques, challenging to old pedagogical practices, and transforming with training. Furthermore, the teacher's act of transforming agents among the students and colleagues, building lesson plans, and

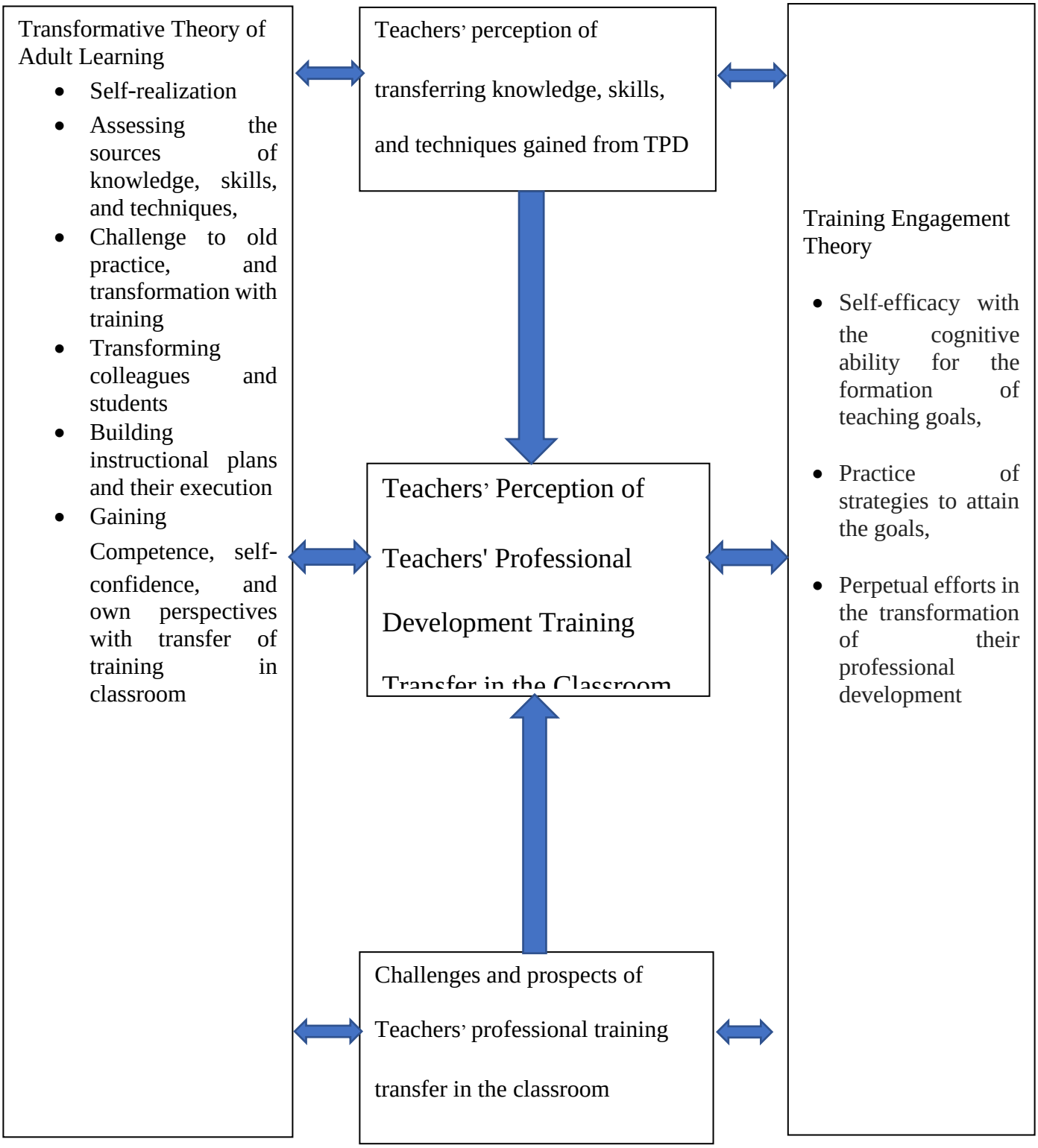
executing the plans was adopted in the study. Similarly, the study was conducted from the lens of acquiring competence and self-confidence in the role of trained teachers and developing perspectives after being trained and practice of the training's learnings in the classroom.

Another theory- The Training Engagement Theory was adopted to study the teachers' perception of setting their teaching goals, and executing the strategies to attain the goals and consistency in their teaching practice. This theory has five propositions; self-efficacy with cognitive ability, employee conscientiousness on the allocation of resources, positive organizational culture, employee motivation for being a self-regulated learner, rewards, and consents allied with training, and goal attainment maintaining the cyclical relationship among these propositions. I delimited self-efficacy with the cognitive ability for the formation of teaching goals, the practice of strategies to attain the goals, and perpetual efforts on the transformation of their professional development (Sitzmann & Weinhardt, 2015).

Both theories contributed to exploring the teacher practice as a self-reflected, self-regulated learner and mastery goal-setter with economic resource allocation in their transformative agenda. It was supposed that they thrived attaining the goals, prioritizing them, and create a culture of practice of student-aligned methods and techniques. Thus, my study explored the training process and how my participants benefited from these perspectives. Teachers' professional development training becomes effective when there is a set of transformative agendas and their transfer into the actual classroom. The research

questions were applied through the lens of the theories. This framework is presented in the chart below:

Figure 1: Theoretical Framework



Chapter Precis

In this literature review chapter, I present the thematic reviews on three themes: school culture, teachers' professional development, and the issue of transfer of training. They were my reviews extracted from many journals and theses. I discussed the theories- 'The Transformative Theory of Adult Learning and 'The Training Engagement Theory' with their core values and assumptions. Because of their suitability in my study, I chose them to guide in the interpretation. My policy review helped underline the policies of the government of Nepal that were formulated to improve the students' learning accrediting the professional development of teachers by conducting training for novice and in-service teachers. In addition, the programs and the role of NCED; a teacher training public agency in Nepal were shaded light. I studied and discussed the reviews of the previous studies. I extracted important aspects and methodologies from the studies of the previous research. Similarly, I outlined and discussed the theoretical framework for my study. The research gap I extracted from the studies and my own experience was floored on the ground to guide my study. Discussion adhered to this chapter supported me in preparing a frame for my research activities.

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapters, I tried exploring theories and practices of teacher professional development training and its various dimensions. This chapter was consisted of philosophical underpinning, research paradigm, research design, research process/ fieldwork process for study site and participants' selection, meaning-making, maintaining research's quality standards (Creswell, 2017), and ethical considerations.

Philosophical Underpinnings

Philosophy guides the study. My topic was the study of subjective human interpretations, and the study of human experiences, practices, and perspectives requires the use of interpretive inquiry methods such as interpretive interviews and the study of artifacts. It was possible to solve my research questions through interpretivism. I learned that qualitative research is theoretically rigorous, open-ended, and exploratory, where researchers can reveal the participants' insights and experiences in natural settings to address the research questions. Thus, the research was carried out through a qualitative process following the interpretive paradigm. Understanding epistemology, ontology, axiology, methodology, and research methods made the budding researchers carry out the research clearly (Singh, 2019). My research was headed with the ontology that the research has multiple realities, which means there are a variety of philosophical interpretations of the teachers for transferring their learned skills and techniques in their teaching classrooms.

The sources of the multiple realities in the research were teachers' perceptions, experiences, empirical evidence, and my contextual understandings regarding the transfer of teachers' professional development training based on the research questions. In the impression of axiology, my research was value-laden. Even though I have been a teacher for a long time, I have my values and beliefs on how TPD training brought about changes in student learning, and there were efforts to neutralize my values concerning the participant teachers' perception. Regarding the research methodology, I applied an interpretive process of studying and demonstrating multiple realities of the teachers and their phenomenon towards the transfer of training skills in increasing student learning quality.

Research Paradigm and Design

The interpretive paradigm was applied that led my research work since the research was qualitative. My research adopted the interpretive paradigm and qualitative design because it explored teachers' subjective perspectives, which were possible to display through interpretations or meaning-making of their experiences and contextual understanding based on interviews (Yanow, 2014). Similarly, there was no escape from dependence on common-sense knowledge and observation methods. Reflexivity happened in all research aspects.

My research applied interpretive inquiry as a design. The interpretive inquiry is meant contextually because of its several senses. The interpretive inquiry here is a methodology that studies experiences and perception through interviews and study of artifacts as primary sources of information with the support of interviews. My research had an interpretive design that emphasized the importance of studying first-hand what teachers

did and said in particular contexts (Hammersley, 2006). The research process involved extensive contact through interpretations and open-ended interviews (semi-structured) to understand participants' perceptions based on practices, which were accompanied by the study of various sorts of public or personal documents. My research entertained with interpretive inquiry-based interviews. While applying interpretive, I established a direct and virtual relationship with my research participants in their environment to collect their interpretations of perception and thick description of their interpretations and practices towards TPD training transfer in the classroom instructions. The study went with informal conversations with head teachers and teachers, and study of artifacts/ documentary materials of the decision of the schools for appointing teachers with job descriptions and code of conducts, the schools' records for teachers' evaluation and rewards or punishments, teachers' diaries or any other notebooks, file, photographs, Facebook status on their teaching profession. I interacted with them and listened to their interpretations of their perceptions. However, I was aware of maintaining sufficient cognitive distance from the participants (Gobo, 2008). Moreover, the natural attitude, which kept me safe from seeing pacts, deeds, or social structures as activities that were constructed constantly, socially, and were situational was partially disregarded by using distancing techniques (Gobo, 2008). I conducted my interpretive inquiry research following the procedures suitable to my research design. With the help of the literature review, I focused on exploratory data analysis in this research.

Research / Field Work Process

I collected data (information) through the planned fieldwork process. The process was composed of selecting the study site, i.e., three community schools in the Lalitpur district, and participants from these schools were selected purposively. Furthermore, the research process used sources for data collection.

Participants' Selection

Since my study design was an interpretive inquiry that had a primary focus on the study of human interpretations of perception of TPD training practiced, two teachers from each of the three community schools of Lalitpur district were purposively selected in which total of six key teachers interpreted their perception based on practices, and interviewed for the research. The selected schools were from three different geographical regions; Metropolitan, Municipality, and Rural-Municipality. They represented the diversified teaching practice culture of the schools and their teachers' practice of teaching. Similarly, the key teachers were the teachers trained by the government of Nepal for thirty days and experienced teaching for five years or more. They had the above-aged twenty-five and below fifty. The rationale for the selection of the six participants only was that the interpretive inquiry study required interpretations of classroom practices to collect desired data for the research. Similarly, they were of the community schools, for the government of Nepal continuously conducted TPD training for the pre-service and in-service teachers of the community (government) schools. At first, I visited the two selected schools and finalized the teacher participants having the conversation and consent with the selected teachers with the help of the head teacher.

Similarly, I applied telephone calls to the third community school in the Lalitpur District. By applying digital platforms, such as telephone and virtual meetings (zoom), I conversed with the head teacher of this school and requested him to gather the participants (teachers) to participate in my study. I explained the purpose and process of the study to the head teachers and participants and assured the subject of ethical considerations. Then, I fixed the time and days with participants to use research tools.

Participants' Profile

My research participants were selected from three schools in three different geographical regions; urban, semi-urban, and rural in the Lalitpur district as mentioned above in the 'Participants' selection' section. The brief profile of each research school was collected from the conversation with the head teacher and these schools were studied by assigning the pseudo names given below:

The Research School-1(RS1) is a secondary school running its classes from early childhood development (ECD) to class XII. The school is located at Lalitpur metropolitan - 13 Ekantakuna, Lalitpur which lies in the urban region. Among twenty-eight teachers including the head teacher working in this school, all teachers are trained by TPD for thirty days. Out of the selected two teachers, one was teaching English in classes- six, seven, and eight and the other was teaching Mathematics in classes- seven to ten. They were selected purposively because of the TPD training and experience of teaching for more than seven years they achieved.

Similarly, Research School-2 (RS2) is a secondary school running its classes from early childhood development (ECD) to class XII. The school is located at Mahalaxmi

municipality -9 Lamatar, Lalitpur which lies in the semi-urban region. Among twenty teachers including head teacher working in this school sixteen teachers trained by TPD for thirty days. The two teachers teaching Nepali subject in class six to ten and Social Studies in secondary level classes eight to twelve were selected purposively because of the TPD training and experience of teaching for more than fifteen years they achieved.

Likewise, the Research School-3(RS3) is a secondary school that has been running classes from early childhood development (ECD) to class X. The school is located at Kunjoshum rural municipality, Gupteshwor, Lalitpur which lies in the rural region. Out of fifteen teachers including the head teacher working in this school eight teachers are trained by TPD for thirty days. The two teachers teaching the subject- Social Studies and Nepali in secondary level classes were selected purposively because of TPD training and experience of teaching for more than twelve years they achieved.

Meanwhile, my participants were the school teachers who were selected from the three research schools. Out of two participants from each school, one was female. Their level of teaching classes and subjects were also different. Each of the research schools was given pseudo names as RS1 for the first, RS2 for the second, and RS3 for the third schools whereas the pseudo names; TP1, TP2, TP3, TP4, TP5, and TP6 were given for the first, the second, the third, the fourth, the fifth, and the sixth teacher participants respectively.

The Teacher Participant-1(TP1) is an M.Ed. in the English language. He has twenty-eight years of teaching experience as a lower and secondary-level teacher in private and community schools. He has been teaching in the community school since 2071 BS. He teaches English in the lower secondary classes of the Participant School (PS1). He has

achieved TPD training of thirty days from the then-NCED. He can speak English, so he requested me take the interview in English and fixed the date as September 17 at seven pm with his consent.

The Teacher Participant-2(TP2) is an M.A in mathematics and M.Ed. in sociology. She has twelve years of teaching experience as a community school's lower and secondary-level teacher. She is the permanent teacher of the Participant School (PS1) at the lower secondary level as a mathematics teacher and teaches at the secondary level, too. She teaches mathematics and science in the class; seven, eight, and nine. She has achieved TPD training of thirty days in two phases conducted by the then-NCED. I interviewed with her on September 22, 2021AD.

The Teacher Participant-3(TP3) is an M.Ed. in the Nepali language. She has twenty years of teaching experience in community schools at the lower and secondary levels. As a Nepali teacher, she is the permanent teacher of the Participant School (PS2) at the lower secondary level. She has achieved TPD training of thirty days conducted by the then-NCED in 2069 B.S.

The Teacher Participant-4(TP4) is an M.Ed. in the English language. As a permanent teacher of the Participant School (PS2), he has fifteen years of teaching experience in community schools at the lower and secondary levels. He teaches social subjects at the level of secondary level. He has achieved TPD training of thirty days conducted by the then-NCED.

Teacher Participant 5(TP5) is an M.A. in rural development. He has fifteen years of teaching experience as a lower and secondary-level teacher in community schools. As a

social studies teacher, he is the permanent teacher of the Participant School (PS3) at the secondary level. He has achieved TPD training of thirty days conducted by the then-NCED in 2069 BS.

Teacher Participant 6(TP6) is an M.Ed. in the Nepali language. Being a permanent teacher in the community school, she has twelve years of teaching experience in the Nepali subject at the lower and secondary levels. She is the research participant of the Participant School (PS3). She has achieved TPD training of thirty days conducted by the then-NCED in 2069 B.S.

When the research participants were selected purposively, their academic background, ethnicity, gender, different geographical regions, level of teaching classes, and subjects were mattered whatever they had. But three aspects of the participants; thirty days TPD training achievement, teaching experiences of more than five years, and teaching in community schools in Nepal were foremost because of the purpose I chose in my research. I had anticipation from the participants that they would express their perceptions, experiences, and practices of TPD training and how it was translated into their classroom instructions for better student learning.

Strategies and Process of Data Collection

I used and consulted primary and secondary sources to explore teachers' perception of their practice of TPD training transfer in classroom instructions. The primary data sources for this research were the teachers teaching basic and secondary level classes in each of the selected three community schools in the Lalitpur district. For developing methods for TPD, the secondary data sources; articles, journals, research reports materials available in the print and electronic media and other theses submitted in the School of

Education, Kathmandu University, other universities, and related organizations were consulted.

As a researcher, I had prepared the tools- interview to collect information from the participants and field notes. Initially, I conducted informal conversations to get permission for the study and interviews with teachers to understand their knowledge, skills, and perception of TPD training in the classroom with teachers within the selected schools. Then, I interviewed the participant teachers. The interviewees acknowledged the TPD training and their perception of TPD training transfer to the classroom practice. They opened to interpreting their perception in the form of analysis and interpretations focused on their professional practice in the classroom. Afterward, I assigned codes to the interviews before proceeding to the subsequent interviews. The digital platform, i.e., virtual (ZOOM) mode, was entertained for interviews due to the pandemic moment of COVID-19. Likewise later, I studied the documents required for my study. I conducted all these procedures repeatedly until the data collection process reached saturation. A thick description was written off of each activity to generate themes with meaning.

With the proposal and consent of my research guide and based on my study's nature, I applied one single tool; teachers 'interviews to collect the primary data. Having acknowledged that most of the teachers of the community schools have been trained with the teacher's professional development (TPD) training, I selected purposively the three community schools running in the Lalitpur district.

Accordingly, I searched for the mobile numbers of the head teachers of the research schools. First of all, I remembered one of the schools and its head teacher that I had his

contact number. I called and requested him to gather his school's teachers teaching at any levels but they were to be equipped with TPD training. Getting his acceptance to my proposal, I visited his school, which is located in Lalitpur metropolitan- 13, Ekantkuna, on September 16, 2021 following the safety rules.

When I entered the school gate at eleven am, I saw that the construction works were going on. I guessed that because of the pandemic situation and off-holding physical classes. I parked my scooter in a corner inside the school compound wall and reached the administrative building. No sooner was I about to ask about the head teacher then I saw him talking to his teachers. When I greeted him, he requested to sit down.

When I asked the head teacher whether the teachers were present, he told me that the teachers were called for a meeting to discuss the progress of online classes. Then he diverted our talk taking me to the staff room where the teachers were gathered. After my introduction to all, the head teacher requested them to introduce themselves and to express their interest to be research participants in my research study. By applying purposive sampling, I selected two teachers from the interested ones who met my criteria. I got a name (My first participant teacher (TP1). I was surprised to see him there. Many years ago, we both were teaching in a private school. We used to have friendly talks and plans about teaching. The teacher accepted my request for the interview. I guessed it was quick since there was an addition of our familiarity. Our talk was face-to-face maintaining social distance with the teacher participant while I shared my research study's purpose and ethical consideration and the selection of two teacher participants from each school. I clarified his queries raised on my research on behalf of their participation, roles, and responsibilities,

mode of interviews, time and dates for the research interview, and research benefits. I got the consent of the head teacher and the teacher with their commitment to support. The teacher participant gave his written consent on a sheet of paper (enclosed in the appendix).

It was around one pm. I was served a set of snacks. After taking it, I selected another teacher (TP2) as my second teacher participant in my research. I clarified her queries on my research on behalf of her participation, roles, and responsibilities, mode of interviews, time and dates for the research interview, and research benefits. She accepted it and scheduled the interview date for September 21, 2021. It was two pm. I greeted them. Being very inspired and enthusiastic about completing my research with the positive and straight acceptance by the school head teacher and the two teacher participants, I departed from there with the promise to meet virtually for the interview.

After the appointment was scheduled, I interviewed the teacher participants of the three schools. I used ZOOM meeting mode for interviews with audio and visual (just a first glimpse). I recorded the virtual meeting and kept it safe on my laptop device from which I transcribed their interviews. Open-ended and semi-structured questions based on my study's research questions were employed in the conduction of interviews to gather participants' personal perception, experiences, and understanding of how TPD training is being translated into classroom practice in Nepalese community schools. Except for the first teacher participant, I used the Nepali language in the interview to get the participants' significant exposure. As per the request of the first participant, we used English in the interview since he is an English teacher in that school. It took two weeks for the first round of interviews with all six participants. After the first interview round, I entertained a mobile

call with the participant schools' head teachers and teachers again to refresh the relationship.

Meaning Making Through the Lens of Theories

As an interpretive researcher, through building rapport with my research participants, I conducted informal conversations and interviews and prepared transcripts of the interviews to explore major themes that described the teachers' interpretations of their perceptions, experiences, and understanding based on practice of TPD training. My data collection heavily relied on in-depth interviews and the artifacts to gather teachers' phenomenological experiences in the study of their classroom practice of TPD training. The experinces reflected their perception and understanding of TPD training and how the knowledge and skills were translated into classroom practice. I prepared a detailed description/transcript of the teachers and their perception of TPD training in the class, translating meaning into themes and their interpretation. I generated themes from the interviews after they were coded and categorized by an in-view approach. After analyzing the data, they were interpreted through the lens of the theories: transformative theory of adult learning and training engagement theory to make meaning and give findings with trustworthiness. The data analysis assisted in grounding several themes distinctively constituting meaning and elaboration aligned with the research findings. I applied an emic perspective in my research, exploring the social world from the participants' perspectives and interpretations.

Maintaining Quality Standards

The quality standard of the research was tested on behalf of credibility, conformability, transferability, trustworthiness, authenticity, and dependability – specific dimensions of an inquiry. The participants were encouraged to share their views on different situations with me, and extra explanation was provided appropriately when confusion occurred. The participants had access to the transcripts. This research was conducted in a natural (virtual) setting that facilitated on-the-spot analysis of causes and processes and prevented precise control of so-called superfluous factors (LeCompte & Goetz, 1982). Interpretation of participants' narratives, interviews, the study of artifacts, clarification of researcher interest, member checks for the trustworthiness of data and interpretations with the members of the fields, and triangulation of different methods such as retelling of stories, in-depth interview, personal history or documents; artifacts, audio-visual recordings, texts, photographs (Reeves et al., 2013); (Chian & Green, 2018) and data were maintained to strengthen credibility (Flick, 2018).

Regarding credibility in interpretive research, I applied the process of assessing the accuracy of the findings (Creswell, 2013). The accuracy or value of my research was tested through the in-depth interview conducted in the field. The thick descriptions and intimacy were created with the participants in the study. The trustworthiness of data analysis was assessed by analyzing and comparing the interceder agreements.

Credibility

Credibility is the quality of something having the trust or belief of people. The research maintains credibility if readers find its implications to be believable. To maintain

credibility, I spent time and experienced with my research participants so that I could collect their expression in their actual setting (Creswell, 2017). In addition, I did the member check providing the transcription of my teacher participants' interviews. Moreover, I directly quoted their verbal expression from the interpretations.

Conformability

Conformability is meant as the degree to which the research findings can be confirmed independently by other researchers and research participants (Korstjens & Moser, 2018). My research claims that the data and interpretations of the findings were derived from the participants' interviews (data), not from my imagination. My research participants confirmed that the research findings were generated from their interpretations.

Transferability

Transferability means the extent to which the research findings can be generalized to other settings (Korstjens & Moser, 2018). It is claimed that the data and interpretations of the findings were derived from the participants' interviews, not from my imagination. I provided rich, detailed descriptions of my research context (thick description) and described the structures and processes revealed from the data I generated from the interviews and the study of artifacts. I believe the readers can evaluate whether the findings are transferable to other settings.

Trustworthiness

I maintained trustworthiness with my participants by member checking. It is a process of confirming participants of their reported stories of experience (Creswell, 2013) to provide them an opportunity to create context and an alternative interpretation. The

information gathered from the feedback by the participants was encompassed in the analysis and interpretation of experiences. Thus, my meaning-making was incorporated with the participants' perception, opinions, and feedback.

Authenticity

Authenticity refers to the quality of fairness of the research (Amin et al. 2020). In interpretive research, it is to ensure accurate findings provide adequate details about the research phenomenon of interest and social context. Concerning my research, my research readers can authenticate implications.

Dependability

Dependability is termed as the participants' evaluation of the findings with the data collection process, analysis, and discussion (Korstjens & Moser, 2018). It is supposed to ensure the reliability of quantitative research. It is applied to evaluate the quality of qualitative research by stepwise replication and inquiry audit. Regarding my research, triangulation was used to ensure the consistency of findings.

Ethical Considerations

I have followed ethical codes like openness, transparency, and confidentiality from the start to the final steps of the research. I introduced the participants and disclosed my research purpose to them. I received the written consent of the participants and their schools for interviews, audio-visual records, and photographs for the study. I intended to safeguard and influence anyone for my benefit while conducting the study on digital platforms. I assured all the participants that their privacy, dignity, psychological well-being, scrutiny, autonomy, benefit-sharing, and safety were preserved (AcSS, 2013). The participants had a

copy of the research report after being endorsed by the research committee. On utmost consideration, the research proposal protocol was submitted for consideration, comment, guidance, and approval to the university research (ethics) committee before the study was begun (World Medical Association, 2001). I was careful in using fair language or words against gender, ethnicity, age, or disability while writing the reports. Again, a crucial aspect was that I abided by Kathmandu University's Ethical Review Committee's ethical considerations while conducting my study. RDC (2015) adhered to the ethical considerations for me, such as caring for the research participants' dignity, rights, and well-being, safeguarding the local (school and teacher) community's values and customs that represent worldwide ethical values and scientific standards and promoting the development and the education of a research community responsive to local health care necessities.

Chapter Precis

In this chapter, I have defined the philosophical underpinnings; ontology, epistemology, and axiology. I clarified my interpretivism paradigm, and interpretive inquiry as a research design. The methodology was aligned with the discussion. It was backed up by the research/ field process, participants' selection, participants' profiles, data sources, and the data collection process. I used purposive sampling to select six teacher participants from three schools in my research, whereas, the participants were TPD trained and experienced more than five years in the teaching field. I collected data from the research tools- interview and studies of artifacts. Likewise, I thematically analyzed and discussed the data generated from the field. After the data were categorized, I developed the themes through meaning making process with a theoretical lens. I have maintained the

quality standard of my research with the criteria; credibility, conformability, transferability, trustworthiness, authenticity, and dependability. I have followed and applied the ethical considerations as ethical issues.

CHAPTER IV

PERCEPTION OF TPD TRAINING TRANSFER IN CLASSROOM

This chapter starts with the data analysis and interpretations I collected from my research participants using the interview research tool in the natural setting. It discusses the teachers 'perception regarding the practice of TPD training that has been interpreted in their interviews. For this, I minutely compare and contrast their understanding, perception, experiences, and insights based on my first research question- how do teachers perceive transferring knowledge, skills, and techniques gained from TPD training in their classroom?

Teachers' Training as a Booster of Professional Development

Evans (2008) presents that TPD intends to develop teachers professionally with intellectual, attitudinal, and functional change. The teachers are motivated by the change in their knowledge, rationality, pedagogy, and professionalism. While being used to TPD, the improvement takes place through rigorous new practices. The professional development of teachers takes place if they get quality training, motivating school culture, feedback, and promotion in their profession (Postholm, 2012). TPD training is a rigorous training program provided to the teachers employed as teachers in community schools in Nepal. TPD training intends to develop teachers with their complete pedagogical enhancement for catering to quality education. After the training provided to the teachers, I believe they are expected to gear their teaching in real classrooms of students successfully. Mariani et al. (2020) state

that TPD training enhances professionalism in teachers. The teacher becomes professional with TPD training. Then, a question may arise- Do teachers perceive TPD training as a booster of their professional development? While referencing TPD training, teachers may perceive TPD training as a booster. In response to my question- What were the contents of the training? Or what did you learn from the training? TP1from the first school (RS1) replied,

> *First of all, we can see the confidence I lacked before the TPD training, that confidence I developed from the TPD training. The second one was that OK, how to deal with the class in this modern time, and how to make my subject to what we consider teaching-learning more interesting: technique, ideas, approach method. I learned from this, before the training and after the years of training. Also, I used to consider myself a perfect teacher, an excellent teacher. But when I got the training, then I felt myself. No, there was a lacking, and that was what we could remove.* (TP1-RS1, Interview)

The above statement shows that the training played a role of a booster since he built confidence in teaching through the training and the training motivates teachers to apply practical approaches professionally. He realizes that training transformed him towards constructing and using lesson plans to attain perfection, improving his weakness in teaching. The opinion of TP1 is supported by Valazza et al., (2011), stating that teachers' professional development is possible when they are prepared to change themselves personally. One of the methods for changing teachers is TPD training. In precise words, the

teachers perceive TPD training as a booster for professional development. The TP2 from the school (RS1) shared her views regarding my question as;

> *TPD training seeks to teach the subject matter holistically, including what a classroom environment should be like once a teacher enters the classroom, how children should behave, how to change their mindset, and how to deliver the knowledge they want. I also felt it. My own experience is that after taking TPD training and entering the classroom before taking it. I experienced a different environment when the teacher entered.* (TP2-RS1, Interview)

The above statement shows that TPD training boosts teachers holistically as classroom managers, transformers, and adequate knowledge preachers. According to TP2, the training transforms teachers into reflectors of what they teach in their classroom. In essence, training plays a role of a booster that builds and motivates teachers to transform classroom learning situations for students' learning. Regarding my question - What were the skills and techniques, especially those that you learned from the TPD training? TP2 from the first school (RS1) said:

> *It was how to include children with different abilities in our teaching-learning activities within a limited time. It's all about our teaching-learning material, and it's all about the technique because I learned it all in training Since mathematics is my subject, how to build these mathematics materials, local, low cost and no cost are the three that we have locally. (TP2-RS1, Interview)*

The above statement expresses that the training develops skills like making lesson plans and teaching supported aids. Apart from the skills, the training develops techniques

for using lesson plans to make teaching-learning effective in classrooms. TP2 added that it transforms teaching to lead students with various learning styles toward different subjects. The transformation is reflected in building and applying no-cost, low-cost, and locally available teaching materials in classroom teaching. In this context, the research of Shakir et al. (2019) has found that the training creates opportunities for motivation and enhancement of professional skills for teachers. Professional development training trains teachers with the knowledge, skills, and techniques for using effective materials, lesson plans, student motivation, and class activities. TP3 from the second school (RS2) shared a similar opinion about the TPD training. She said,

> *I received such reference training. That felt good. There are a series of movements in the past about method, methodology, and the use of educational materials in construction and display and another new language of slightly linguistic alphabets. Now movement among linguists has a positive impact on it. Now, what has that movement just brought? The question of whom to accept also happened a little bit. It was mainly about educational materials and construction. These things are that you can do to help ease the way.* (TP3-RS2, Interview)

The above saying reveals her perception that TPD training was very good to apply methods, and methodology that provided skills in constructing materials and their uses in the classroom to facilitate students in language learning. She insisted that the training eased them to help students in good ways. The research findings of Rodriguez et al. (2020) are in the opinion of TP3 that such (dialogic) training and seminar promote teachers' ability to

face their school problems and transfer the learning into the classroom. TP3 further regards the training as follows;

> *The skills we have learned are to deal with the students after entering the classroom. It further guided us to manage the students, and the accommodation, solve the problems faced, and use the educational materials by the students being the subject teacher in the classroom. The goal-setting shareware can be used in this aspect. At the same time, we were trained to solve the problems that we were facing.* (TP3-RS2, Interview)

The above statement poses the question of getting knowledge about the fundamental aspects of students' learning. TP3 critically evaluates that the training skills support managing students' behaviors and helping students with problems encountered in learning. The training also develops skills in constructing teaching materials and teaching techniques in classrooms. She adds that she participated in the training to solve her problems encountered in teaching. Arshad et al., (2013) strongly stressed that trained teachers were more professional and skillful than untrained teachers in making a lesson plan and its use for effective teaching. From the opinion of TP3, we can draw that the teachers perceive TD training as a booster to transform them into effective teachers. In the same line, TP4 from the second school (RS2) said;

> *This TPD training is now taken as training to share our knowledge or skills. And there are some things that I have noticed that are easier said than done, some facilitation from the facilitator, now simple facilitation and the creation of educational materials is usually just a simple skill to build as many materials as*

you can get locally in the first phase. In the second phase, we were trained to deal with the issues that are now awkward, sir. I then found that it would be a little easier to teach social studies using student-centered methods, such as problem-solving, discussion, problem-solving, project work or project procedures, and experimental methods. When I came to the last time, now that I am participating in the third training phase, I have realized that I have learned the skills well in it, sir. Recently, we've become more cohesive because we're focusing more on education and training. The training topics were related to how to use the subject in teaching work. And what has been learned in recent times is that students can be taught a variety of game modes, now playing games or using various ICT tools. (TP4-RS2, Interview)

The above information focuses on the quality of training, which creates a platform for sharing their skills and knowledge with the teachers. He shared that the training delivered content and developed skills like teaching subjects using student-centered methods, gaming techniques, and ICT tools. It is mostly facilitation. The definition of Villegas-Reimers, (2003) reveals that professional development is also possible through training which creates ongoing opportunities and experiences in teachers for uploading mastery over their teaching profession. TP4 expressed that he was not clear up to the first phase of the TPD training. Afterward the second phase, he got clarity over the training contents. Similarly, the training is given cohesively, fitting small techniques into a holistic approach. According to him, the teachers are transformed by the training conducted as a booster for teachers' professional development. In response to the question -what

knowledge, skills, and techniques did you acquire while undergoing the training? TP5 from the third school (RS3) said;

> *In TPD training, significantly how to help students by interacting with them, we teach them. It is easier to do teaching and learning activities. As we came from the training, the first thing we did was to start the lesson plan with TPD's lesson plan to be helpful for those who should not have used it. Those student-centered methods started a little later. We also learned about using educational materials as prescribed in the school curriculum in TPD.* (TP5-RS3, Interview)

The above expression verdicts that the training was focused on the formation of materials while teaching is performed and practicing student-centered methods in the classroom. TP5 reflected that the training transforms teachers to lead teaching from the traditional approach to an interactive approach by which the students are involved in their learning process. The expression of the TP5 claims that the training boosts teachers to being professional. His opinion is similar to the research by Shakir et al. (2019) that teachers' training motivates and develops them with professional skills. The professional skills organize skills and techniques of effective classroom management, involving the student in learning, and assessing students' learning.

The TP6, a research participant from the third school (RS3), delivers her version that seems connected to other participants regarding research questions, what kind of knowledge did you get in TPD training? What skills and techniques were discussed or trained there?

> *That resource center where the training was conducted on how effective it is to teach students through teaching activities, we were teachers gathering from all eighteen school. By facilitating, the teachers should take the educational materials and teach the students in the classroom with practical knowledge rather than boring knowledge is what we learned from our TPD model. All the teachers came to the school from TPD to ask questions from the book by dividing the group into low-level. By asking each other questions, we help increase the students' morale by advancing the teaching and learning practice* (TP6-RS3, Interview).

From the above statement, it is manifested that the training is an interaction between teachers and facilitators. It boosts teachers' development and use of practical skills, techniques, and educational materials. According to her, teachers become very able to make teaching more interesting in classrooms. Supporting her opinion, Ročāne (2015) reveals that teacher training boosts teachers' belief, pedagogical knowledge, and ability to accept responsibility for students' development. The trained teachers keep up the students 'motivation high for effective learning.

Lesson Plan: Blending of Knowledge and Skills

The lesson plan is a priori preparation that a teacher does before they reach the classroom for teaching. Nagro et al., (2019) define a lesson plan that teacher with practice classroom strategies embeds to direct students' behaviors and improve their learning achievement. The teachers' professional development skills are comprised of competencies of lesson planning, too. Then the TPD training focuses on knowledge and developing a good lesson plan that guides the pedagogy in their classroom. The training provided to the

teachers develops them professionally regarding their knowledge, skills, and techniques, transferring into classrooms in pursuit of quality learning. The teachers gear their pedagogical interventions through effective instructional plans of short and yearly time. The teachers are equipped with effective daily lesson plans which blend knowledge and skills for preparation and practical implementation in the classrooms. While referencing my interview participants, their narratives were almost the same: they were trained to make lesson plans and use them to transfer of knowledge in the classroom. The participant TP1 from the first school RS1 responded to my question: Can you tell me what was knowledge you received or gained from the TPD training? Did you learn to make lesson plans?

> *I got knowledge, knowledge. I got, for example, how to make an exciting lesson plan. We know very well what we consider interest in valuable lessons. I always go with the lesson plan, lesson plan and then whatever the technique I have, what we can say, that learn that I apply.* (TP1-RS1, Interview)

The above statement emphasizes the lesson plan through which the teachers learn about the lesson plan, skills of making effective and exciting lesson plans, and techniques to transfer lesson plans in the classroom from the training conducted for the teachers. We can ensure that TPD training blends knowledge and skills about the lesson plan. In the same line, the second participant (TP2) from the first research school (RS1) expressed her opinion in this way:

> *On the one hand, making a lesson plan is also a significant part of it. How to create a lesson plan? How does effective teaching-learning activity happen when you go to the classroom with a lesson plan? The lesson plan also determines how*

we can reach out to the student, and not only that but also what the learning outcomes of the subject I teach today are. (TP2-RS1, Interview)

We can interpret the above opinion as TPD training trained teachers to prepare a lesson plan that effectively guides learning classroom activities. The lesson plan guides the teachers to enter the teaching class with the solution of what topic, whom to deliver it, why to deliver it, how to deliver it, and how to assess students' learning after the lesson on a particular topic. Along the same line, Iqbal et al. (2021) claim that the lesson plan facilitates a teacher's practical completion of a topic aligning with the student's interests and learning. The teacher needs knowledge and skills to construct a lesson plan which can be a boon in making teaching-learning activities gainful. This interpretation shows that TPD training imparts the lesson plan by blending knowledge and teaching learning skills. For the question- how effective do you think learning skills are in your classroom for students? TP3 responded,

We have been bringing a book on the lesson plan. Instead of asking the students what to do during the day and at least going out and teaching topics during the lesson, we plan the subject's title, objectives, and instructional activities. (TP3-RS2, Interview)

The above response shows that the teacher teaches with the lesson plan, printed or handwritten in a book form. The lesson plan consists of the topic and objectives of teaching particular subjects in the classroom. It prepares the teacher that they do not need to ask students about the topic they deliver in class. The concept and construction of a lesson plan with essential elements and delivery to classroom teaching are part of TPD training

conducted for public school teachers. Thus, a lesson plan blends knowledge and skills regarding pedagogical aspects of the subject's contents. The response of TP5 from RS3 seems in the same line. He opined:

> *Detailed plan information about that was given to us in TPD. That's useful because we do it before and after, so I also have training in TPD for those who are new or don't come from an educational background. As we came from the training, the first thing we did was to start the lesson plan with TPD's lesson plan so that it would be helpful for those who should not have used it. First of all, the work of the session and making a lesson plan, and then making a unit plan, those plans were facilitated by the trainers. The main task was to make a lesson plan, and even after coming to the school, we made a lesson plan and handed it over to the trainer later in the TPD training. We also learned from the fact that it is much easier to make a lesson plan than to go to school without making a lesson plan. We have also started making after TPD training.* (TP5-RS3, Interview)

From the opinion of TP5, it can be interpreted that the TPD training benefits the teachers from both educational and non-educational backgrounds in their teaching. TP5 said that the first session was about constructing an effective lesson plan. Professional skills are believed to readily constitute skills and techniques for making lesson plans and their effective use in the classroom. This opinion stresses blending the lesson plan with knowledge and skills. Interestingly TP6 from RS3 also talked about the lesson plan as one of the essential components. She responded to the question- Didn't you learn about lesson planning? Her response was, *"As for the lesson plan, we have been making a lesson plan*

and teaching the educational activities to the students by making lesson plans and showing the activities". The participant responded that the TPD training compulsorily adheres to knowledge and skills regarding the lesson plan concept and its practical use in pursuing students' learning. The lesson plan generally reflects the essential educational activities that are well-directed towards the students' learning goals. Iqbal et al. (2021) compared the role of the lesson plan with the sailor without the rudder, "A teacher is treated as a sailor on a boat without a rudder in the classroom when he has no deep-seated knowledge of designing lesson plans using the fundamental theories and concepts of curriculum, learning, and assessment." (p.1)

The lesson plan plays a crucial role in providing teachers with the concept of curriculum, learning output and outcomes, contents, strategies to deliver the contents artistically, and assessment of the teachers' efforts and changes in learners. König et al. (2021) suggest CODE- PLAN that constitutes the cognitive demands of lesson planning. Like the boat sailor with the rudder, the trained teacher also gets a teaching driving power with the lesson plan. Thus, the lesson plan blends the theoretical aspects of the lesson plan and skills to craft it effectively to make classroom activities objective-oriented. From the above interpretations, it is accepted that the training empowers the teachers to transform the students' learning through the validated practice of lesson planning (Mezirow, 1978). The teachers first enable themselves with tenacity and their students to attain curriculum desired competence (Sitzmann & Weinhardt, 2015). The enhancement of competence is possible in the conscience of teacher training efforts.

Action Research: A Diagnostic Teaching Technique

Hunzicker (2016) quotes that action research is an in-depth way of critical reflection on actions systematically and deliberately. Critical reflection is the way of teaching for teachers. When a teacher is in students' classroom, they often conduct action research to reflect how the teaching is conducted in the classroom. The teacher simultaneously immerses action research as an approach in teaching and action research to reflect on the ongoing classroom teaching activities. Suppose action research is an active approach to transforming students through moral and ethical dilemmas (Mezirow, 1991 as cited in Hunzicker, 2016) and an approach for improving teaching, how is the teacher equipped with understanding and skills? Hunzicker et al., 2016) forward three assumptions; a) educators find the problems for the teachers, b) educators support them in the teachers' examination, assessment, and modification of their teaching practices; c) educators support them through facilitation with collaboration and sharing. Clark et al. (2020) state, "Action research represents an extension of the reflection and critical self-reflection an educator employs daily in their classroom" (p.1). One of the strategies is TPD training conducted for the teachers to ease them in their profession and facilitate students' practical learning. In connection to my research question- Do you want to clarify something about action research related to teaching mathematics (you) or action research to solve the problems there? TP2 from RS1 opined:

> *This action research, which we know as functional research, is indispensable. While trying to solve every problem in this teaching and learning daily, we must look at the problems faced in the smallest classroom from our level*

and level, our team, school, family education, and all stakeholders, and how to move forward. This kind of research can be studied in the deepest possible way. I have felt that even the slightest problem can be solved through action research. (TP2-RS1, Interview)

From the version of TP2, it can be said that action research is a regular activity that a teacher designs and applies in classroom teaching. It is a tool for solving classroom problems faced by teachers and students. The action research guides teachers and students to solve their encountered problems effectively. In the TPD training, action research is one of the contents that has a remedial measure to make teaching-learning very effective. The action research further creates opportunities for teachers to be reflective or self-evaluative in their experiences to shape teaching as an academic profession (Dikilitaş & Yaylı, 2018). The teachers apply action research in developing their professional identity. Regarding the teachers' reflection, TP4 from RS2 said:

In the same way, in other things, especially in the teaching profession, we have to have one of our professional skills and another thing, now we have to do some action research to find the solution to the current problems seen in the process of teaching and learning. It is also possible to increase the students' professional skills and make the teaching and learning activities effective in the teaching and learning activities. The teachers in training also practiced action research. (TP4-RS2, Interview)

TP4 opined that action research is a part of TPD training that supports teachers in making teaching-learning more effective. It develops the professional skills of teachers and

students by which they find the solution to the problems faced during their performance. Action research is an empowering approach that most teachers enable to conduct research in the teaching profession. TP5 from RS3 also had the opinion about the action research:

> *The action research is not only related to the teaching of the student but also has some external problems due to which learning is impossible. Or what is his problem, and what is his favorite action in TPD training. What happened to me as a student or a group of students researching me, a little background, making it easier for me to teach not only teaching but also things outside? That action research is excellent.* (TP5- RS3, Interview)

The above statement prevails that the teachers find the causes of their students' learning deficiency and fill the remedies to overcome the problems in professional development through the understanding and skills of the action research. It places teachers at the crux of transformation that begins challenging their practice in classrooms with critical pedagogy (Manfra, 2019). The teachers appreciate the action research and apply it to reflection or self-evaluation in their professional development. The exciting aspect of the action research is that the students also apply it to investigate why teachers have problems with their teaching skills. TP6 from RS3 responded to the question- What did you learn about action research in the TPD training? She spoke in the line of TP5 that there is the practice of action research in TPD training. From the above opinions, it can be said that TPD training equips teachers with the knowledge and skills to use action research in teaching-learning to diagnose and solve their professional problems. The transformation in teaching-learning takes place at the cost of solving problems of teachers and students by an

internal diagnostic approach (Seberová & Malcik, 2014). Searching the solution to the teaching learning deficiency from the outside of the school system may derail in managing problems in time and on the demand. The teachers as a transformative agent apply the action research and conquer right solutions on their professional practice.

Transfer of Training: Near Transfer and Far Transfer

Teacher training imparts knowledge, skills, techniques, and methods required to the teachers before or while teaching in a classroom. Teacher training is a tool for preparing teachers to be more competent in their profession. Transfer of training is a process of shifting knowledge, skills, and attitudes to improve job performance. It replicates the practice of learned things in another place or working environment. The transfer of training connects with adult education and professional development training. It embeds three aspects: trainee-related factors, design-related, and organization-related factors (Subedi. 2008). Concerning teaching practice, the transfer of training is fundamentally linked to motivation, presentation, practice, methods and techniques, and teachers' evaluation skills (Adhikari, 2018). The transfer of training has two classifications: near transfer and far transfer. The response of TP1 to the following question was: Which techniques and skills of TPD training were applied and liked by students in the classroom?

> *The conditional is not a method but always approaches our situation better. We can say that most students prefer the situational method according to our conditions and demand. Ok. We conduct a class for students what they become at. We can say more motivated and learn better stuff.* (TP1- RS1, Interview)

His opinion asserts that more students liked the situational method, and the students were found to be motivated more to learn in the classroom. The participant found himself more competent after he was given TPD training. He adds that if the methods and techniques are as per students' demand and interest, they learn to be motivated. In connection with this opinion, the World Bank (2017) reports that in-service training becomes very effective if the teachers are supported following up--visit to their classroom practice. The transfer of the training may depend on the approaches it adopts while conducting it to teachers. He further forwarded his opinion over the question- how did TPD training skills and techniques support the students to learn better, or do you think students have been improving their results due to the TPD training skills and techniques you have applied in the classroom? TP1 further adds:

> *Yes, I have found lots of difference. Whatever the skills I got, you know very well there are four skills only for the English language. Whatever skill I teach in the class then our students. I find they're learning quickly. They don't feel difficult. If some students mean we divide the students into different groups, the groups who can learn easily and who can learn ably with difficulties like this, based on their learning ability. Oh, yes. A skill, also a talent we divide into the group. Ok. And then we find under what we completion of the lesson. Ok, maybe another day also, Next day, we find OK, better performance in students, not only results of our examination in their daily use. Ok, we can see the class presentation in the assembly in English. Ok. They have solved our problems; we can see that improvement, sir. And it is due to TPD training. I have got.* (TP1- RS1, Interview)

The opinion of TP1 is interpreted as the training making a difference in the teachers' teaching skills and techniques. Thapa (2012) states that the impact of teacher training is positive on the result of teaching-learning activities in classrooms. The trained teachers find themselves competent to improve the overall situation of the classroom and students' learning. Regarding the transfer of the training, TP1 practiced effective English language techniques in the classrooms. The students have improved from the practice of training skills. In response to the question of how far sound the knowledge, skills, and techniques received from TPD training were when they were applied to an actual classroom, TP2 from RS1 said:

> *Through ICT, we visualized some things that could not be shown by presenting the material. So that it was easier for the students to form an idea as soon as possible, and even after demonstrating the samples, it was easy to explain them. I experienced what happened. After taking TPD training, we have come up with a group discussion on how to divide children into groups of children who do not know the group or those who do not know what kind of topics are known within the group. The knowledge I learned from the trainer on exchanging teaching and learning activities among friends changed considerably when I implemented it.* (TP2- RS1, Interview)

The teachers were given training in information and communication technology (ICT). The teachers learned it and applied the techniques of ICT in teaching-learning activities. They perceived it as an easy technique to explain the contents. Because of students' choice among methods and techniques, teachers realize digital pedagogy is more

useful in lessons and performance, and fits in a crowded classroom (Ozgur, 2021). The teacher further expressed that interaction and collaborative learning techniques are very effective in modifying activities in the classroom. For the effective transfer of training, teachers have to use methods and techniques that facilitate students' learning in their interest and ability. When TP3 from RS2 was asked, how did your TPD training's knowledge, skills, and techniques support you in your classroom? Her reply was:

> *Training is not all practical knowledge possible. What problems occur when? How come that training covers everything? As he struggles with his problems, he learns how to deal with them. For some reason, it is impossible to stand in the classroom without training. It seems easier to bring both the study and the behavior together. Sir, it seems to be the same. Sir, training is also a plus for me, and education is also a plus. His behavior seemed to be leading. The behavior seemed to be the main thing.* (TP3- RS2, Interview)

According to the participant, the training enabled participants to conduct classroom activities pedagogically, maintaining their study and behaviors. She believes that the university's academic courses and training have improved her pedagogic skills. She is critical of the training mode and how it is delivered. She expects the training should be practically based on their learner's reality and classroom environment. In connection to the question- what was the thing that took you back to class, how effective was it, and how the action research and ICT training were practical? TP4 from RS2 said;

Regarding the subject matter, to transfer all the subjects or subjects learned in training to the classroom now, everything. Every situation in the school now seems like that in the school environment. Even in the school where we teach, the environment is not so good. So it was also used in the classroom. I have already talked a bit about playing a tool and a game. Now, after the game, the students have to read the game by playing. During the day, the students were found to have joined it well online. I felt that they were a little excited, sir. Now, what I have learned has not been able to be used as it is in the classroom. Not all of that environment is available, but it has been used in the classroom to some extent. Other things have been used to conduct action research, sir. (TP4- RS2, Interview)

The training is expected to empower the teachers to apply training skills in a new environment where students are diverse in socioeconomic, educational, and cultural backgrounds. Regarding the transfer of the training, the teachers perceived that the ICT tools and gaming methods entertain the students in understanding the lessons. Action research was found to solve the problems faced in the classrooms. In response to the question: what was its effectiveness? TP5 from RS3 said:

When I went to teach in the classroom before taking TPD training, I used to look at the subjects I was teaching and give them to the students in this way. I would set it rough in my mind, and I used to go to class. I used only the educational materials that were available around us. When I did the TPD training, I wrote down the purpose of this lesson, how to do teaching and learning activities,

what materials can be used and what homework to give it. The lesson I learned from TPD training was how to evaluate the recipients. (TP5- RS3, Interview)

The research participant's view indicates that he got the pathway in his teaching from the training. He applied lesson planning, teaching aids, and practical techniques in the classrooms. He replied that the training made him very skillful in assigning proper homework and evaluating students. The skills can be said to transfer the training to real classrooms. The training transforms the teachers equipping them with practical pedagogic skills. He added further,

I researched it. I was researching the girl. I discovered that she had a problem because of her family problem, and then we got her brother as a family member. There was a slight improvement in the discussion of the problems and a slight increase in the educational activity and extracurricular activities that I felt at that time. In this way, I realized that I could do something different while using it or change it and give something to the students due to TPD training. (TP5- RS3, Interview)

His perception shows that the training facilitated him to solve the problem of students and improved his study by applying action research. He applied the discovery method to mitigate the problems of a girl student improving her academics and participation in extra-activities organized in her school. In response to the question: Do you think the skills and methods you have learned in TPD training are effective in the classroom? TP5 from the school (RS3) said,

Some teachers take training only as training. I took TPD training in the classroom as a hassle because, in a sense, it is a hassle. I am studying why this lesson plan has to be made and why I have to teach what I have learned in training here. It may not be effective for the hassle taker if it is a hassle. TPD training is very effective, but it is also very effective if the teacher does the activities in the school very well. We can feel a change in school. I think it's an excellent training. (TP5-RS3, Interview)

In Nepal, teachers perceive TPD training as the customary excuse to avoid a regular job. He pointed out that the transfer of the training depends on teachers' efficacy and readiness to achieve and apply the training skills and techniques in classrooms. However, TP5 was passionate about the training and learned to make a lesson plan and its use in teaching in classrooms. Shrestha (2012) pointed out that the expectations of policy makers and teachers are not matching; there is a gap. Because of it, the teachers suspect that the training practically makes them professional. The question: what have you learned or what have you learned in TPD? How do you use the methods effectively in the classroom? Was responded by TP6 from RS3 as:

The discovery methods were done by dividing the group, leading the group, asking questions from one group, and answering questions from the students of the other group. When you took what you have learned in TPD to the classroom or used it, how do you think these are the most valuable things you have learned in TPD? (TP6- RS3, Interview)

The training enters the real classroom if it comprises the students' interests and learning areas. However, the teachers' readiness must be studied before the training reaches the classroom. If the teachers are not ready to apply effective methods and techniques, the student's interest and learning may be derailed. At utmost transfer, the training is interesting for the teachers, and they should feel that it supports them to be competent teachers. Moreover, it does not matter how much content has been conducted in training. Belief and faith have been enhanced in the teachers. So, the training has the lens on how far it projects for near transfer and far transfer. In conclusion, the training has been transferred into the classrooms from the perspective of near transfer. But it is difficult to confine its effectiveness concerning the far transfer. McDonald (2011) stresses that the transfer of training is interlinked with teacher learning and their motivation and transforms the teacher for improving students' performance. Consequently, the transfer of training reflects the mode of training and its practice in classrooms effectively so that students' learning happens in a transformation process.

Theoretical Discussion

Transformative learning is authentic and true learning that emerges through reflective, experiential and learner-centered methodological process (Halupa, 2015). The participants' perceptions revealed that the teachers intend to develop their profession positively. They took TPD training positively because it transferred knowledge about the construction and use of effective lesson plans and teaching aids, student-centered methods, and student learning motivation. They said that TPD training equipped them with skills and techniques for constructing and using effective lesson plans and aids, applying student-

centered methods, and effective motivation to boost students' morality towards their learning. They got confidence in their teaching after the training was received. The training transformed them into professional teachers with the realization of improving their pedagogical understanding, teaching skills, and techniques. While discussing the interpretation of six participants, their opinion interlinked to the transformative theory of adult learning (Mezirow, 1978). The theory postulates that the reflection of adult learners adds challenges to their learning beliefs and assumptions (Mezirow, 1978, as cited in Taylor & Hamdy, 2013). The transformative theory further presents that adult learning happens through the ten phases of transformative learning: perplexing, self-realization with disgrace feeling, serious evaluation of sources of knowledge, sociocultural or psychic molds, identification of dissatisfaction, and shared transformation process negotiating with others' transformation, finding possibilities to be new protagonists with relationship and actions, developing an action plan, gaining knowledge and skills for executing the plan, playing a new role, acquiring competence and self- confidence in the new role and relationship, and finally fitting into new life governed by the perspectives developed (Mezirow, 1997 as cited in Calleja, 2014). Regarding the theory, as the teacher participants, it guided the training for adults, i.e., teachers to have a transformation in their knowledge, skills, and techniques.

Similarly, the training engagement theory was used to discuss the teacher participants' perceptions. Moreover, the participants were interviewed for their responses on how they increased their teaching efficacy and conscientiousness towards the allocation of their resources teaching materials, and ICT devices with the approach of no cost, low

cost, and local in the classroom. Their opinions were interpreted through the lens of friendly behavior, performing their duties to achieve rewards on their quality of teaching being self-motivated, and setting effective lesson plans to pursue improvement of students' achievements.

Chapter Precis

In this chapter, I present the analysis and interpretation of the data obtained from the interviews with the research participants. I explored the teachers' perception of the TPD training practice and its transfer into the classrooms. The discussions concluded that the teachers perceived the training as a booster for their professional development. The training contents like a lesson plan, construction of materials, game and discovery method, and action research have been applied to the classrooms. Regarding the near transfer, it has been practiced in the classrooms to some extent. It is difficult to say that the training has been transferred into the classroom practice in case of far transfer. Although the teachers have received professional development training, each has practiced TPD training skills and techniques in their school environment that differ from each other.

CHAPTER V

CHALLENGES OF TPD TRAINING TRANSFER IN CLASSROOM

Regarding the transfer of training, the participants expressed their perceptions through their classroom practice. The result is being grounded with mixed versions of it. One version is that TPD training has positively impacted the students' classroom learning without significant challenges in transferring training skills and techniques to the classroom. There is also a critical perception claiming that it has not been leaving as much impact as expected. Their perception based on practice raises the issues of TPD training's transfer and facing challenges in transferring its intended knowledge, skills, and techniques. So, this chapter discusses the challenges of TPD training that have been interpreted in my participants' interviews. For this, I have minutely compared and contrasted their understanding, perception, experiences, and insights based on the first part (challenges) of my second research question- What are the challenges for teachers to transfer skills and techniques from TPD training to the classroom? Transfer of training is affected when teachers face challenges in delivering the training skills and techniques as the training expects. I have categorized and discussed the challenges in thematic forms:

Transfer of Training and School Culture

A school emerges with its culture that is built upon its perpetual succession. The school culture embraces common values and rules, pedagogical practices, and stakeholders' mutual relationships and behaviors in a school (Cakiroglu et al., 2012 as cited

in Kane et al., 2016). The artifacts such as school structure, infrastructures, equipment, different materials, and visible settings of the school's vision, mission, and goals have an influential and positive role in transferring TPD training into the classroom. In a straightforward concept, sturdy school cultures motivate teachers, and highly motivated teachers pursue great success in student performance and student outcomes (MacNeil et al. 2009). On the other hand, the school culture is regressive when the school has impractical teaching-learning activities without individual care for students having unfriendly and dysfunctional relations with parents, the community, and the rest of the world. Contrarily, the school culture built with the distributed nature of instructional leadership, communication, resources, collegial support, and practice of self- efficacy supports the professional development of teachers. While referencing TPD training, teachers have perceived TPD training as a mixer. KC (2021) states that teachers have no concern to teaching learning issues; rather talk about the issue of politics and other affairs and the school climate is not conducive because of the unprofessional role of the head teacher, resource person, trainers, SMC for supporting trained teachers for implementing learned skills in classroom practice. Mezirow (1978) postulates that a shared culture and personal, professional, and organizational affairs support adult learners in transformation. In response to my research question- How is the school culture supporting transferring TPD training's knowledge, skills, and techniques into classroom teaching? TP1, who is teaching English at a lower secondary level from the first school (RS1), replied,

> *We can say that the school administration is supporting us a lot. My colleagues guide me, evaluate me on what we can say activities, and then where I*

find a problem, they guide me. They suggest to me. And with that, we can see that I went ahead, and my teaching activities became effective. (TP1-RS1, Interview)

The TP1 opined that the supportive school culture has greater importance in practicing TPD training in the classroom. He includes school administration, colleagues' support, and school premises as the components of the school culture. He expressed that he has been getting positive support in the school and his teaching is effective without any more challenges. In a similar perspective, Hongboontri and Keawkhong (2014) claim that the school culture positively impacts teachers' instructional performance. In the same line, TP2 from the school (RS1) shared her views regarding my question as;

Suppose he gets the whole environment in the school where he works. When he gets it from the day after he is trained, he thinks that I am not the teacher of yesterday, I am a trained teacher today and can teach differently. (TP2-RS1, Interview)

The TP2 participant pointed out a conducive environment where effective teaching-learning happens if it matches the training and classroom. It shows that the training changes teachers and their perceptions. However, the training should match the classroom situation in which the teachers drill their practice of the training skills and techniques. Similarly, TP3 from the school (RS2) stressed the distributed leadership that can create a working environment for the teachers to practice training skills and techniques in the classroom. She quotes responding to the same question mentioned above:

If I need anything, it does not happen immediately. Today is tomorrow. Our head teacher forgets a lot. Today it happens a week later. We have much to discuss

in our own right to prepare the material. But where to put those materials and keep them, with another, interest dies. (TP3-RS2, Interview)

She responded that the school environment and practice play a positive role in facilitating teachers to effectively implement training skills and techniques in the classroom. She further pointed to the need for good practice and a system that relates the teachers' challenges to effectively deliver their lesson plan and planned activities. She again quotes; *"Because the period is continuous, one thing cannot be prepared in the next period."* (TP3-RS2, Interview) The participant expressed that the assignment of periods continuously leaves no time to prepare teaching materials and hinders applying training techniques in the classroom. Her perception matches Thapa (2012) who reveals that if the teachers have leisure periods in school, the transfer of the training becomes possible since they get time to make a lesson plan and prepare teaching aids. It stresses the need for the practice of such a school system that can create a space for improvement in the teachers' pedagogy. My experinces show three is mis-use of leisure periods in out-of- profession affairs in case school administration pays low attention to monitor teachers' activities in the leisure periods to effectively use it to preparing lesson plans and teaching aids. TP4 from the school (RS2) has the expression on the question- How is the school culture for transferring TPD training's knowledge, skills, and techniques into the classroom?

Now the main thing is that one of our challenges is that we have been unable to create a suitable environment. We have not been able to find out now that laptops are no longer sufficient but are gradually becoming. I think the challenges can be

solved if we all have the resources to share what we have learned. (TP4-RS2, Interview)

His expression points out that the helping hand culture with resources supports teachers in practicing TPD training skills and techniques in the classroom. The school leadership is creating a suitable environment. The above statement shows that the excellent school system hugs the understanding of the teachers' challenges while practicing students centered methods and techniques. TP5 from RS3 expressed his opinion in response to my question- How are the school culture for transferring TPD training's knowledge, skills, and techniques into the classroom?

But it is a little embarrassing to use if you don't have that idea other than training to make materials like this. Similarly, it is challenging to implement without the support of parents or school administrations. And even if the physical infrastructure in the school is not good, it is challenging to use those training in the school. These are the challenges; similarly, TPD training cannot be implemented if the teacher's peers do not help. I see these things as a challenge. (TP5-RS3, Interview)

As per his saying, the teachers seem to feel comfortable practicing effective skills and learner- centered techniques in the classroom if the parents and school administration are supportive. The parents send their children to school with books, meals, stationeries, equipment, etc. needed for effective learning and feedback on the teachers' teaching and cares for their children. Similarly, the school administration provides the teachers with required materials, equipment, regular training, counseling, guidance, and extra monetary

benefits for special works, and supports them in getting parents' support. His expression is in line with Durisic and Bunijevac (2017) who write those positive relationships among students, parents, teachers, and the community build a successful school. The professional support of colleagues creates a conducive culture for the encouragement of teachers to practice learner- centered methods and techniques in the classroom. The teacher plays a crucial role in building students' learning through a learner-centered method which is also possible under rigorous teacher training.

Likewise, in response to my above question, TP6 from the school RS3 said, "It has been facilitated, sir. There have been no such problems. Now we have not faced such challenges because of the management chairperson. We are also trying to solve them." TP6 perceives a good school culture in her school that supports teachers in practicing training techniques in the classroom. The school management committee and its members positively create a conducive environment in a school by building physio-psychic premises and connecting stakeholders to teachers. However, the head teacher's leadership role pedagogically facilitates the teachers to deliver lesson plan efficiently in the classroom to the tune of TPD training (Thapa, 2012). Because of their supervision and facilitation, the head teacher and SMC lead teachers towards the transfer of the training skills and techniques in real classrooms. Continual practice and pursuit of the supportive school culture support for the transformation of teachers and their pedagogical practice.

Mother Tongue and Transfer of Training

Some research participants teach English and Nepali subjects in the selected schools for my research. Their perception of teaching English and Nepali shows that the

transfer of TPD training is hindered by the students whose primary language is not Nepali. In response to my question- Is the mother tongue challenging for the teachers to practice training skills and techniques in the classroom? TP1 from the school (RS1) said,

> *Creating an English environment in the classroom is a very, very serious challenge. May be different language communities like Maithili, Bhojpuri, Nepali, and Newari. Yes. And in a school environment, also mostly Nepali medium environment ok due to that, we can say that students prefer to speak in Nepali.* (TP1-RS1, Interview)

The above statement shows that most students studying in the community schools of Kathmandu valley are from poor economic and low educational backgrounds. They speak Nepali or their mother tongue. It derails creating an English environment. Similarly, because of the background of diversified communities, teachers have challenges in engaging such students in their learning under a roof. It can be a challenge for language teaching. The TP3 from the school (RS2) shared her views regarding my question as;

> *The mother tongue problem is not uncommon. The problem of time is also the problem of the mother tongue. There are these things too. Most of us are children of Chaudhary. We also have this problem, sir, and others are the same.* (TP3-RS2, Interview)

The challenge faced by TP3 is the same as while teaching Nepali or English subjects with the techniques learned from the training, she finds challenging to apply in the classroom. The pronunciation of some letters becomes very difficult because of their mother tongue. Timsina (2021) says that English teachers face challenges in teaching

English in Nepalese schools because of the Nepali or mother tongue the students speak. He suggests that teachers should be able to tackle students' problems and adapt effective methods and techniques in English pedagogy as a foreign language in Nepal. TPD training trains teachers to cope with such problems.

Attendance of Students

The participants of my research expressed that the students' absenteeism is one of the challenges in applying skills and techniques achieved from TPD training. Most of the students are from low educational and economic families. If the parents get problems, their children have to move with them. In my question of challenging factors, their expression was that the students become irregular in the school, which hinders the smooth practice of rigorous teaching designed after the teachers received TPD training. TP2 from the school (RS1) stated,

> *One is the irregularity of the students in our school. There are various reasons for the irregularity; due to the financial situation, these are even more uncertain for the children without parents, the child who cannot come to school regularly. One of the challenges is not being able to teach the subjects that need to be learned in sequential order.* (TP2-RS1, Interview)

TP2 argued that the teacher losses the sequential order of their teaching if children remain irregular. It becomes very problematic to make them good learners. She opines many reasons the students become absent, like financial and social factors. The absence of students makes them weak in their academic result. This challenge is an explicit factor that is not in the teacher's hands to remove, but rather minimize. Regarding this phenomenon,

Obeng-Denteh et al. (2011) are of similar opinion as expressed by TP2 who claimed that the teacher's absenteeism disrupts the students' learning. Moreover, the students' absenteeism may create challenges in accomplishing the courses on time.

In the same line, TP3 from the school (RS2) also expresses her experiences that the students do not come to school regularly and do not do assignments given in the school. The teachers have to face challenges to keep students in planned learning prepared. Similarly, TP4 from the school (RS2) has faced the same challenge since he joined the school two years ago. There is low attendance of students in the school. Most of the students are from out of the Kathmandu valley. It is difficult for teachers to deliver their planned classroom lessons effectively. Regarding the students' absenteeism, TP6 from the school (RS3) faced the challenge of regularly keeping the students, primarily girls, after class. She expressed,

> *"There are such challenges of getting married young and leaving the class after eight classes. We have been bringing the students with the parents by conducting a door-to-door program till now, sir."* (TP6-RS3, Interview)

The above statement discloses that the teachers have to face two types of challenges; getting students to continue throughout the year and delivering lessons effectively with methods and techniques in classrooms with economically low students and a lack of family guidance. Then they can practice their lesson plans with training skills and techniques in the classroom. Giving training in a situation may not overall fit all situations. The perception shows that teachers need to be equipped with the techniques and skills that can support them in coping with students' irregularities. As per my training experiences,

the teachers are facilitated to adopt student-centered methods and techniques that can motivate students to attend exciting classes.

Organizing Training for Training

Since the training is adhered to equip the teachers with knowledge, skills, and techniques that instantly prepare them to address the students' need for effective learning in a set of situations, the teachers perceive in their ways as they practice methods and techniques received from the training. The schools are different from each other, which differs them in creating school culture. The teachers of such schools have their perceptions based on practice. When my participants were asked what expression they would give, some spoke positively about TPD training transforming their skills and practice, whereas others were critical. The critical opinions were that TPD training given by trainers and organizations to the teachers is just training for the training. TP3 from the school (RS2) expressed,

> *The government gives us training at number one, which is the point of passing the time. It is seen in every training. Even if it is 10 o'clock, to be present, the officials and trainees are present at noon. There is not much time for punctuality.* (TP3-RS2, Interview)

The above statement indicates that there is negligence in the training organizers and receivers if the training doesn't start at a particular time, how can it conduct training on various topics on time? As per my experience, the training generally starts on time. But some of the training was less punctual, and the trainees' absence was dense. TP3 gives another example of formality. She says that the training participants just give their

attendance and go to their work. When it is ending time, they again present and show their presence. Likewise, she questions how the training's purposes could be fulfilled. She finally claims that the training is organized just for training in Nepal. Her perception is similar to Gautam (2016) who states that training has increased teacher absenteeism rather than improved student learning. Regarding monitoring of training, her expression explored that it was quite dismal. In her opinion, the training's effectiveness was less evaluated close sight by asking or observing the teachers who had received training. The study by Subedi (2015) points out that stakeholders must understand and actively support teachers in transferring classroom training skills and techniques. This research further, suggests that the training should be evaluated in quality, access, equity, efficiency, teacher development, and overall school development. However, a question arises- Does't the training provider and the government have a mechanism to monitor and evaluate the transfer of the training?

Similarly, TP2 from the school (RS1) said that the training period set for each subject is minimal, whereas only two or three trainers conduct the whole training of fifteen days or thirty days. Such a provision may not cover the expertise of subjects. She adds that training given once or twice is not enough for twenty or thirty years. It does not reasonably address the needs of the subjects and learners. Her expression is substantiated by Lu et al., (2019) that the training sparks knowledge with no positive impact on classroom practice when it is conducted as a formality. Then there is a chance of limiting the scope of the training and derailing the transformation process. Regarding this challenge, TP4 from the school (RS2) opined,

The exact content of the training has not been implemented in the classroom. Good things were learned in training, and various methods were learned. These methods have not been implemented as they used to be, but to some extent, they have been implemented as far as I can and now considering all the school conditions, sir. (TP4-RS2, Interview)

TP4 indicated that the TPD training was not really that it could be transferred to the classroom entirely. The transfer degree depends on the school situation in which the training skills and techniques are applied. The above statement raises the question of why the contents that suit the learners' needs and real classroom situations are not selected. TP5 from the school (RS3) argued that the training does not get its space for transfer just after the report of the training conduction is prepared and submitted. Instead, the teachers are to be mentored for the training's purposes. For this, the required teachers need mentorship, monitoring, and re-training. The teachers perceive that the training is conducted just for training.

Need of ICT Pedagogy and Devices

In the pandemic situation (COVID–19) all sorts of people have been disrupted from their normal behavior and activities. Around the world, 1.5 billion students and youths were affected; the most brutal hit was the children of disadvantaged communities (UNESCO, 2020). It denotes that most community school students in Nepal are from socio-economic disadvantaged communities. They had to miss the regular classroom-based study. It can be said that the students and teachers were helpless. The old model, face-to-face, could not work. They were frozen for a few months, so they had to stay home in an upset mood.

Fortunately, some agencies and organizations, Google, Facebook, and Microsoft company introduced technologies to educate children by applying virtual and digital settings. In Nepal, teachers were confused about what to do for some months since they lacked two accesses- skills of handling digital devices and availability of digital devices. It was realized that if the teachers had the pedagogic training for virtual or online mode, the children and the teacher communities would benefit from conducting educational activities. My research participants expressed that the teachers needed training to cope with new situations. TP1 from the school (RS1) said,

> *You know the situation we had during the corona pandemic, COVID-19 very well. Students and teachers were also at their homes. They had to teach with the help of devices that they had access to mobile or laptop. Then teachers needed good training, though given ICT training for five days and three days.* (TP1-RS1, Interview)

He expresses that during the pandemic, the teachers had a very critical situation in which they starved without teaching. He further suggests that if the teachers were given five or three training days, everybody would get the advantages of online teaching-learning. Another lack of digital devices emerged in the schools and their teachers with smooth-speed internet facilities. Most teachers did not know how to handle practical teaching-learning activities in virtual mode. Carrillo and Flores (2020) add the need for pedagogy for online education to integrate technology to support teaching-learning. Regarding the challenge, TP2, who was from the school (RS1), stated,

The pandemic is being faced not only by us but also by the world. Because of this, we had to limit our classrooms virtually, no access to all students, and we had to teach all the subjects, mostly mathematics, through virtual mode. It was not easy to reach the students. It is the challenge, sir. (TP2-RS1, Interview)

Her statement focuses on the need for training for virtual mode. The teachers would benefit if the TPD training were conducted by integrating the skills and techniques of teaching students with Information and communication technology (ICT). There was a ten-month distance training course for teachers some years ago. The training used to be given in three phases in 1320 hours. The training was designed to disseminate knowledge to the teachers via radio from Kathmandu to remote areas of Nepal. This training was focused on equipping teachers with face-to-face teaching techniques. Handling ICT-based teaching requires technological skills, knowledge of devices' features, and maximum application in teaching-learning. The research participant TP3 stressed the need to equip teachers with ICT skills and techniques. She adds that her students are more brilliant than she in handling mobile. The teachers have challenges associating their knowledge, skills, and teaching techniques with digital devices.

Similarly, TP4 pointed out that community schools tend to use ICT-based teaching. However, ICT tools and resources are lacking in community schools. Although the government announced that every teacher would get a laptop, few have it. It means the teachers still face the challenges of using ICT devices in their classrooms. He adds that his school conducts teacher training on ICT-based teaching skills and techniques. Of course, the schools and teachers individually can manage devices, and the teachers themselves can

equip with the ICT- based teaching skills and techniques through the internet, collegial support, interaction in the teacher communities, and teachers' unions. It is believed that the transformation takes place in teaching and learning when the issue of ICT skills is captured and developed for essential skills and techniques required in students' classrooms.

Stress of Self-Efficacy

Teachers are the recipients of the TPD training who are intended to be equipped with pedagogic skills and techniques for teaching effectively and efficiently in the classrooms. The training focuses on teachers' pedagogic knowledge, skills, and attitudes towards their delivery of subject matters in the classroom. The training's purpose is to uplift the students' learning through the active facilitation of the teachers. Moreover, the teachers are trained to understand self-efficacy for professional development. Li et al. (2019) reveal that teachers develop their self-efficacy by updating, reflecting, and collaborating on activities. This research adds that young teachers, compared to experienced ones, modify their self-efficacy in their professional development.

Similarly, Yagan et al. (2022) argue that teachers must evaluate their professional careers by judging their pedagogic knowledge, skills, and techniques and how far they have. However, factors like school culture, school premises, training content, community support, and motivation for a profession keep the teachers professional. It is a challenge for the training organizer to get the teachers self-reflector and motivated. The positive and constructive educational leadership from the federal to local governments and agencies creates a conducive environment for the teachers to reap self-efficacy in the professional

development journey. Young entrepreneurial teachers deserve high efficacy in outsourcing for professional development. Regarding the teachers' self-efficacy, TP1 said,

> *Maybe senior or maybe junior. Generally, I request what we can say as senior English teachers. Then they are happily coming to my class. They see my lesson plan also, whether it is what we can see good or not.* (TP1-RS1, Interview)

The above participant has an attitude that the teacher puts effort into the training to be professional. It is interpreted as the skills and techniques shared with colleagues' support for improving teaching. Along the same line, TP2 accepts that the professional teacher has self-efficacy for making efforts to practice training skills and techniques in the classroom.

> *The most important thing is the school administration. The critical person is the teacher himself. The teacher should take learned ideas to the classroom. It then would help me. I declared myself the number one teacher that motivated me.* (TP2-RS1, Interview)

TP2 realized that until the teacher is not ready, the transfer of the training does not happen in the classroom. So, she declared herself a motivated professional teacher. The training itself is not all more the active actor is the teacher. The school data regarding their achievement show that the schools differ. The teachers of all schools get the same TPD training. What makes them different? Minea-Pic (2020) reports that professional learning, alternative pathways, and school as a learning organization build teachers with pedagogic skills, knowledge, and efficacy for responding to students' changing needs. Similarly, TP3 focuses on the need for a teacher's supportive attitude shown inside or outside and closeness to the students if the teacher would like to make students learn effectively. Responding to

my questions about challenging factors, TP4 said, *"For example, if we have the willpower, we can move forward positively to some extent, even if we cannot achieve 100 percent success. I think the main thing is willpower."*

The above statement indicates that the teachers' willpower drives them to practice the training skills and techniques effectively in classrooms. He furthermore states that teachers can use the existing materials without worrying about new materials. Developing willpower in teachers has become a challenge in TPD training. TP5 points out a challenge: teachers cannot do anything if the school administration does not take it positively. He mentioned the teachers' diligence required to practice training skills and techniques. He states that low willpower cannot tackle problems like managing tasks and materials and incentives in the classroom. However, a question may arise- Can't a teacher practice the training skills and techniques in classrooms in a limited situation?

The version of TP6 is that the teachers practice training skills and techniques in classrooms. Regarding her job, she has to teach at the secondary level, but her post is at the lower secondary level due to a lack of a sufficient number of teachers and upgrade of the school from lower secondary to secondary level. She has been teaching in secondary level classes despite the training given to her being the lower secondary level. The interpretation shows that the teachers' self-efficacy works well in teaching. Hassan (2019) concluded that once teachers are developed their self-efficacious belief, the teaching-learning goes on with higher achievement. She requires training to update her skills and teaching techniques in senior classes. In conclusion, a teacher has the challenge of reaping high self-efficacy.

Economic Well-being of Parents

The training is designed to transfer pedagogical skills that the teachers would practice in classrooms to improve the students' learning. Regarding the transfer of training, the low economic well-being of parents contributes negatively and disturbs teachers in practicing teaching learning effectively. Pant (2020) disclosed that the parents' socio-economic situation adversely impacts their children's academic achievements. Due to their low economic status, the parents must focus on their job rather than the children's education. Despite the government's support for a daily meal, scholarships, and books free of cost, children require many other things; home meals, stationeries, extra books, clothes, fees for English medium class, educational tours, and health services which their parents have to fulfill. Due to the low economic- condition of the parents of community schools, these materials or requirements are not easily available for students, and the teachers struggle to practice student- centered methods and techniques efficiently. Comparably, private schools are better than community schools because of the parents' high socioeconomic well-being.

My research participants have their perceptions regarding the economic situation of the community schools and their parents. In my question about the parents' support (as a challenge) that they are getting in practicing TPD training skills and techniques in the classroom, the participants responded these ways. TP1 expresses that his parents are very supportive. They see their children's results. While interpreting the perception of TP2, she opines that the students are irregular to the school due to their parent's financial problems. Their children have to support their parents to earn their livelihood. Pant (2020) explored

that children of the low economic family tend towards earning rather than improving learning. In the same question, TP3 responded,

> *I don't know that now, sir. And one child said there was no money to buy grammar books. They think differently about boarding and going to government school. The boarding parents teach the child and send children to make the proper boots with a handkerchief and tie. It takes us many years to implement. Our students do not get that. They have not brought a lunch tiffin. They do not bring a bottle of water. All of this affects learning.* (TP3 – RS2, Interview)

TP3's opinion points out the challenge teachers face in effectively teaching students of low economic families. Her story tells that many children of the community schools cannot get necessary stationeries, meals, clothes, extra books, or field tours fulfilled due to their parents' low economic condition. This situation disturbs the teacher's smooth running of their teaching in classrooms. A question is raised- why can't a teacher motivate children to learn in their parents' condition? TP4 said,

> *I think that the achievement of teaching is not visible. It is because a few workers come here from outside to be enrolled as students and to keep them here till the end of the day. They move to leave school and to move to another place.* (TP4-RS2, Interview)

The statement of TP4 shows the low economic condition of the community school students' parents, and the children move wherever their parents' work. Because of such situations, the parents and the teachers have challenges in teaching the children very effectively. Finally, it disturbs the teachers to apply the annual instructional planning for

practicing the training skills and techniques in classrooms. TP5 compares the wealthy family with the low-income family and their children learning. He said,

> *The student from a good family is reasonable, they have taught them well, but his behavior at school is also good. He tries to learn everything well. Regarding children with low-income family backgrounds, I have noticed some problems with how they speak.* (TP5-RS3, Interview)

TP5's perception of his students' family background is that the children of wealthy parents learn and receive good results, whereas the economically low parents' children do not deserve good results. There are many reasons why children cannot perform better. It is said that trained teachers applying effective methods and counseling can improve such children's learning. Similarly, TP6 expresses that her children's parents are of Janjati. Once they are convinced, they support. She mentions her school's children no more reach class 8 and get married. It disturbs them from following the annual calendar. Sekine and Hodgkin (2017) surface the reality that married girl drops ten times more than unmarried one. This research is in line with the research participant TP6. It indicates that teachers are challenged to conduct teaching learning in classrooms effectively.

Deficit Budget with Schools

Teachers enhance their pedagogical skills to improve students' learning by applying training skills and techniques in classroom teaching. However, many challenges prevent teachers from practice teaching and learning smoothly. The financial support of the school contributes. The teachers get problems developing their profession if the school has a deficit, which means low financial condition (Plaza & Jamito, 2021). Due to their limited

budget, the schools have to face challenges in providing equipment and resources as required in the teaching-learning activities. If the teachers do not get teaching materials in time, they are discouraged or frustrated in applying the skills and techniques in the classroom. Then the transfer of the training becomes very slow or nil. Ajoke (2017) revealed that using instructional materials improves the quality of education for the effective academic performance of school students. Private schools are better than community schools because of their solid economic well-being.

My research participants opined on the community schools 'financial strength and availability of resources. In my question about the school's support (as a challenge) that they were getting in the perception of TPD training's skills and techniques in the classroom, the participants responded these ways. TP1 expressed that his school is very supportive. The teachers get instructional materials from the school as per the requirement of the subject matter. While interpreting the perception of TP2, she opined,

> *We have low-income children, and the income level of community schools is also low. Due to the complexity of paying even the minimum cost, making the materials and digital teaching aids that cannot be made here became challenging* (TP2-RS1, Interview)

TP2 expressed that the school cannot provide the teachers with all the instructional materials because of the government's limited budget. Community schools, unlike private schools, have challenges in charging fees to the students to raise their income level. In the same question, TP3 responded with a worry that the school management does not provide the materials required on time. She struggles to form the materials needed for her teaching

due to her continuous periods in school. The community schools in Nepal do not have enough budget to buy equipment and other resources in time for effective teaching-learning. Gautam (2016) stated, "The poor physical facilities, lack of motivation and search of part-time jobs due to low salary of teachers and lack of preparation time for classes were identified as the main causes of poor performance of the trained teachers" (p. 48). Clearly that the poor financial conditions of the community schools are also responsible for the teachers not transferring TPD training skills and techniques. TP4 shared his views as follows,

> *There are not enough ICT tools, and resources in our school called One Laptop per Teacher. While planning, it was told that each teacher would have one laptop, but now all teachers do not have a laptop. It is also a challenge. I think these challenges can be solved if we all have the resources to share what we have learned.* (TP4-RS2, Interview)

He assures that it is possible to practice training skills and techniques in classrooms if the teachers are provided with the needed equipment and materials. However, the community schools have a deficit budget to fulfill all such needs. In my experience, the resources, to some extent, can be mobilized by the schools from external sources like foreign and local donors and organizations. TP5 concerned the materials to be provided by the school management to support teachers in applying effective methods and techniques in classrooms. The school head teacher and school management of the community schools cannot provide since the school budget is a constraint. Despite the budget constraint of the

school, the teachers can apply the approach of local, no-cost, and low-cost in preparing instructional materials needed in their teaching.

Theoretical Discussion

The participants' perceptions revealed that the training enhanced the teachers' professional competence. They took TPD training positively because it supported them in gaining and transferring knowledge about the construction and use of practical lesson plans and teaching aids, student-centered methods, and motivation for students' learning. They expressed that though TPD training equipped them with skills and techniques for effective teaching, many challenges appeared while practicing them in the classroom. They faced the problems of students' low attendance and the unavailability of materials to construct teaching aids and equipment to achieve students' learning goals. The participant teachers were not found to have mastery goals of their teaching after training. The aspect of self-realization and self-efficacy was sincerely raised on the question of teachers' integrity in the teaching. While interpreting the teachers' self-efficacy, the participant teachers had a beach of their efforts in reducing students' socio-economic burden, compromising with the inability to buy books, daily meals, and providing stationeries. With empathy, they showed their support to the students. The training seems to have developed sense of professional teachers, yet facing several hazards when it comes to translating their understanding, skills, and techniques. from training to classroom practice in intensity that could be graded as transformative teacher performance. While discussing the interpretation of six participants, their opinion interlinked to the transformative theory of adult learning (Mezirow, 1978). The theory postulates that the reflection of adult learners adds challenges to their learning

beliefs and assumptions (Mezirow, 1978, as cited in Taylor & Hamdy, 2013). However, my arguments surface that according to the theories, the teachers (adult learners) put their efforts to do better in classrooms after training. If so, how can they overcome the challenges related to the low economic well-being of parents and the deficit school budget they face in delivering effective practice for student-centered methods of learning? I see that the transfer of training needs to be studied from socio-political perspectives to address the problems of training ineffectiveness.

It has been explored that the teachers are very concerned about the challenges to minimize their impact on the efficient practice of training in pursuing the teaching goals that are reflected in the student's learning outcomes. As a result, the teachers as adult learners self-reflect and assess the resources and their capacity to prepare teaching aids and equipment with low cost, no cost, and local materials to facilitate students' learning (Sitzmann & Weinhardt, 2015) by turning challenges into opportunities in their pedagogical practice.

Chapter Precis.

In this chapter, I have analyzed and discussed the eight themes that were generated from the interviews of all six participant teachers. They experienced facing challenges-creating supportive school culture, problem of mother tongue, students' low attendance, lack of ICT pedagogic skills, organizing training for training, the low economic situation of parents, deficiency of self-efficacy in teachers, and school's deficit budget status. Although the teachers have received professional development training, each has practiced TPD training skills and techniques in their school environment that differ from each other.

Their perception indicates that they see the transfer of the training in the classroom. However, they suggest modifying training in new contexts and situations similar to the training environment in the real classroom.

CHAPTER VI

PROSPECTS OF TPD TRAINING TRANSFER IN CLASSROOM

Training improves and updates teachers' pedagogical knowledge, skills, and techniques along with the management of classrooms in schools. TPD training has been conducted massively for the transformation of teachers themselves and students' learning in Nepalese schools. Being concerned with substantiating the transfer of the training the participants expressed their perceptions. Despite the challenges disturbing the transfer of training in improving students' learning in the classroom, TPD training is updating teachers' pedagogical skills. They are capacitating themselves with pedagogical skills after they get training for their professional development. My research participants expressed the prospects of TPD training for developing teachers as competent professionals and the transformation of their practice and classroom activities. So, this chapter discusses the prospects of TPD training that are interpreted in my participants' interviews. For this, I relevantly related their understanding, experiences, perception, and insights on the base of my second research question- What are the prospects for teachers to transfer skills and techniques from TPD training to the classroom? I discussed the research participants' opinions through the lens of the theories chosen.

ICT Competence Entertains Digital Learners

COVID-19 pandemic influences the education sector heavily on a global scale. The health protocols related to social distancing made face-to-face physical classes impossible. Due to this education institutions shifted to online teaching-learning by applying ICT-based digital/virtual mode. Therefore, the practice of teacher training is based on the digital mode is growing as pedagogy in the recent TPD training. As a result, the government of Nepal has set up ICT libraries in many community schools to benefit teachers and students in conducting educational activities.

The development of ICT has enhanced a digital world for all sorts of people. In an educative sense, the digital world is meant to use digital tools to learn and develop through ICT tools; the internet, apps, blogs, and mock using audio-visual devices- mobile, laptops, mac-book, tablets, and TV. The digital skills are required skills to use digital devices, communication applications, and networks to get approach and manage information (UNESCO, 2018) whereas the digital competence of teachers connotes knowledge, skills, and techniques of teachers developed on digital technology that is applied in pedagogy. The young generation (or school students) has benefited from the digital world where they see, learn, update, and develop their perspectives in a fascinating outlook. Therefore, teachers have both a challenge to handle it and prospects of facilitating digital students towards their success in the classroom. This is the most entertaining mode for students' learning when the teachers give preferences as a tool and techniques of teaching. Srivastava and Dey (2018) highlight the prospects of digitalization in pedagogy that teachers have to diligently capacitate themselves with digital tools and their uses as digitization serves

teachers in getting a paradigm shift in pedagogical competence to enhance creativity in students' classrooms. Relating to my research, the research participants expressed that training in a virtual mode would benefit teachers in coping with new situations. TP3 from the school (RS2) emphasized the need for digital skills as she said, "*Now let's talk to the child about a mobile, I am not as competent as they are. If I hastily touch my mobile, the child can use it smarter. Time has made such a demand*". She expresses that teacher have a very critical situation in which they starve without digital pedagogical competence. The students are habituated to a digital mode of learning since they are motivated by ICT tools. It evidences that if the teachers are equipped with ICT skills through training, teachers and students will get the advantages of ICT teaching-learning.

Another lack is the ICT devices in the schools and their teachers with smooth-speed internet facilities. Most of the teachers did not know how to handle effective teaching-learning activities in digital/virtual mode. The essentiality of ICT skills and their effective integration in teaching is highlighted in the research of Passey et al. (2004) too, which emphasizes that "teachers are finding that ICT can be used effectively to plan lessons, to create resources that focus on learning and from learner perspectives, to deliver lesson components, and to enhance subject and curriculum needs (p. 62)". This effective use of ICT can make teacher's work easy. It leads teachers and students towards gaining competence and self-confidence and respectfully transforming their practice and learning through its use in classroom instructions. With regard to the prospects of TPD training for ICT skills, TP4 who is from the school (RS2) expressed,

One of the tools I learned we can create a quiz game to motivate the student. That tool was taught to us. I want to learn more tools, sir. It can be done to get the student to use it or to get them excited about the subject or to attract them. (TP4-RS2, Interview)

His expression indicated that he was given the training for ICT to develop their digital skills based on the pedagogy that made his pedagogical activities easy and interesting. This also arouse desire in him to equip himself with digital skills to make teaching-learning more interesting to address learners' motivation and speedy learning. Handling ICT-based teaching learning requires technical skills and knowledge of the features of devices and their maximum application in teaching-learning. The teachers would benefit if the TPD training is conducted by integrating the skills and techniques of teaching students with ICT. Desperately Hennessy et al. (2022) research shows that the impact of TPD training on ICT-based software skills for teachers is positive but not satisfactory for students' outcomes. The minimal impact on student achievement can be maximized if ICT training is based on the local context of teachers and creates mutual support among the teachers backed up by supportive supervision to their ease and difficulties (Albion et al., 2015). Thus, it's very important to provide need based training under supportive supervision.

In conclusion, there is a high prospect of TPD training for teachers that can add to the transformation of their pedagogical practice and student achievement if the teachers would entertain it with self-realization and assessment on ascertaining its far transfer in a varied context. Therefore, it is said that TPD training is grounded in the classroom

effectively assuring its transfer if the issue is addressed for promoting the integration of teachers' digital competence with the on-going pedagogy that it also entertains students as digital learners.

Enriching Student-Centered Pedagogy

Teacher training is expected to be a transformation strategy for improving teachers' knowledge, skills, and techniques for achieving visible students learning achievement. The training outcome can be assessed on the scale of teachers' practice and student achievement. The students achieve higher outcomes at the cost of high motivation and the ways they learn. Teachers act as strategically diligent facilitators in the classroom by using student-centered methods and techniques. The student-centered method is a progressive method of facilitating students to enhance intrinsic motivation, self-efficacy, self-confidence, and creativity in their classroom (Olugbenga, 2021). While related to my research, my participants clearly expressed that there was a prospect of training in the motivation of students in their learning. They confirmed that the student-centered methods were practical in the classroom due to their positive impact on students' learning and that transfer would be grounded effectively. Reflecting on the prospects of TPD training for the teachers to transfer knowledge, skills, and techniques in classrooms, TP1 shared;

> *Similarly, we can see how to maintain class through the learner-centered method. That's something I learned. So, like this, the teacher change takes place. Then both teacher and learner will be responsible for more interesting, and motivating class.* (TP1-RS1, Interview)

TP1 teacher's perception as stated here suggests that the teachers felt to use student-centered methods in the classroom because of its practical base that brings about improvement in students' achievement. His opinion is consistent with the research of Aytaç and Kula (2020) that the student-centered approaches and methods have positive effects on students' creative learning achievements. Students learn successfully when the classroom is prepared with creative, interesting, and students'-initiated activities where teachers play the role of facilitators. TP4 spoke stressing the importance of student-centered methods in the line of TP1. He said;

> *As well as in the second phase, we were trained to deal with the issues that are now awkward, sir. It was then when I realized that it would be a little easier to teach social studies using student-centered methods, such as problem-solving, discussion, problem-based project work or project procedures, and experimental methods. So, teachers need to be more focused on the student-centered method. Students should be made more active.* (TP4- RS2, Interview)

The TP4 opined that they were trained to address the issues that were not suitable in their classroom. He realized that student-centered methods- problem-solving, problem-based project work, experimental methods, and discussion methods have greater importance for teachers to involve their students actively in the classroom. Although the approach for conducting TPD training includes participatory (NCED, 2017), the essentiality is on more student-centered approaches and methods focusing on digital skills that teachers transform themselves by adhering to freedom in the choice of learning proactive strategies. There is a high prospect of transferring it to their classroom. The

expression of TP6 stressed that the practice of transferring TPD training to classroom brings satisfaction to teachers. Additionally, this also motivates them to attend other training opportunities and use professional development strategies. She responded to the question- What are the most liked methods of her practice in the classroom?

> *The discovery methods were done by dividing the group, leading the group, asking questions from one group, and answering questions from the students of the other group. It is easier to teach what we have learned in TPD in the classroom and to teach it effectively to the students in a practical way and simple way.* (TP6-RS3, Interview)

The perception of TP6 was related to facilitating students with the discovery methods. The students like the student-centered methods; discovery, and project work for their learning that involved them in the classroom activities. They are participating in classroom learning with the orientation of an issue for which they work in groups to explore answers and share their findings among the groups in a classroom. It is expected that students get autonomy in searching for solutions to problems by applying the discovery method, and experimental method. With the careful planning of teachers set under the teaching goals, there is a prospect of these methods that suit every sort of student in facilitating and sustaining their learning goals.

Based on participants' perception, the training has great importance in professional development. Additionally, organizing TPD training emphasizing knowledge, skills, and techniques of student-centered pedagogy helps to address the issue of teachers, curriculum, pedagogical strategies, and evaluation techniques for speeding up the transformation of

teaching-learning of Nepalese community schools (Parajuli & Das, 2013). In addition, the research of Marinko et al. (2016) reveals and aligns the research participants' opinions that student-centered methods and approaches fit different professional fields, different geographical regions, and big classes. As per my training experiences, teacher training has the potential if the teachers are trained to adopt student-centered methods and techniques that can motivate students to attend interesting classes, which contributes tremendously to attaining teaching goals.

Establishing Effective Evaluation Mechanism

Training is expected to positively influence on teachers' personal, professional and academic growth. Such a competent teacher delivers lessons in classroom activities by applying effective methods and techniques that ensure the quality of learning for their students. But a question arises about the mechanism for monitoring the perception of TPD training's knowledge, skill, and techniques in a real classroom and providing instant feedback for further improvement in their pedagogy (ADB, 2017). The purpose of Training does not rest only on the conduction of it to teachers, but rather on evaluation of its transfer and providing feedback for the respective teachers in demand of classroom practice. One of the teacher participants (TP1) shared;

> *Whatever come to meet to address the demand of the subject, TPD training should be revised and should be given to the concerned teacher.* Problems faced by *Teachers should be a matter of concern of the concerned authorities. Then such teachers should be given training again to overcome it.* (TP1- RS1, Interview)

His opinion expressed prospects that teachers needed training frequently throughout their teaching profession and that training should be updated according to the need of the curriculum, teachers, and students. It requires effective mechanism that becomes a measuring rod for monitoring, evaluation, and providing feedback of revision on the training aspects as: contents, modes, methods and approaches, and expectations (or goals). Then, the transfer of the training accelerates smoothly and effectively into the classroom enhancing transformation in classroom teaching-learning. TP2 also expressed her realization that the training could not completely cover the curriculum's scope, which was insufficient to train the teachers as the holistic facilitator addressing all sorts of contents of different subjects. She said;

> *The topics were relevant but the scope of the topic was not wide. The reason was the time constraint to cover with less and limited scope of expertise of trainers. I think it would have been more effective if more curriculum-focused topics had been included in the training.* (TP2- RS1, Interview)

The remarks from TP2 revealed that the participant perceived in common that the practice of TPD training was not properly monitored and evaluated in the milieu of its purposes that would identify loopholes. On the other hand, a short period of time, narrow coverage of the curriculum, one fits for all, lack of expertise in the training organization and their delivery in the classrooms are other factors that need attention. This raises questions; was the training derailed, or diverted, missing integrity in the organizer or teachers, the practice of the school's instructional leadership, and weakness in the selection of the right trainees? The report of ADB et.al. (2017) shows Nepal has a monitoring system

just for supply-side indicators; health and safety, teachers' recruitment, availability of textbooks, and regularity of teachers and students, whereas a minimum scope is given for teacher performance. The monitoring of training has to be administered linking teacher performance to student learning achievement, but not only from the input perspective. As per my experience, the training is conducted but it is not properly monitored and evaluated regarding its transfer and how it was practiced in the classroom to achieve the curriculum's goals. Thus, TPD training gets out of such problems maximizing the attainment of its goals when it is monitored and evaluated to see and fill the gap between teacher performance and student learning outcomes which raises high prospects of training for the professional development of teachers. It is interesting to see the expression of TP3 about the need for the sound evaluation of the training given and taken to the community schools' teachers in Nepal. She states with expectations;

> *I would love to have the opportunity to correct the mistakes that I have made. We are trained here, we teach, and we know how much morality I have. Do I update what I do? Do I apply or not? Of course, we have to implement it after we become teachers. But need to re-evaluate whether it happened or not.* (TP3- RS2)

The participant explicated that TPD training preserves a perpetual prospect of transforming the teacher's performance to improve students' learning if it is designed to evaluate teachers' practice and support them in updating their knowledge, skills, and techniques. In an effective evaluation system, the space of teachers' self-appraisal, evaluation by peers, and other stakeholders should be strengthened by assembling the head teacher's supervision and evaluation so that the teachers perform skillfully in the classroom

to target their teaching goals. The opinion of TP5 also stressed the prospect of TPD training when it is adhered to relating to monitoring what and how the training skills and techniques are applied in students' classrooms. He opined;

> *The TPD training can be implemented class-wise. After the training, the teacher is left completely to implement training. The responsibility of monitoring goes over when a report is prepared at piece meals. Rather it is to monitor how the teachers are implementing and what problems they are facing in classrooms. Moreover, I think it would be better if there was a refreshment training or activity to give solutions to the problem after they face.* (TP5 – RS3, Interview)

The opinion of the participant indicated that the teachers would be benefitted from improving their skills and techniques for delivering the lessons if they were given training in a real classroom because of its complexity and diversified culture in which the teachers face challenges. In addition, the teachers need support from mentors, peers, orientation, induction, and regular training whenever they have problems in practice. The report of ADB et al. (2017) and the participant's opinion are at the same crux of prospect of training that can be interpreted as a purposeful transfer of training. If the responsibility of monitoring transfer of training is left to the trainees (teachers) and resolutely developing a school-based effective evaluation system, that guide the stakeholders; outsiders (government and researchers), community (SMC), peers, parents, students, head teacher, teacher self to monitor the implementation in the designed frame. This can maximize the teacher performance for further improvement of students' learning with the effective practice of the training.

The Persistence of the Training

The training is a booster for teachers' professional development which intends to equip them with pedagogic skills and techniques for increasing its transfer in the classrooms. However, the training given to teachers once or twice in their teaching career is not enough to consistently retain them with pedagogical improvement to transfer improved skills and techniques for substantiating students' learning outcomes. The training gets its firm position in the role it updates teachers' competence by accordance with the demand of the teachers and classrooms. The training has targets to train particular groups of teachers as per their needs and demands but it is not fixed in nature. My research participants have a perception of the training they receive. They reflected that TPD training gets a high prospect on its persistence organizing very often in the teachers' profession tenure when it is conducted with the purpose of a breakthrough in their pedagogical practice. The research–based book published by UNESCO (2022) also adds that the quality of teaching and students' outcomes improve when the teachers hold competence, compensation, and persistent support for training to attain their teaching goals. The training can be conducted in suitable structures; craft model, applied science model, reflective model (Robinson and Mogliacci, 2019), pre-service, in-service, face-to-face, virtual/online, coaching (peer or expert) guided by joint deliberation and metapedagogy (Ben- Peretz, 2018), mentoring, induction, the research participant TP1 opined;

> *TPD, only one time is not enough. So maybe after five years or two years, it should be disseminated again as refreshment. To teach modern English in secondary classes these days, a teacher cannot teach without proper training. When*

the subject matters are changed, the teachers need the training to face such problems. Likewise, due to the COVID-19 pandemic, the teachers were staying at home facing teaching problems regarding technological tools. These two years, we had such problems. (TP1- RS1, Interview)

The participant TP1 expressed that the training updates teachers for effective practices on demand. Different situations may emerge if it is conducted by applying suitable modes, methods, and approaches at intervals in the teaching period. In the same line, TP2 informed that the TPD training was conducted for 30 days within five years regularly in Nepal (MOE, 2016 as cited in Ghimire, 2022). Furthermore, she suggested that it has to be given at interval of one year or three- four years to accommodate updates of the new curriculum and latest trends. She also expected the training would be more effective if the context of the school environment is matched with the environment of the training organized.

Similarly, TP3 and TP4 expressed their perception that the training bring transformation in teachers and student' learning if it incorporates new changes; new syllabus of class 6, and expectations of youths. According to their expression, their school seems to organize training for teachers from time to time on different issues but it is not enough regarding resources and tools; materials, laptops, smart boards, a separate ICT room, speedy, electricity, and network facility. It needs practice for the smooth transfer of learned pedagogy into the classroom (Ghimire, 2019). In addition, they emphasized the alignment of the training to adopt methods, techniques, and instructional aids suitable to the subjects and their contents so that the teachers can deliver the contents by increasing

students' participation in learning. The perception of TP5 is in similar opinion to the participants TP3 and TP4 that organizing training persistently for the teachers can integrate the changes and the trends evolved in the teacher professional development, which quests acceptance, preparedness, readiness, technological advancement in teachers aiming at the transformation in self and students' learning. TP6 also opined in the same tune that the teachers have a high desire to be updated with new pedagogy from the persistence of training that motivates them to practice knowledge, methods and techniques translating into the classroom. She said;

> *If we continue to take such training from time to time, it can be said that we can bring teachers and students more effectively. In order to make it effective, training seminars can be called for by the teachers from time to time.* (TP6- RS3, Interview)

The research participants expressed that the teachers would like to get training organized persistently to pursue their acceptance and skills required to facilitate students in achieving learning goals. They opined that TPD training boosts their knowledge and pedagogical skills when it is conducted on demand indicators; needs of teachers, purposes of curriculum, expectations of communities, and students' skills in the challenging pavilion of the 21st century.

Theoretical Discussion

The participants' perceptions revealed that the teachers aim positively at developing their professional careers. They perceived TPD training can be transferred into the classroom with the visible transformation of their knowledge, ICT skills, acceptance, readiness, and professional growth for achieving students' learning outcomes. They got

reflection on their teaching after the training practice. The training transformed the teachers to be professionals with the realization of improving their pedagogical understanding, teaching skills, and techniques. While discussing the interpretation of six participants, their opinion interlinks to the transformative theory of adult learning (Jack Mezirow, 1978) as reflectors who challenge (dissatisfaction) their previous beliefs and assumptions. In addition, the teachers become transformative learners in their profession with self-realization, self- confidence, and competence building relationship, actions plans, and perspectives. As transformative learners, the teachers develop themselves as changing actors for themselves and their students visualizing training's prospects that it would be a boon in their professional development.

It has been found that teachers are very capable of determining what and how their professional development has been developed in the student learning outcomes. In crux, TPD training prepares adult teachers as self-reflector, and assessor to design teaching goals with sustained strategies (Sitzmann & Weinhardt, 2015) to overcome challenges encountered in their pedagogical practice.

Chapter Precis

From the above analysis and interpretation of the interviews of the research participants, it is important to note that all six participant teachers experienced that TPD training can play a role of an insulator in updating teachers with new research and innovation on pedagogical knowledge, skills, and techniques. Their perceptions have been recorded in the form of themes that enabled me to derive the meaning of the interview based data from the teacher participants of my research.The interpretations of themes; ICT

competence entertains digital learners and student-centered methods establishes effective evaluation system, and the persistence of the training have produced understanding and conclusions on teacher professional development training for the growth of teachers and their practice of pedagogical skills and techniques for student learning. This chapter concludes that TPD training is a perpetual program designed to enhance ICT skills in teachers, emphasize student-centered methods and approaches, monitor and evaluate the practice of training in a system to sustain its transfer in the classroom, and organize it at intervals of the time to conceive new needs and expectation of stakeholders with pedagogy in the crux of challenges it has been facing in the teacher development field.

CHAPTER VII

INSIGHTS, IMPLICATION, CONCLUSION, AND REFLECTION

This chapter presents the conclusions of my research report. In this chapter, I offer insights into the research report, which is gained from the research questions that guided my study participants. Similarly, I also embed my reflection as a product of the entire research work. I conclude my research based on the participants' perceptions based on practice. I write up the implications of my research findings for further study.

Major Insights

The study has widened my understanding of TPD training perceived by the community schools' teachers who got training for their professional development. I have gained insights. These insights are the product of the study based on two research questions. They are:

1. How do teachers perceive transferring knowledge, skills, and techniques gained from TPD training in their classroom?
2. What challenges and prospects for teachers to transfer skills and techniques from TPD training to the classroom?

I attempted to interpret and discuss each of these research questions in detail in the previous chapters IV and V simultaneously. I draw the insights sorting on these headings.

Teachers' Perception of Transferring TPD Training

I have gained insights from the interviews conducted with the teachers based on their perception on the practice of teachers' professional development. The insights are:

1. The research participants took TPD training as a booster for their professional development. They got practical skills and techniques with pedagogical confidence from the training. On the other hand, it transformed teachers in term of making lesson plans and constructing materials for teaching.

2. The research participants opined that the training helped them transform the classroom environment from traditional to interactive ones.

3. My participants believed that they learned to construct effective lesson plans and improved their pedagogic skills. Using the lesson plan in teaching has become compulsory in public schools. They opined it as the blend of knowledge and skills of pedagogy that directs the instructional activities to pursue students' learning goals.

4. The action research was found effective as they applied in a regular activity. Action research is believed to be providing solutions to the problems teachers face in the classroom.

5. It is taken as the supporting tool in professional development Training not only teaches teachers, it also encourages them to make their class interactive and child- centered.

6. The training changed teachers'motive, use of instructional materials, and management of students' behaviors. Teachers are seen satisfied in term of parental involvement in their children's learning.

7. However, the fact that the teachers find it very challenging to transfer the training skills and techniques in the community schools.

Teachers' Perception of Challenges and Prospects of TPD Training

From the interviews conducted with the teachers, I have drawn insights into the challenges and prospects they faced while practicing the training skills and techniques in the classrooms. The insights are presented into two categories:

Challenges of TPD Training

1. The research participants thought the supportive and learning school culture supports the teachers effectively practicing training skills in classroom instruction.

2. Unless the school administration adopts the practice of distributed instructional leadership, the teachers do not participate in enhancing the students' learning through effective practice of the training skills in the classrooms.

3. The lack of instructional materials created problems in the practice of training skills in the classrooms. The schools lack the funds to purchase the materials needed to construct teaching aids.

4. The participants believed that the school could not finance the equipment and other resources on time needed for effective practice.

5. The diversified classroom compared to the training venue create confusion during the application of learned knowledge.

6. Some participants revealed that they found it challenging to conduct Nepali and English classes in the classroom because of the student's mother tongue.

7. The research participants opined that the low attendance of students created obstacles for them to conduct the classrooms purposefully.

8. The participants' opinion was focused on the lack of integrity in the training organizers, facilitators, and trainee teachers. According to them, the training was conducted customarily as a formality, and the teachers attended the training to avoid their regular job.

9. They perceived that they lacked the ICT devices and skills to use them in their classrooms interestingly and meaningfully.

10. The participants questioned the teachers' implication of pedagogic skills to enhance their self-efficacy.

11. As per the participants, there were problems from low socioeconomic family background students as they are deprived of getting their required resources and balanced meals to practice effective methods and techniques.

12. They opined that there was lack of effective monitoring and evaluation practice after the training was conducted and thus question if the teachers effectively put training gained methods and techniques in the classroom practice.

Prospects of TPD Training

1. The participants opined that TPD training could gain its transfer into the classroom for its goals if it is designed to develop teachers' competence with digital skills to entertain students in the new era.

2. They commented and proposed setting up a sound evaluation system to monitor the practice of the training in real classrooms. Similarly, the motivation and regular guidance should also be given to teachers for their effective implementation.

3. The perception of the teacher participants revealed that the classroom and students demand student-centered methods and approaches that facilitate student learning. They are the most effective strategies to promote learning outcomes, in which the teachers accommodate their satisfaction with high motivation resulting from their classroom performance.

4. The foremost prospect the participants shed light on is a serious need for professional development training to update them with new curriculum, changing context and contents, students' interests, expectations of communities, nation's development plans, and the trends of the global practice.

Conclusion

Being immersed in the findings and insights drawn from my study, I have come up with a conclusion based on the research topic, purpose, and research questions through theoretical lens. The study indicates that the TPD training was successful in the delivery of training knowledge, skills and techniques what they are. The finding further reveals that the training was perceived as a booster for teachers'' professional development. It was felt overwhelmed by the role of training as a means of making teaching very easy. Similarly, the study shows that the teachers were developed for transforming teaching-learning after they received t training. They were confident and empowered to apply interesting pedagogic skills in the classroom.

However, the teachers were encountering challenges in practicing methods and techniques in the classroom. The major problems were lack of distributed instructional leadership, hindrance of mother tongue, and lack of integrity in training providers and

receivers. The school's deficit budget to support the teachers in managing equipment and materials on time was another challenge. The government provides a limited budget to meet regular expenses like salary, daily meals for primary students, and scholarships. Most children reading in public schools had a poor socio-economic status. These children had problems with low attendance, balanced food, uniforms, materials required for project works and assignments, field visits, and educational tours. The teachers were getting those problems as challenges to practice effective methods and techniques consistently.

Peer support has an in-depth impact on the transfer of teachers' training in the classroom. The practice of peer support was satisfactory in community schools. The trained teachers got support from colleagues in lesson planning, construction of teaching aids, peer feedback, managing students' deviated behaviors, and getting parents' right. Sometimes the teachers felt discouraged from doing more for effective learning in the school. The training itself is not enough to develop teachers' professionalism. The training is associated with the head teacher's leadership, the teacher's in-born characters, parents' support, community structure, the support of the government, peer teachers' support and encouragement, and perception of the teachers built with the change in the world for the effective transfer of the training gained by the teachers.

The teachers need training whenever they realize and require to update pedagogical knowledge, skills, and techniques during their professional career that can support them to meet the learners' context, interests, and needs. TPD training is not transferred in the classroom to increase students' learning achievement if the teachers' practices are not monitored and evaluated with integrity. An effective evaluation system monitors and provides feedback on teachers for improving their pedagogical skills that accounts for

punishment and rewards for ineffective and effective transfer of training. Similarly, students are versatile regarding their digital skills which they can understand and master their learning content using ICT devices with no difficulty. So, the teachers feel very comfortable being equipped with ICT skills to address the student's needs and expectations. In addition, TPD training gains its smooth transfer in the classroom improvement and sustaining students' learning outcomes when teachers have skills and techniques of student-centered methods and approaches.

In conclusion, the teachers' perception shows that TPD training transforms teachers building their self- realization and challenge their old teaching practices and achieve understanding and effective skills of learner- centered pedagogy. Moreover, TPD training has positive influence on building self- confidence, competence and own perspectives of teachers in their theoretical aspects.Teachers gain skills of preparing lesson plan and construcion of teaching aids suitable to their classroom instructions in TPD training. However, TPD training seems limited to get knowledge, skills and techniques (job promotion), rather than practicing these knowledge, skills and techniques in classroom instructions for catering better student learning (ADB,2017). TPD training is not tansferred into classroom effectively that could transform students as good learners (Kshetree, 2021). This aspect challenges the assumptions of transformative theory of adult learning (Meziro, 1978) why TPD training does not prepare teachers for classroom practice (Subedi,2015). Similarly, teachers gain theoretical undrstanding of setting mastery goals, setting strategies to gain goals, and its persistent practice (Sitzmann & Weinhardt (2015) rather than their actual practice in classroom instruciton. Furthermore, from the participants' interpretations it can be said that near transfer is happening in a limited classroom practice and there is no

far transfer happening as they pointed to a challenge that there is gap between training venue to context and classroom enviornment. This shows that they were confused to apply training understanding, skills and techniques in their classroom (new enviornment).

Implications

This study explored the perception of TPD training transfer into the classroom. In this research journey, I tried to make meanings of the teachers' practices and perceptions and discussed them. I have drawn the findings from the discussion. It has produced implications. The implications of the study are highlighted in the following points:

a. TPD training has been regarded as one of the tools for developing teachers as professionals. It supports teachers formally in their practice of good teaching.
b. For the effective transfer, the role of teacher's self-efficacy is vital, preparing them emotionally and pedagogically to apply practical methods and techniques in teaching-learning.
c. Training with essential materials and equipment suitable to their classroom teaching activities gains its effective transfer into classroom practice.
d. Persistence of training throughout teachers' profession period has positive influence on developing their professional development that facilitates transfer of TPD training in classroom instruction focusing on learners' demands, changed context, new curriculum, technologies, and the expectation of societies, and new trends in the global era. This does not function in the present, 'One-time fits for all' regarding teacher training.

e. The integrity of all aspects like training organizers, trainers, teachers, and school management significantly influences the conduction of adequate training and the transfer of the training into classrooms purposefully.

f. When TPD training is conducted considering student's diversified social, economic, educational, cultural, and emotional aspects in classroom, teachers feel very comfortable to practice TPD training in the classroom coping with the student's situations and needs.

g. Distributed instructional leadership matters more in the community schools that caters to participatory and motivating school culture for teachers in making shared vision collaboratively in the school and pedagogy. The head teacher and school management committee create a working and learning climate for the teacher when they adopt instructional leadership in the entire management of the school.

h. When TPD training for teachers goes beyond the customary having a fair intention, it transforms teachers' professional learning for the betterment of the classroom and students'learning.

i. The use of teacher-centered method by trained teachers demands stress on training for the use of learner-centered methods and approaches that can ensure the transfer of training into the classroom.

j. An effective evaluation system with full integrity can monitor and evaluate the teachers' practice for timely feedbacks to teachers for further improvement.

k. Because of the ICT- driven 21st century, teachers can improve their teaching techniques and support their profession with ICT skills.

l. Regarding further research, the stakeholders - parents and the school management committee (SMC) can be taken as research participants to explore their perceptions of the transfer of TPD training in the classroom because of their contribution to the school and children for the quality of learning.

m. The research can be conducted by observing the teachers' real classroom practice, to add tremendous value and obtain new findings.

n. From the perception of the school head teacher, the transfer of TPD training can be explored to get new findings different than what has been explored in this research.

o. The findings can be varied in the exploration of transfer of the training on the teachers' perception and practice in classroom if the research is based on ethnographic methodology applying the tools; participant observation, interview, focused group discussion, and study of artifacts.

My Reflections

I was excited to explore the transfer of teachers' training in the classroom of community schools. Spending many years on teacher training in TPD and private institutions, I thought to explore the transfer of such training to the teachers in real classrooms. When the researches and media disclosed the effectiveness of TPD training, doubt emerged about the practice of training skills and techniques the teachers afforded in their classroom learning (Wagle, 2010 as cited in Thapa et al., 2012). Motivated by a desire, I decided to achieve a master of philosophy degree in educational leadership. With enthusiasm and motivation, I joined the master of philosophy in educational leadership at

Kathmandu University Then my journey started with the aspiration and goals of equipping myself with research knowledge and skills.

Experienced in the master of educational planning and management degree, I endeavored with field research plan. I got learning about my prospects as a teacher educator. I did feel very fewer terrifying situations during this study. In the beginning, I was confused because I was going to conduct the research with an interpretative design. I defended my thesis proposal with an ethnography design in the research committee I had an entire preparation in the ethnography design and had a keen interest in it. Due to the pandemic situation, I had to change my research design. There was not a safe situation to conduct ethnography by applying participant observation and classroom observation going to the participating schools for many months. Therefore, after two months, of the lockdown, I was suggested and allowed to conduct the research with an interpretative design. After a month's preparation and consultation with my supervisor, I was filled with confidence and research skills to conduct the research in an interpretive design.

The challenge I had was to collect sufficient resources regarding my topic since I was new to an interpretive research design. However, I could get these resources easily related to my research with the support of my supervisor. Another challenge was to select the right participant schools of three places urban, semi-urban, and rural in Lalitpur district, and their teachers as my research participants during the lockdown situation. The requirements of the participants were to be trained with TPD conducted by the then NECD and have five years of experience. However, I could face these problems easily and went ahead with my research.

The selection of the schools was based on purposive sampling. Collecting the school's information, I started to get the contact, and mobile number of the school head teachers. I remembered the head teacher of my first participant school and searched in my mobile record. I found his mobile number and called him. We talked for a few minutes. I told him that I wanted to conduct research for the requirement of my M.Phil. for the study. He agreed and set a day to meet in the school following safety measures. We met and finalized the date and time for a meeting with the teachers. This meeting encouraged me to further procedures. I took interviews with two teacher participants in the ZOOM meeting. Similarly, I could easily contact the head teacher for the second participant school since he was a Ph.D. scholar at Kathmandu University. I met him at Kathmandu University, School of Education premise and finalized the date and time for meeting teachers at school. Following the safety measures, I visited his school and met the teachers who were selected for my interview. This meeting heightened my encouragement and confidence in collecting data from the field.

Regarding my third participant school, I could contact the head teacher using a snowball technique. I went through the contact of a friend who gave me a mobile number of a teacher of the third participant school. Then I got the mobile number of the head teacher of the school from the teacher. When I called him, he told me his name and his designation. The head teacher was very supportive and provided the contact number of two teachers for my research. I called and requested them to be participants in my research. They accepted my request and we finalized the date and time for the interview. It was another sweet experience I have ever collected. I conducted the interviews with the six teacher

participants. I recorded their voices on my laptop. Every participant was open and answered my questions comfortably. Except for the first teacher participant, who gave his interview in English, I interviewed with five participants in the Nepali language.

Taking all the necessary data from the field, I set out to transcribe the data. I did data transcription of the interviews and translated the transcription of the five teacher participants into English. I started to code and categorize the data I gathered. I generated fifteen themes, analyzed, and interpreted the data after I categorized them. I discussed the themes in the three chapters according to the two research questions I set in the proposal. I also discussed the theoretical aspect linked to chapters IV, V, and VI. I summarized the discussion of chapters IV, V, and VI in the topic' Summary of the chapter'. Finally, I completed the last chapter with major insights, conclusions, implications, and reflections on the study. I experienced and learned in the journey of my research. I realized that completing the research project in the busy schedule of earning livelihood and pandemic situations is very challenging.

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APPENDICES

Interview with TP2 from RS1

A Sample of Transcription

प्रश्नकर्ता: त्यो तालिम कति दिने तालिम हो, म्याडम ?

उत्तरकर्ता: तीनवटा फेजमा हुँदा दश दश दिनको थियो तर हाम्रो टाइम देखि चाही दुई वटा फेजमा मात्र भएको भएर १५/१५ दिनको गरेर ३० दिने तालिम ।

प्रश्नकर्ता: यो टिपिडी ट्रेनिङमा यहाँले प्राप्त गर्नुभएका ज्ञान, (हजुर) सीप र टेक्निक्स अथवा तौर तरिकाहरू कस्ता थिए ?

उत्तरकर्ता: एकदमै महत्वपूर्ण र यो हरेक टिचरले आफू टिचिङ जुन जबमा रहँदा खेरी यो अनिवार्य रुपमा लिइनु पर्ने तालिमको रुपमा पनि लिइन्छ । मैले तालिम लिएको अनुभवको आधारमा भन्नुपर्दा त यो झन् जो कोहीलाई अझ बेला बेलामा दिइरहनुपर्छ जस्तो मलाई लाग्छ ।

प्रश्नकर्ता: विषयवस्तुहरू, हँ... विशेषगरी ज्ञान ?

उत्तरकर्ता: विषयवस्तुहरू नितान्तरुपमा एउटा शिक्षकले कक्षाकोठाभित्र प्रवेश गरिसकेपछि कक्षाकोठाको वातावरण कस्तो हुनुपर्छ, बालबालिकाहरू कस्तो रहनुपर्छ उनीहरूको मानसिकतामा कसरी बदल्न सकिन्छ र हामीले चाहेको ज्ञान उनीहरूसँग पुऱ्याउनलाई कसरी डेलिभर गर्न सकिन्छ भन्ने समेतको यो सम्पूर्ण होलिस्टिकरुपमा चाहीँ सिकाउन खोजिएको छ टिपिडिभित्र र त्यो सिक्न पनि पाएको भन्ने

मैले अनुभुति चाहीँ मैले पनि गरेँ । मेरो आफ्नो अनुभवले पनि के भन्छ भने टिपिडी तालिम लिइसकेपछि र लिनुपूर्वको क्लासरुमभित्र चाहीँ टिचर प्रवेश गर्दाखेरीको वातावरण चाहीँ फरक अनुभव पनि गर्या छु ।

प्रश्नकर्ता: केही विषयवस्तु अथवा ज्ञान केही उदाहरणको रुपमा जस्तै पाठयोजना के के होला ?

उत्तरकर्ता: एक त पाठयोजना निर्माणको कुरा पनि यसको अम्... एउटा प्रमुख पार्ट नै हो । पाठयोजना कसरी निर्माण गर्ने ? कसरी पाठयोजना बनाएर क्लसरुमभित्र जाँदाखेरि इफेक्टिम टिचिङ लर्निङ एक्टिभिटी हुन्छ ? कसरी हामीले डेभिर गर्न चाहेको कुरा चाहीँ स्टुडेन्टसम्म पुऱ्याउन सकिन्छ भन्ने कुरा चाहीँ पाठयोजनाले पनि निर्धारण गर्छ र त्यतिमात्र होइन आज दिनभरीमा पढाउने, मैले पढाएको विषयवस्तुको लर्निङ आउटकम्स के हुनुपर्छ त्यो लर्निङ आउटकम्सभित्र आधारित भएर मैले कैले कसरी त्यति टाइमभित्र बाउन्ड्रीभित्र पढाउन सक्छु ? र, फरक क्षमता भएका बालबालिकाहरूलाई पनि सिमीत समयभित्र कसरी समेट्न सकिन्छ भन्ने कुरा चाही हाम्रो टिचिङ लर्निङ एक्टिभिटीजमा कसरी समेट्ने ? भन्दा त्यसमा चाहीँ हाम्रो टिचिङ लर्निङ मेटेरियलको कुरा, अनि टेक्निकको कुरा यो सबै चाहीँ तालिममा सिक्न पाएको मलाई लाग्छ, । जस्तो मैले म्यथम्याटिक्सनै मेरो विषय भएको हुनाले म्याथम्याटिक्सका यो मेटेरियलहरू कसरी निर्माण गर्ने भन्ने सन्दर्भमा भनिएको छ लोकल, लोकस्ट र नोकस्ट यो तीनओटा जुन चाहीँ हामीले लोकल पनि हुनुपर्‍यो एकदम कम मुल्यको पनि हुनुपर्‍यो र अब चाहीँ स्थानीय स्तरमा उपलब्ध पनि हुनेगरी लोकस्ट, नोकस्ट र लोकल तीन किसिमको मटेरियलहरू तयार गर्ने हाम्रो आफ्नो चाहीँ वाउन्ड्रीभित्र उपलब्ध हुन सक्ने रुपमा त्यसलाई हाम्रो विषयवस्तुसँग जोडेर कसरी पढाउने भन्ने टेक्निक नै मैले टिपिडीबाट पढ्न चाहीँ सिक्ने अवसर प्राप्त

गरेको हुनाले लाग्छ गणितलाई अझ राम्रोसँग बुझाउन बालबालिका समक्ष जे चाहीँ सिकाउन चाहेको विषयवस्तु चाहीँ त्यो पुऱ्याउन सकेको अनुभूति चाहीँ मैले तालिम पश्चात गर्न पाएको छु सर ।

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APPENDIX II

Interview with TP2 from RS1

A Sample of English Translation of the Transcription

Questioner: You also took training, didn't you?

Answer: I have also taken job induction training and TPD training.

Questioner: Isn't that training for 30 days, madam?

Answer: It was ten days in three phases, but in our time, it was only in two phases.

Questioner: What were the knowledge, skills, and techniques acquired in this TPD training?

Answer: It is very important and it is considered compulsory training by every teacher while teaching. And, based on my training experience, I think it should be given more and more to anyone from time to time.

Questioner: Subjects, yes … especially knowledge?

Answer: TPD training seeks to teach the subject matter in a holistic way, including what a classroom environment should be like once a teacher enters the classroom, how children should behave, how to change their mindset, and how to deliver the knowledge we want with them. I also felt it. My own experience is that after taking TPD training and entering the classroom before taking it, I have experienced a different environment when the teacher enters.

Questioner: What is a project like some subjects or knowledge as some examples?

Answer: On the one hand, the matter of making a lesson plan is also a major part of it; how to create a lesson plan and how effectively teaching-learning activity happen when you go to the classroom with a lesson plan. The lesson plan also determines

how we can reach out to the student, and not only that but what the learning outcomes of the subject area that I teach today. And, how to include children with different abilities in our teaching-learning activities within a limited time. It's all about our teaching-learning material, and it's all about the technique because I learned it all in training. So, I think since mathematics is my subject; how to build these mathematics materials, local, low cost and no cost are the three that we have locally. It has to be of very low value. Now I have the opportunity to learn from TPD the technique of how to combine it with our subject matters so that our own three types of materials; low cost, no cost, and local, which are available locally, can be available within the boundary. After the training, I got the feeling that I was able to convey the subject I wanted to teach, sir.

APPENDIX III

INTERVIEW GUIDELINES FOR INTERPRETIVE RESEARCH

Plan for interview (I translated these questions into Nepali while asking them.)

i. The time period for generating data from the field (virtual) was run from September 5 to September 30, 2021.

ii. The number of participants was six; two from each school.

iii. The number of research schools was three; one from each geographical location in order to generate in-depth data.

iv. The geographical location was urban (metropolitan), semi-urban (municipality), and rural (Rural municipality).

v. The questions for interviews were the same for all the participants.

vi. The probes were slightly different from participant to participant.

v. The questions were open-ended (semi-structured) in nature.

The main questions were the same as mentioned in the proposal.

vi. The interviews were initiated with informal conversation (rapport building) in the beginning.

vii. The time for the interview was 45 to 51 minutes according to the time comfortable

for the participants.

viii. The mode of interviews was virtual; zoom because of COVID-19 and in person for the head teachers

ix. The interview went till the period up to data saturation

x. The interview was conducted with a participant consuming a comfortable time period.

xi. The Kathmandu university guidelines were strictly followed as an ethical consideration. The written consent paper was filled by the participants and the school before the interview began.

xii. The information of participants was collected from the school administration; information like name, gender, age, permanent address, academic qualification, length of job period, marital status, level of teaching, name of the school, time duration of TPD training received,

xiii. The medium of the interview was mostly Nepali and English with the first teacher participant who felt comfortable conversing.

xiv. The interviews were recorded by zoom record in my laptop.

xv. The research diary and reflective notes were maintained every day.

xvi. The interview was conducted focusing on the research questions.

Questions for interviews

Purpose of the research proposal: To explore and understand teachers' perceptions of TPD training transfer into the classroom instruction

For rapport building:

i. Greetings: Namaste or Good morning. How are you?

ii. When did you start teaching?

iii. Which subject do you teach

iv. What are the classes you teach?

v. How long have you been teaching?

The research questions (Questions for generating data for the research):

1. How do teachers perceive transferring knowledge, skills, and techniques gained from TPD training into the classroom?

i. How long have you been trained? How about TPD training?

ii. What are the learned knowledge, skills, and techniques of the training?

iii. How effective are they in your classroom?

iv. What are the things that have facilitated you to apply knowledge, skills, and techniques gained from TPD training in your classroom?

v. Which techniques did your students choose as the best in your classroom learning?

2. What are the challenges and prospects for the teachers to transfer knowledge, skills, and techniques gained from TPD training in the classroom?

i. What are the problems you have been facing to practice TPD training knowledge, skills, and techniques gained from TPD training in the classroom

ii. Why are they difficult to transfer to your classroom?

iii. How can we transfer these into the classroom comfortably for the quality of students' learning?

iv. What suggestions do you offer for improving TPD training (if it was realized lacks)?

v. What are prospects of TPD training transfer in classroom?

APPENDIX IV

TEACHERS' PERCEPTION OF THEIR PROFESSIONAL DEVELOPMENT TRAINING TRANSFER IN THE CLASSROOM

म ..... स्व-इच्छाले यो अनुसन्धान अध्ययनमा भाग लिन सहमत छु । म सहमत भएँ पनि कुनै पनि समय फिर्ता लिन सक्छु वा जवाफ दिन अस्वीकार गर्न सक्छु । अनुसन्धान अध्ययनको उद्देश्य र प्रकृती बारेमा मलाई लिखित रुपमा व्याख्या गरिएको छ । अध्ययनको बारेमा प्रश्न सोध्नको लागि सहमति दिएको छु । यो अनुसन्धान अध्ययनमा भाग लिए पनि सिधै लाभान्वित हुने छैन भन्ने कुरामा सहमत छु । मैले उपलब्ध गराएको सूचनाहरु सुरक्षित र व्यवस्थित हिसाबले प्रयोग गरिने छ भन्ने कुरामा विश्वस्त छु । मैले उपलब्ध गराएको सूचनाहरु अनुसन्धानकर्ताको काठमांण्डौ विश्वविद्यालयको एम. फिल. अध्ययन प्रयोजनको लागि मात्र गरिने छ भन्ने कुरामा विश्वस्त छु । यो अनुसन्धान अध्ययनको क्रममा साक्षात्कारका लागि प्रयोग हुने कुनै पनि श्रव्य दृश्य बाट भएँमा फरक नपर्ने कुरामा सहमत छु । यो अनुसन्धान अध्ययनको रिर्पोटिङमा मेरो नाम उल्लेख हुने छैन भन्ने कुरामा म पुर्ण विश्वस्त छु । मैले उपलब्ध गराएको सूचना चाहेको बेला प्राप्त हुने छ भनि विश्वस्त छु ।

अनुसन्धानकर्ताको नाम: दुर्गा बहादुर वली क्षेत्री

काठमाण्डौं एम. फिल. शैक्षिक नेतृत्व (सन २०१९ ब्याच)

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सहभागिको सहि: मिति: .....

मलाई विश्वास भयो कि सहभागिले यो अनुसन्धान अध्ययनका लागि आफनो लिखित सहमति दिनुभयो।

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अनुसन्धानकर्ताको सहि: मिति: .....

काठमांण्डौ विश्वविद्यालय स्कुल अफ एजुकेशन शैक्षिक नेतृत्व