

A Report on
Action Research in Schools: An Analysis of Policy and
Practice

Submitted By
Foundation for Education change
(FEDUC)
New Baneswar, Kathmandu

Submitted To
Government of Nepal
Ministry of Education, Science & Technology
Education Review Office
Bhaktapur

June 2018

Study Team

Prof. Shyam Krishna Maharjan PhD, Team Leader

Dr. Ruma Manandhar, Researcher

Mr. Indra Bahadur Shrestha, Field Researcher

Mr. Bisho Nath Karmacharya, Field Researcher

Ms. Samjhana Basnyat, Field Researcher

Table of contents

	Page
Executive Summary	i
Acknowledgement	iv
Acronyms and Abbreviations	v
Chapter I: Introduction	1 - 4
1.1 Background	1
1.2 Rationale	3
1.3 Objectives	4
1.4 Scope of the study	4
Chapter II: Review of Related Literature	5 - 9
2.1 Development of AR in Brief	5
2.2 Action Research in Teaching	5
2.3 Challenges of AR and Ways for Mitigating Them	7
2.4 AR: Policy and Provision	8
Chapter III: Methodology	10 - 19
3.1 Research design	10
3.2 Sampling	10
3.3 Data Collection Procedures	14
3.4 Data Analysis and Interpretation Procedures	16
Chapter IV: Policies and Provision on AR	20 - 21
4.1 AR policy and provision	20
4.2 Implementation of AR Policy and Provision	21
4.3 Recent Development on AR	21
Chapter V: Status of AR Training Practices at Different Level	22 - 35
5.1 TOMT at NCED	23
5.2 ToT at ETC	24
5.3 ToST at school/RC level	26
5.4 AR Practices at School	28
5.5 Problems and Challenges of AR in school	32
Chapter VI: Gaps between Policies and Practices	36 - 40

Chapter VII: Making Action Research Practices Effective	41- 48
Chapter VIII: Conclusions and recommendations	49 - 52
8.1 Conclusions	49
8.2 Recommendations	50
References	53 - 54
Appendices	55 - 68
Appendix 1: Interview Guidelines for NCED Officials	55
Appendix 2: Interview Guidelines for Experts (Training Package Developers) /Independent Researcher	57
Appendix 3: Interview Guidelines for DEOs/SSs/RPs	58
Appendix 4: Interview Guidelines for Chief/Trainer of ETC	60
Appendix 5: Interview Guidelines for AR Trainers	62
Appendix 6: Interview Guidelines for Member of Confederation of Nepalese Teachers	64
Appendix 7: Interview Guidelines for Head Teacher/Teacher	66

List of Tables

Tables	Title of Table	Page
Table 1	Sample Provinces, Districts and Schools	11
Table 2	Number of Teachers from the Sample Districts	13
Table 3	School-wise and District-wise of Number of HTs	14
Table 4	Interview Guidelines	15

List of Figures

Figures		
Figure 1.1	AR Cycle	2
Figure 4.1	A cascade model of AR training	22

Executive Summary

Action Research (AR) is a reflective process which is used to bring positive changes in the classroom and determine if those changes result in the desired outcome. However, in the context of Nepal, there is no research evidences to identify what policies are mandated by MoEST, how effective is the training programme at different levels on AR, to what extent action research has been carried out by teachers, to what extent action researches are implemented to solve classroom problems. In this context, this study entitled "Action Research in Schools: An Analysis of Policy and Practice" has been carried out.

The objectives of this study are to assess the present policies and provisions of action research, and their practices at schools, to identify the gaps between action research policies/provisions and practices, and to suggest the ways of making action research practice effective at the school level for improving teaching learning performance in schools.

This study is descriptive and survey research in nature and based more on qualitative data. However, it included quantitative data as well. Kavre, Bara and Kaski districts were selected from province 2, 3 and 4 respectively. Likewise, 12 community schools (4 from each district) where NCED have been providing AR training. In addition 4 institutional schools were selected purposively for identifying the attitudes of teachers. In total 48 teachers (48 from community school and 4 from institutional school) and 16 head teachers (12 from community school and 4 from institutional schools) were selected from 3 districts. Mainly, semi-structured interview guidelines were used to collect primary data from ETC chief trainers, trainers/roster trainers, DEOs, SSs, RPs, head teachers, teachers, independent researchers and Representatives of Federation of Nepalese Teachers. Moreover, consultation meetings were carried out to collect information from NCED officials. The documents of NCED, MoEST, electronic materials, published and unpublished reports, materials downloaded from internet were reviewed in order to identify secondary data related to policy and provision of action research. The field researchers were oriented before sending them to field and data were collected from central, district and school levels. The key findings deduced from analysis and interpretation of collected data are presented below.

National Development Plans of Nepal have not explicitly mentioned policies related to AR. Similarly, Education Act and Education Regulations have also not included the articles related to AR. Notably, carrying out research related to teaching for improving teaching has been stated in TSC Regulations. However, it may be AR or case study or any other study. On the basis of article stated in TSC Regulations, NCED developed AR training programmes in cascade model. As NCED is a major organization which implements AR policies and provisions and it

developed programme and budget for each year to implement its programmes along with AR programmes. Accordingly, ToMT was conducted only in 2069/70 AD. Similarly, ETCs conducted AR ToTs in 2070/71 and 2071/72 to prepare roster trainers. The roster trainers conducted AR training for school teachers at RC/school level. Those teachers who participated in AR training are expected to conduct AR in schools to improve their teaching for enhanced students' learning. ToMT and ToT did not get continuity because of not placing importance to AR as it was not included in NCED's annual programme and budget. Instead of including AR as a separate package, it is included as a part of regular TPD programme.

Master trainers and trainers/rosters are provided with effective training from NCED. Hence, The ETC, chiefs, master trainers, roster trainers, DEOs, SSs and RP are found to be positive and satisfied with the training provided by NCED. However, AR training at school level (ToST) is less effective as ToST focused on theoretical aspect more than necessary, it was carried out for maintaining formality. As a result, school teachers are not implementing AR effectively.

In spite of effectiveness of ToT, ETCs are unable to go ahead due to lack of legal authority and responsibility regarding ToT. Another big hurdle of ToTs was that there was no activity of monitoring of the training in the annual programme of ETC and no allocation of budget too for this activity.

Despite the efforts made by NCED for conducting AR, most of the teachers were not found carrying out AR because of lack of conceptual clarity of AR, ineffective ToST, lack of appropriate guidelines and lack of encouragement. However, very few teachers were found to have carried out research whether it is AR or case study or any general study for the purpose of getting 5 points for promotion.

Teachers seemed not to have been positive and they thought AR as burden and extra job. Likewise, because of lack of monitoring, feedback, budget allocation for AR, the teachers were not found serious about AR even AR has multiple advantages.

Comparatively, teachers of Kaski have more interest to carry out AR. Some teachers have tendency to copy AR report from others in order to get 5 points for performance appraisal. However, obviously most of teachers have not had enough understanding and skills of AR. Teachers are not punished even though they did not carry out any AR in a year.

There are several problems in relation to conducting AR in schools, for instance, lack of appropriate training, lack of understanding AR, lack of creativity in teachers, feeling of burden, time constraints, no compulsion, lack of monitoring, no incentive and punishment, lack of interest and so on. Along with these, there are several reasons of not performing AR in schools, for instance, no motivation, no knowledge and skills, no awareness, no loyal to school, no feeling

of responsibility. Likewise, it is not compulsory for all teachers and especially temporary teachers are no aware about AR.

Based on findings of this study, it is recommended that a specific policy statement about conducting AR by all school teachers should be included in National Development Plan of NPC. More importantly, TSC Regulations should, categorically, include an article stating that AR must be made compulsory for working teachers as one of the eligibility criteria for submitting the application form for permanent teaching position and internal promotion. It is also suggested that each teacher must conduct AR in his/her teaching subject/s as a part of his/her regular teaching job, which should be developed as an internal policy of school. Besides, it is also suggested that experience of AR activities should be shared among the teachers in interaction programmes.

Acknowledgement

I would like to extend my sincere thanks to Education Review Office (ERO), Ministry of Education for providing an opportunity to carry out this study. Specifically, it is my pleasure to extend my gratitude to Dr. Lekh Nath Poudel, the experts of ERO and Dr. Peshal Khanal for providing valuable suggestions to improve the study report. Similarly, the experts and participants who had provided feedback during presentation of draft report deserve my special thanks. Importantly, I am pleased to offer my thankfulness to Prof. Dr. Shyam Krishna Maharjan, Dr. Ruma Manandhar, Mr. Indra Bahadur Shrestha, Mr Bishwo Nath Karmacharya, and Ms. Samjhan Basnyat for successfully completing this study and preparing its report in this form.

I am highly grateful to Prof. Dr. Arbinda Lal Bhomi and Prof. Dr. Prakash Man Shrestha for their enthusiastic cooperation and support to complete this report. Lastly, but not the least, I would like thank Mr. Kumar Humagain for his secretarial services to organize the format of the report.

Dr. Agni Prasad Kafle
President, Foundation for Educational Change
2075

Acronyms/Abbreviation

AASSA	:	Association of Academies and Societies of Sciences in Asia
AR	:	Action Research
BS	:	Bikram Sambat (Era)
CAR	:	Classroom Action Research
CNT	:	Confederation of Nepalese Teachers
CS	:	Community School
DEO	:	District Education Office/District Education Officer
ERO	:	Educational Review Office
FGD	:	Focus Group Discussion
HTs	:	Head Teachers
INGOs	:	International Non-Governmental Organization
NGOs	:	National Governmental Organization
IS	:	Institutional School
MoE	:	Ministry of Education
DoE	:	Department of Education
MoEST	:	Ministry of Education, Science and Technology
MTs	:	Master Trainers
NCED	:	Centre for National Educational Development
PA	:	Performance Audit
PAR	:	Participatory Rural Appraisal
RC	:	Resource Centre
RP	:	Resource Persons
SSs	:	School Supervisors
SSDP	:	School Sector Development Plan
SSRP	:	School Sector Reform Plan
TL	:	Teaching Learning
TLP	:	Teaching Learning Performance
ToMT	:	Training of Master Trainers
ToT	:	Training of Trainer
TPA	:	Teacher Performance Appraisal
ToST	:	Training of School Teachers
TSC	:	Teacher Service Commission

Chapter I

Introduction

1.1 Background

Teaching profession is being much more challenging. Every teaching situation is unique in terms of contents to be imparted, teachers' competencies and their teaching styles, learning ability and learning style of students, learning environment of school and many other factors. Hence, teaching-learning (TL) process itself is a complex task. This complex task can be simplified by making teacher capable to teach according to learning need and difficulty of students. For this purpose, the teacher should be ready to do hard work by developing favourable attitude as well as change his/her teaching strategies according to the changing contexts. In addition, action research (AR) is one of the interventions, which helps the teachers to analyse TL strategies in general and to enhance the students' learning in the classroom in particular. AR has potential to enhance the professionalism of teachers by bringing together process and outcome, teaching and research, reflection and action, theory and practice. In this sense, the particular goal of AR is to provide opportunities for teachers to be involved in the research for improving teaching in classroom which results in improved learning of the students.

The term "action research" was coined in the 1940s by Kurt Lewin, a German-American social psychologist who is widely considered to be the founder of his field.) AR refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently (<https://www.edglossary.org/action-research/>). AR is a process of systematic inquiry that enables people to find effective solutions to real problems encountered in daily life (Ferrance, 2000; Lewin, 1938; 1946; Stringer, 2007 as cited in Gregory and Shane 2015). AR may also be called a cycle of action or cycle of inquiry, since it typically follows a predefined process that is repeated over time (<https://www.edglossary.org/action-research/>). A simple illustrative example of AR cycle is given below:

- Identify a problem to be studied
- Collect data on the problem
- Organize, analyze, and interpret the data
- Develop a plan to address the problem
- Implement the plan
- Evaluate the results of the actions taken
- Identify a new problem
- Repeat the process

The similar type of spiralling cycles of AR developed Valencia College is given in Figure 1 (Valencia College, 2015). AR is a deliberate, solution-oriented investigation, characterized by:

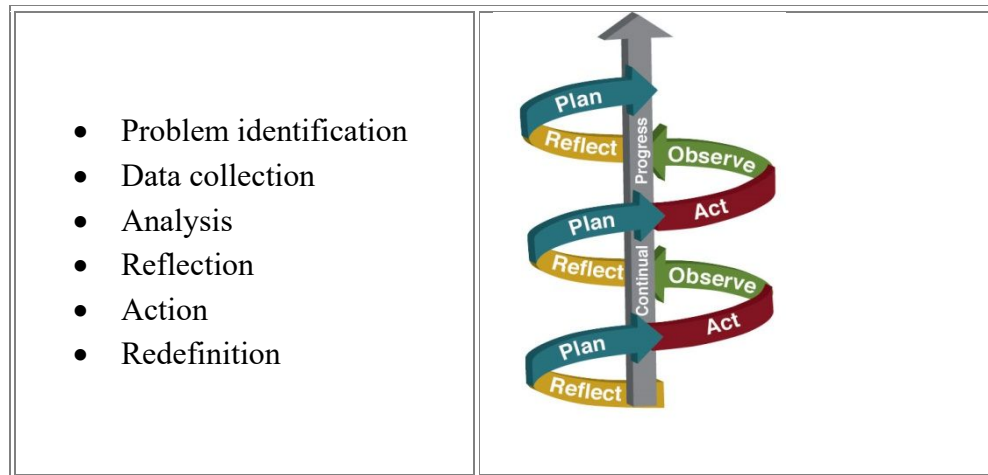


Figure 1.1: AR Cycle

The primary reason for engaging in AR is to assist the “actor” in improving and/or refining his or her actions. Obviously, the most important thing is that AR is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings.

In the field of education, AR is considered as the process of studying a school situation to understand and improve the quality of the educative process (Hensen, 1996 & Mc Taggart, 1997). Several students come to school from several environments, socio-cultural and geographical areas. They have several needs and different level of capacities that influence their learning abilities which cannot be identified by teacher without research work. Students are provided with different learning opportunities using several learning environments aimed at providing better education based on research findings. With the help of AR, problems and needs of learners are identified to plan new approach of teaching for improving learning of students for their better achievement. Now a days, teaching and research go side by side in good educational institutions. Thus, research is crucial to prepare bases for developing new techniques and approaches of TL. In this situation, AR is carried out in the schools for improving teaching performance of the teachers and learning achievement of the students.

The general goal of AR is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programs (pls mention the uniformity in the spelling in the other chapter too).

Considering the importance of AR for improving performance of teachers which eventually, enhances students’ learning, efforts have been made by the concerned agencies to encourage the

teachers to involve in conducting AR at school level. Teacher Service Commission (TSC) Regulations, (Fifth Amendment) 2057 BS has emphasized researches related to teaching. Moreover, School Performance Auditing Tool developed by Education Review Office (ERO) has included AR as one of the indicators to assess the performance of the schools.

Similarly, The National Centre for Educational Development (NCED) has encouraged the school teachers to carry out AR by conducting training on AR at different levels. Recently, AR is embedded in Teacher Professional Development (TPD) for school teachers, which is being provided through Education Training Centres (ETCs) and Lead RC (NCED, 2072). In TPD, knowledge and skills in conducting AR are imparted to the teachers.

1.2 Rationale

AR helps teachers to identify the problems related to teaching performance and learning achievement of the students through which appropriate TL strategies for the whole class and/or a group of students and/or an individual student can be developed. It, then, will encourage the teachers to adapt the newly developed TL strategies for enhancing the achievement level of the students. In other words, it promotes reflective thinking and teaching, expands teachers' pedagogical repertoire, reinforces the link between practice and student achievement, fosters openness toward new ideas and learning new things, and gives teachers ownership of effective practices (Hensen, 1996).

Considering the importance of AR in the schools, the teachers are encouraged to carry out the AR in their respective schools by the Ministry of Education, Science and Technology (MoEST), Nepal. Hence, Teacher Service Commission (5th amendment) Regulations, 2057 BS has made a provision of providing 5 out of 100 points to those teachers who carry out researches related to teaching while recommending teacher for promotion. School Sector Development Programme (SSDP) 2016-2023 has targeted to conduct 400 units of trainings during the plan period for teachers to undertake ARs in the schools and empower them to improve teaching learning (TL). Similarly, NCED has been conducting AR training at different level to enable the teachers to carry out AR in the schools since 2069/70 B S. More importantly, School Performance Audit Tool developed by ERO has included one indicator related to AR with 3 points. It indicates that the teachers are encouraged to carry out the AR. However, the findings of the Performance Audit conducted in 2073/74 and 2074/75 by ERO showed that almost all the school teachers did not carry out the AR. It may be due to weaknesses in the implementation of the existing policies and provisions related to AR. So far, there is no research evidence to prove to what extent teachers are equipped with basic competencies to undertake AR, to what extent AR has been carried out by teachers, to what extent AR findings are implemented to solve classroom problems and to what extent teachers use AR in their daily classroom practices. In this context, there is a need for assessing the present policies and practice of ARs, and exploring the gap between AR policy and

practice which eventually help develop the ways of making AR practice effective in schools for improving TL performance in schools.

1.3 Objectives of the Study

The overall objective of this study is to analyse policy and practice of action research in schools. More specifically, the objectives of the study are as following:

- To assess the present policies and provision of action research, and their practices in schools
- To identify the gaps between action research policies/provisions and practices
- To suggest the ways of making action research practice effective at the school level for improving teaching learning performance in schools

1.4 Scope of Tasks

Because of time constraint and as per ToR provided by ERO, the scope of the study were delimited to following tasks:

Review of documents: Related information to the present study were derived from the documents such as Education Acts and Education Regulations, TSC Regulations, SSRP, SSDP, School Performance Audit Reports, along with theoretical bases of AR, and international AR practices.

Development and finalization of tools: Interview guidelines for different informant groups and the key points for consultation meetings with key informants at central level were prepared.

Field work: Field work was confined to three districts from 3 provinces, and covered community schools and institutional schools. Informants from policy makers to grassroots level stakeholders were included.

Direction of AR in the future: Future directions for policy and implementation level were developed.

School Management Committee (SMC), Parents Association (PA) local agencies and students: Though SMC, PA, other local agencies and students influence the effectiveness of AR they are not considered in the study because of time constraint.

Chapter II

Review of Related Literature

This chapter deals with the review of literature related to AR, which is presented under four main headings; viz. (i) Development of AR in brief (ii) AR in teaching (iii) Challenges of classroom action research (CAR) and ways to mitigate them and (iv) AR: Policy and provision

2.1 Development of AR in brief

AR method was proposed by Kurt Lewin in 1946, as a research technique in social psychology. AR has been flourished since 1950's at Teachers College, Columbia University (Feldman, 1994). According to Stringer (1990), the popularity of AR was decreased in 1960's, because it was associated with radical political activism. In 1970's, AR emerged under the influence of Laurence Stenhouse and John Elliott in Britain. The emphasis of AR was shifted from measurement and statistical analysis to practical deliberation focusing on human interpretation, negotiation and detailed descriptive accounts (CELT, 2009). Similarly, in 1980's, the popularity of AR got continuity.

Reason and Bradbury (2001) claimed that AR has become a form of research that shows how helping people and organizations reflect on and enact change. AR is a methodology that has been found to be valuable as a problem-solving tool in the various occupations such as education, health, social work etc. Similarly, it has also become a tool for solving the practical problems regarding the organizational development, planning, architecture, and economic growth. Hence, AR shows the practical concerns to face and solve an immediate problematic situation. Moreover, it furthers the goals of social science simultaneously.

2.2 AR in teaching

AR, as mentioned by CELT (2009), is an approach to improve teaching process. It starts with a problem a teacher encounters. Faced with the problem, the teacher will go through a series of phases (reflect, plan, action, observe, and reflect) called the AR cycle to tackle the problem systematically. Usually, the teacher discovers ways to improve the action plan in light of teacher's experience and feedback from students. One cycle of planning, acting, observing and reflecting, therefore usually leads to another, in which teacher incorporates improvement showed by the initial cycle. Segal (2009) has also presented the same type of view regarding AR. According to him, AR can provide opportunities for reflection, improvement and transformation of teaching. In other words, it provides a reflective process which can be used to implement changes in the classroom and determine if those changes result in the desired outcome. Hence, the AR process would facilitate an opportunity for teachers to self-assess their practice and make timely instructional decisions based on student outcomes. Also it reflects about how teachers conceptualize teaching and learning in their classrooms.

The above mentioned concept on AR denotes that the main focus of AR is the learning outcome of the students for which several activities need to be carried out in the classroom. So, the venue

for carrying out these activities is the classroom. This is why AR is popularly known as CAR in the education field. In this regard, Weininger (1996) claimed that CAR is the best way to find out what works best in the particular class to improve students' learning. So, CAR is more systematic and data-based than personal reflection. Similarly, CAR provides the means of documenting teacher's effective teaching. Because the brief reports and presentations resulting from CAR can be included in teaching portfolios, tenure dossiers, and other reports. In the same way CAR can provide a renewed sense of excitement in teaching. As defined by Elliott:

AR is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice (1991).

When teachers are involved in their own problem solving inside their own classrooms, the gains are better and greater which is considered as the benefit of AR (Segal, 2009). According to Sagor (2005), all teachers want their students to be better learners and citizens. In this regard, AR has the ability to give teachers the opportunity to develop their practice and promote self-directed learning for both the teacher and the student, and school itself (Saggu, 2018). By bringing theory and practice together, enriched learning and informed change occur in a practical way. Another benefit from conducting AR is that it provides the opportunity for the teacher to work with their students, faculty, or school towards a common goal that will enhance TL performance in the classroom. While planning, designing, implementing and evaluating the new approaches together to solve any problem related to TL process, the result certainly leads to high-quality solutions to instructional problems. Such result increase confidence among faculty, ability to support one another's strengths and to accommodate weaknesses. Moreover, it will provide systematic assistance and develop the ability to examine an expanded pool of ideas, methods, and materials for beginning teachers, (Fullan, as cited in Schmoker, 2004).

AR is not concerned with in-service teachers only but it is also essential for prospective teachers too. Rock & Levin (2002) pointed out that pre-service teachers gain valuable insights about themselves as teachers and students because of the results of AR. Moreover, AR provides the prospective teachers an in-depth insight about the curriculum, teaching, and teacher roles and responsibilities. More importantly, AR helps teacher preparation institutions to develop pre-service teacher development programme in an effective way.

AR provides teachers an opportunity to gain a better understanding of one's educational situation. Hence, the teachers can increase their knowledge and improve their practice. Based on increased knowledge and practice, one can generate new teaching strategy about the role as a teacher and learn to better perform their role by gaining personal understanding of what it is they do and the situation within which they do it (Feldman, 1994). Teachers, as stated by Kernaghan

(2006), can find out themselves what they learned and gained from doing AR in their classroom. On the other hand, benefit of reflecting upon teacher's actions is that “professionals enhance their learning and add to their ‘repertoire’ of experiences, from which they can draw in future problem situations. Research finding of Salisbury et. al (1997) suggest that “the process of AR is effective in improving the quality of professional practice and in helping teachers becoming more reflective about pedagogy”. Finally, according to Dyke (2004), AR is a culture of inquiry in the school and reflective educational practice on the part of the classroom teacher, which is an essential process for education to evolve to meet the needs of the students of today and tomorrow.

2.3 Challenges of CAR and ways for mitigating them

Any teacher can conduct the AR, who wants to understand more about teaching and learning, to develop teaching skills and knowledge for improving student learning (Saggu, 2018). There are some challenges of AR. According to Feldman and Atkin (1995), the barriers and challenges to CAR are: the push toward standardization, an emphasis on assessment and accountability, budget pressures, time, lack of ownership of the research. Moreover, unwillingness and inability to accept AR as Self-Initiated Professional Development, and lack of access to source of information are also considered as challenges of CAR.

The question about validity in AR is also considered as a serious challenge in the process of conducting it. Isaac & Michael (1987), Feldman (1994), Turnock (2001) noted that AR lacks scientific rigor because its internal and external validity is weak as it has little control over independent variables.

All these challenges of AR mentioned above are the prominent features of policy debates in education these days. However, such types of challenges can and should be mitigated by adopting the appropriate ways. The ways to mitigate the challenges of AR, as suggested by Weston (1998), are briefly presented below:

Supportive leadership: Principals and district administrators have to be supportive of the process.

Time: Teachers need time to meet their colleagues and supportive, and discuss about their research on a regular basis.

Collaboration and sharing: Teachers need opportunities to share their research with a wider community. Typically, most teachers work in isolation, often unaware of what others in their own buildings are doing. Built-in mechanisms to regularly exchange ideas, share problems, and report progress create the conditions which allow for shared understandings and new knowledge to emerge within the group, while also reducing feelings of isolation.

Teacher ownership of the research: The chances of AR to become self-sustaining are minimal unless teachers see a potential for improving their own practice as being a direct result of the process. It is critical that the research agenda come from the teachers. Unless the research agenda

is one's own, a teacher will have little reason or motivation to follow through. Hence, the research agenda should come from the teacher himself/herself.

AR as self-initiated professional development: AR respects, and is built upon, the unique wisdom and practical knowledge possessed by classroom teachers. It is a process by which teachers begin to systematically focus on their professional practice. An important intrinsic reward for engaging in this process is that it allows teachers to better understand what they do and what effect they have. The motivation becomes internal and self-sustaining because the situation, or problem has meaning and value to the teacher.

Access to information: Part of the AR cycle is gathering information relevant to the topic. While the teachers are able to generate a lot of ideas and problems to investigate, they sometimes will have access to sources of information on their topics.

Regarding the issues and challenges of validity of AR mentioned above, Feldman (1994) and Segal (2009) have different views. According to Feldman (1994), the problem of validity on AR can be addressed by using interpretivism world's view rather than positivism. Similarly, Segal (2009) says that teachers are trying to improve their own teaching and their students learning, and hence, the issues of validity are not appropriate in AR. AR can be customized for the individual, the group, the school, or a district to make progress on pertinent issues facing them.

2.4 Action Research: Policy and Provision

AR is, nevertheless, often seen by some academics and policy makers as a potential method for developing theory, disseminating good practice, or raising standards (Foreman, 2008). Over the last few years, there has been an increase in interest in European countries in the issue of how evidence is used to inform educational policy, and how these processes might be improved. Evidence informed policy and practice in education is one of the immediate priorities of the European Commission as described in, for example, the ET2020 strategic framework (European Commission 2009). A growing interest in strengthening the link between research and educational policy making has been reported in a number of European countries. There is evidence, for example, that in Denmark research has become more widely used in deciding policy (Bugge Bertramsen 2007). In the Netherlands, evidence-based strategies are present in the national policy agenda, and a new unit within the Ministry of Education Culture and Science, called the "Knowledge Chamber", has been created with the aim of producing properly research information which can be used by policy makers (Stegeman 2007), while in Finland the role of evaluation has assumed a greater importance within public administration (Jakku-Sihvonon 2007). Swinglehurst, Russell, and Greenhalgh (2008) assert that AR is becoming a popular approach for studying complex social situations such as those found in educational settings, where the focus is on simultaneous [inquiry] into practice (generating knowledge) and action to improve situations (e.g. designing new curricula or learning activities)" (p. 385).

The literature is quite strong in its support of the idea that AR is valuable and could even be a critical piece in elevating the teaching profession to a new and much needed rank in American

society. In Japan, teaching holds greater status, higher pay, and teachers actively engage in improving their practice through collaborative, reflective, group effort and meetings. Also, teachers believe if they engage in AR, may be our society could see a real benefit, not from the top down, but from the people in schools, who know best the problems they face and how they might fix them given the opportunity (Stigler & Hiebert, 1999).

Cochran-Smith (2005) suggests that the teacher educator needs expertise and knowledge about a wide array of issues related to AR and its role in the construction of wise practice and policy. Further, Sawchuk (2018) found teachers' performance auditing matter a lot –both to teachers and to those holding them accountable. Traditionally, teacher evaluation systems relied heavily on classroom observations conducted by principals or other school administrators. But many systems have undergone significant changes in recent years. One of the important indicators of teachers' performance auditing should be the AR done by teachers to improve their classroom teaching. Similarly, AASSA (2011) emphasized on AR mentioning: teacher's performance evaluation will be on the basis of how teacher creates a dynamic learning environment that maximize learning opportunities and minimize disruptions.

In the context of Nepal, Teacher Service Commission (5th amendment) Regulations, 2057 (2000) mentioned that one of the criteria for evaluating teachers' work performance is "Research" conducted by the teacher. Teacher can score maximum 5 points for the promotion from the research. It reflects that Ministry of Education, Science and Technology (MoEST) encourage the teachers to carry out AR in school. Similarly, there is a provision of providing 3 point for AR as mentioned in PA tool which is developed for auditing school's performance by ERO under MoEST.

Chapter III

Methodology

The main objective of this study was to furnish the ways of making action research (AR) practice effective at school level for improving teaching learning (TL) performance in schools by analysing the present policy and practice of ARs to be conducted by the school teachers. In order to accomplish this objective, the methodology adopted in this study is presented in this chapter. This chapter deals with five major headings viz. (i) Research design (ii) Sampling (iii) Research tools (iv) Data collection procedure and (v) Data analysis procedure.

3.1 Research Design

This study has adopted survey research design in the sense that it tried to explore opinions from the teachers, head teachers, and the other stakeholders regarding the ARs to be conducted by the school teachers. Moreover, this study was qualitative as well as quantitative in nature. However, it gathered and used more qualitative data.

3.2 Sampling

Since this study was totally concerned with ARs to be conducted by the school teachers, it required to include those particular informant groups from the educational institutions of the districts and provinces, who could be able to provide the qualitative and quantitative information on AR. Hence, purposive sampling and random sampling techniques were employed while selecting the provinces, districts, schools and the informant groups. The procedure of selecting the provinces, districts, schools and the informants are briefly explained below.

Selection of Provinces and Districts

Prior to commencing the activity on AR in the schools, trainings in this area were conducted at three different levels: at National Centre for Educational Development (NCED) level, at Educational Training Centre (ETC) level, and at school level. First NCED prepared the master trainers by conducting the training to the trainers of ETCs which is considered as **"training of master trainers" (TOMT)**. These master trainers (ETC trainers) conducted the trainings to the selected school teachers and roster trainers at their respective ETCs, who were supposed to work as trainers, and these trainings are known as "training of trainers" (TOT). Then, at school level, these trainers were supposed to conduct the trainings on AR to the teachers of their respective schools as well as the neighbouring schools. At the last step of the AR activity, the teachers who took part in the training on AR at school level were expected to carry out the AR for improving the TL performance in the schools. It is in this context, such districts of the provinces had to be included in this study, which had ETCs, and these ETCs conducted the TOT on AR to gather the qualitative and quantitative data required for this study. So, while selecting the provinces and districts, purposive sampling technique was used in the sense that those districts of the provinces

were included in this study where the ETCs conducted TOT on AR, and the teachers of these districts received such training. Moreover, this study intended to represent Terai and Mountain ecological belts. Hence, Province 2, 3, and 4 were selected purposively to represent Terai and Mountain belt. Similarly, the districts with ETCs which conducted the TOT on AR to the school teachers were selected. So, Bara from Province 2 representing Terai belt, Kavre from Province 3 and Kaski from Province 4 representing Mountain belt were selected. So, altogether 3 districts from 3 different provinces were included in this study.

Selection of ETCs

ETC (A) of Kavre district conducted the TOT programme in 2070/071 and 2071/072 since the development of AR programme by NCED. ETC of Bara district organized TOT programme on AR for the school teachers and roster trainers in 2071. Similarly, ETC 'B' of Kaski district carried out this programme in 2072. In order to gather the information from the concerned informants of these ETCs, ETCs of Kavre, Bara and Kaski were included in this study.

Selections of Schools

Prior to selection of the schools from the sample districts, the community schools from where the teachers received the TOT on AR provided by ETCs or training on AR at school level, were identified in each sample district. Of these total community schools, 4 schools from each sample district were randomly selected.

ETCs did not include the teachers of institutional schools in the training on AR. Even though this study included 4 institutional schools from 4 sample districts, i.e. one each from Bara and Kaski, and two from Kavrepalanchok district in order to solicit the opinions regarding the necessity of and teachers' interest in the training on AR to enhance the TL environment of schools. Table 3.1 shows the number of sample community and institutional schools.

Table 3.1: Sample Provinces, Districts and Schools

Provinces	Districts	No. of Community Schools	No. of Institutional	Total No of Schools
No. 2	Bara	4	1	5
No. 3	Kavrepalanchowk	4	2	6
No. 4	Kaski	4	1	5
Total	3	12	4	20

Selection of Respondents

The study intended to collect both qualitative and quantitative data from different groups of informants i.e. officials of NCED and ETCs; trainers, RPs, School Supervisors (SSs), District Education Officers (DEOs), trainers; teachers and head teachers from both community and institutional schools. In addition, some experts, independent researchers, representatives from

Confederation of Nepalese Teachers (CNT) were selected. The procedures of selecting each group of informants are given in the succeeding paragraphs.

Officials of NCED: As stated above, the activity of AR in the form of conducting TOMT and producing the AR materials, started from NCED. Executive Director and Deputy Director of Training Section of NCED were directly involved in these activities and hence, these officials were included in this study for soliciting the information regarding the status of TOMT on AR. Moreover, the qualitative data on policy, planning, implementation and monitoring of AR programme, and its issues and challenges were gathered from these respondents.

District Education Officers (DEOs): DEO is responsible to oversee all the educational programmes being conducted at his/her district. So, s/he is, certainly, familiar with the strengths and weaknesses of each programme. Moreover, his/her opinions regarding the programme for its improvement would be very significant to put it in the right track. This is because each DEO from each sample district was included in this study and making a total of three DEOs.

School Supervisors (SSs): On-time supervision of any programme being conducted at the district by the SSs play crucial role to implement it effectively. In the district, each SS is made responsible to supervise all the programmes being conducted at the schools of his assigned cluster. So, the SSs were supposed to supervise the activities of AR being carried out in their respective schools. However, AR activities were conducted only in a few schools. So, one SS from each Kaski and Bara district, and 3 SSs from Kavrepalanchok district who were involved in AR activity was selected for this study, and hence, making a total of five SSs.

Resource Persons (RPs): In the district, RP is one who provides technical supports to the teachers of the schools of the cluster assigned to him/her. Regarding the AR practice in the schools, some RPs were involved in getting TOT, conducting training on AR at school level and lastly, providing the technical supports on AR to the teachers who were carrying out the AR. So, altogether 5 RPs who were involved in AR activities, one each from Bara and Kaski district, and 3 from Kavrepalanchok district were selected to solicit the information required for this study.

Chiefs of ETCs: Chiefs of those ETCs from where the trainers took part in the TOMT on AR conducted by NCED were made responsible to conduct the TOT on AR at their respective ETCs. Hence, their opinions regarding AR policies, status of TOT along with its strengths and weaknesses, future direction of AR practice in the schools would be essential for this study. This was why three chiefs of three sample ETCs were included in this study.

Trainers of ETCs: Some of the trainers of sample ETCs took a separate TOMT on AR at NCED, and these trainers conducted TOT on AR for the teachers and roster trainers at their respective ETCs. Three trainers from the sample ETCs, i.e. one trainer from each ETC, who

conducted TOT on AR, were selected for this study for the purpose of gathering the information on AR required for this study.

Roster Trainers: Training of Trainers (ToT) on AR were being conducted at ETCs by master trainers. In ToT HTs, SSs, RPs and teachers were the participants of ToT. The participants of ToTs who conducts training of school teachers (TOST) are designated as roster trainers. These trainers, who conduct TOST as RC/school level, were the key informants for providing the opinions regarding training on AR and AR practice in schools. So, with a view to solicit the opinions on AR trainings and AR practices in the schools from these trainers, one trainer from each sample district, were included in this study, and hence, making a total of three.

Teachers: Some teachers from the sample community schools received the training on AR whereas some other teachers of the same schools did not. The teachers who took the training, were supposed to carry out AR for improving TL performance in their respective schools. These teachers were the key informants for this study. So, 4 teachers from each sample community schools was supposed to be included in this study, and hence, making a total of 48 teachers. However, 3 more teachers from Bara and 5 more teachers from Kaski were included in this study.

Besides, the teachers who did not take the training on AR were also planned to include in this study for collecting the information regarding the future direction of AR practice in the schools. Similarly, one teacher from each sample institutional school was also selected for the same purpose. The number of teachers from sample community and institutional schools are given in the following table.

Table 3.2: Number of Teachers from the Sample Districts

Districts	Number of teachers from the community Schools	Number of teachers from the Institutional Schools	Total
Bara	19	4	23
Kabhrepalanchok	16	4	20
Kaski	21	2	23
Total	56	10	66

As given in Table 3.2, altogether 56 teachers from the community school and 10 from institutional schools were included in this study.

Head Teachers: In connection with the AR practice at the schools, head teacher is one who would encourage and facilitate the teachers to carry out the AR at the schools. In this context, effective implementation of the policy and provision regarding the AR, by and large, depends upon the role of head teacher in each school. Considering this fact, all the head teachers of the

sample schools were included in this study to get the information on whether the teachers carried out the ARs or not, and to collect information about how AR was being conducted by the teachers in their schools. The total number of sample head teachers from each district is presented in Table 3.3.

Table 3.3: School-wise and District-wise Number of HTs

District	Number of head teachers from community schools	Number of head teachers from institutional schools	Total
Bara	4	1	5
Kabhrepalanchok	4	2	6
Kaski	4	1	5
Total	12	4	16

Experts: Prior to conducting the TOMT at NCED and TOT at ETC, training packages were developed by the experts. Moreover, these experts were used to take the classes in TOMT. In other words, these experts involved in the beginning of the AR activities. Hence, in order to gather the qualitative data on status of TOMT and future direction on AR practice in schools required for this study, two experts were included in this study.

Independent Researchers: The numbers of researches on AR in the Nepalese context were found very few. The opinions of these researchers who conducted these studies on AR regarding the ways for making AR practice more effective to improve TL performance in schools would be very important for this study. Similarly, the opinions of the senior professors of the university who have been teaching Research Methodology course were expected to be the significant input for this study. Hence, 4 researchers including professors were included in this study for seeking the information mentioned above.

Representatives of Confederation of Nepalese Teachers (CNTs): The opinions of the representatives of CNTs were essential to develop the policy, programme, implementation and monitoring procedures of AR, which eventually would help for making AR programme pragmatic for its implementation in the schools. This is because 2 representatives from CNTs were contacted to solicit the necessary information in this regard.

3.3 Data Collection Tools

In order to collect required data for this study, seven separate interview guidelines were prepared for HT/Teachers, AR Roaster Trainers, ETC Chief and Trainers, NCED Officials, AR Experts and researchers, DEOs, SSs, RPs and Representatives of Federation Nepalese Teachers. Those Interview Guidelines were improved after careful deliberation among study team members and members of consulting firm. Those tools were pre-tested with concerned informants and were

finalized by incorporating the feedback of pre-testing. The Interview Guidelines and areas covered in them are presented in Table 3.4.

Table 3.4: Interview Guidelines

Interview Guidelines	Main Areas Covered
1. Interview Guidelines for HTs/Teachers	Present policy and provision of Action Research (AR) AR Training Conducting AR in Schools Attitude of teachers toward AR Future of AR
2. Interview Guidelines for ETC Chiefs and Trainers	Present policy and provision of AR Initiation and implementation of AR Preparatory works Implementation of AR trainings Monitoring and evaluation Role of ECT/Trainers/ DEOs/SSs/RPs in the promotion of AR Problems and challenges of ARs Future of ARs (Though the main areas covered in these three interview guidelines are the same, the contents of questions were modified to make them appropriate for each groups of informants.)
3. Interview Guidelines for Trainers and Roster Trainers	
4. Interview Guidelines for DEOs/SSs/RPs	
5. Interview Guidelines for AR Experts and Researchers	Development of training package Improvement in training package Observation of training Development AR policies and programmes Monitoring mechanism Suggestions for AR improvement
6. Interview Guidelines for Representatives of Federation of Nepalese Teachers	Policy and provision of AR AR training Support for effective AR implementation Future of AR
7. Consultation Guidelines for NCED Officials	Present policy and provision of AR Initiation and implementation of AR Preparatory Works Implementation of AR trainings Monitoring and Evaluation Role of NCED in the promotion of AR Problems and challenges of AR Future of AR

3.4 Data Collection Procedure

Secondary data were collected from review of documents published by MoE, DoE and NCED while primary data were collected from consultation guidelines and interview guidelines.

Document Review

Adequate information related to AR was collected from printed and electronic copies of documents published from different sources. These include education plans and programmes of MoE/DoE, Education Act and Regulations, TSC Regulations and published and unpublished documents of NCED, and unpublished action research reports. Similarly, books, research reports and dissertations related to AR were reviewed and extracted pertinent information for this study.

The primary data required for this study were collected at three different levels; (i) informants from NCED, Experts on AR, Independent Researchers and Representatives from CNTs at Central level (ii) DEOrs, SSs, RPs, ETC Chiefs, ETC trainers, trainers at District level (iii) teachers and head teachers at School Level. The procedures of collecting the data at each of these levels are briefly explained under their respective headings.

Central Level

The team consisted of Team leader and the researcher of this study visited to NCED Office. Executive Director, Deputy Director and the concerned officials of NCED were explained about the purpose of the visit, objectives of the study, and types of quantitative and qualitative data to be gathered from NCED office. The ETCs which conducted TOT on AR, and the name of the experts with their office addresses who developed the training packages, were listed with the help of the concerned official of NCED.

Information regarding the status of TOMT, its strengths and weaknesses were solicited from the Deputy Director and the concerned official through Interview Guidelines. Moreover, they were asked about the policy matter which ensures effective implementation of the AR in the schools, and their responses were separately recorded in the note books which were lastly copied in the Interview Guidelines. Similarly, the Executive Director was separately met, and in-depth discussion on AR policy, TOMT programmes which were conducted by NCED and ways for making AR practice effective in the schools, was held with her. The responses provided by her were recorded in the note book which was also copied in the Interview Guidelines.

The same team met the two experts who developed the training packages and took the classes of TOMT at different time. They were also briefed about the purpose of the study. Then information regarding the training packages was collected from them. Besides, with the help of Interview Guideline suggestions for making AR practice effective in the schools were solicited.

During the data collection period, the team met 4 independent researchers separately. Discussion on AR practice in the school with them was held. Specifically, opinions regarding the ways of

improving TL performance in the schools through AR practice were collected from each of them, which were also copied in their own Interview Guideline.

Both members of the team visited the Office of the CNTs and met two members of this organization. They were also explained about the purpose of the visit. Based on the Interview Guideline, all the information required for this study were collected from them through informal discussion. The responses received through the discussion with them were classified and written theme wise as per Interview Guideline later.

District Level

In order to collect the data at district and school level, three field researchers with Master Degree in Education who have had experiences in educational researches, for three sample districts were recruited. Of these three field researchers, one in each sample district was assigned for collecting the data required for this study. Prior to sending them at the sample districts and schools, an orientation programme for them was organized at FEDUC Office with a view to make them acquainted with this study in general, and particularly with the research tools and the nature of the qualitative and quantitative data which serve the objectives of the study. In the orientation programme, first session was spent in discussing on the context, rationale, objectives of the study; different groups of informants to be contacted for collecting the data; and different types of research tools prepared by the team. In second session, detail discussion on each type of research tool was held. Besides, all the confusions in the research tools raised by the field researchers were made clear.

All the field researchers proceeded to their respective sample districts assigned to them. At the district level, first, each of them visited their respective DEOs, and an informal meeting with DEOs and SSs was held. In the meeting they were briefly explained about the purpose of the visit, objectives of the study and types of data required for this study. Then qualitative data on AR policy and provision, gaps between policy and practice, and ways for making AR practice in the schools effective were solicited from them through the Interview guideline. Besides, one RC which was directly involved in the AR activities at the district and the schools was identified and listed with the help of SSs. Then the field researcher proceeded to such RC and met the RP. Having made RP clear about purposes of the study, all the necessary information was gathered from him/her.

In each sample district there was one ETC which conducted the TOT on AR. Each field researcher visited their respective ETCs. An informal meeting with Chief and trainers of the ETC was held to let them know the purpose of the visit. Name of trainers who took part in ToT were listed with the help of the administrative staff of ETC. The data regarding the status of TOT along with its strengths and weaknesses, the present policy and practice of AR, gaps between policy and practice, suggestions for making AC practice effective in schools were gathered from

them. All their responses were noted down in their respective Interview guideline in addition to audio tape recording.

School Level

In each sample district the field researcher randomly selected four such schools from where one or more than one teacher took part the TOT on AR conducted by ETC. These teachers were responsible to conduct the training on AR for the teachers of their own schools as well as the neighbouring schools. Moreover, they were supposed to carry out the AR in their respective schools. The field researcher visited each sample school and met the head teacher first. He was explained the purpose of the visit and requested to have a short meeting with him and the teachers. Then an informal meeting with the head teacher and the teachers including the teachers, who took the TOT at ETC, was held. In this meeting the field researcher explained the objectives of the study and the types of data to be gathered from the school.

Having had the meeting with the head teacher and teachers, first the head teacher was interviewed separately to gather the information regarding the AR practice at the school. Besides, the information about the ways for making AR practice in the schools effective were collected from him/her. All these responses provided by him/her were written in the Interview Guideline. Similarly, the teachers who took the training on AR and/or conducted AR at the school; and the teachers without training and did not carry out the AR at the school were separately interviewed to collect the data on AR. On the top of that the teacher who conducted training on AR was separately interviewed considering him/her as a trainer through which the data regarding the status of training on AR, its challenges, strengths and weaknesses were collected. All the information provided by them was written down in their respective Interview Guideline and stored in voice recorder.

Lastly the field researcher visited one institutional school in Bara and Kaski and met the head teachers and teachers. In case of Kavrepalanchok district, the field researcher visited two institutional schools as one them was run by Education Trust (Guthi). Opinions regarding the present policy on AR in the schools and ways for making AR practice effective in the schools for improving the TL performance were solicited from them. The responses provided by each of them were noted down in their respective Interview Guideline and stored in voice recorder.

3.5 Data Analysis and Interpretation Procedure

The filled-up Interview Guidelines and Consultation Guidelines were checked and data were cleaned. Three interview guidelines with structured and semi-structured questions provided both qualitative and quantitative data and four semi-structured interview guidelines provided only qualitative data.

To analyse the qualitative data, responses recorded through (mobile phone) voice recorder during interview were transcribed, and responses noted in interview guidelines were manually analysed.

Then, the researchers assigned code levels and those codes were grouped together to form broader themes in compliance with the objectives of the study. These themes were used in this study as key findings. In addition, importance is given to locate relevant quotes/statements/ key phrases of informants in the respective part to capture feelings, emotions, and the ways informants respond about their experiences. Similarly, meaning was given to these phrases/verbatim quotes. In addition, information was also collected from the action research reports and interpreted accordingly. To analyze the quantitative data, simple percentages were calculated to capture yes/no responses. These quantitative data were interpreted to supplement and complement the findings generated from qualitative information.

Chapter IV

Policies and Provision on AR

One of the objectives of the study is to assess the present policies and provision of action research, and their practices in schools. So, this chapter deals with two major headings viz. (i) Present policies and provisions (ii) Implementation of present policies and provisions.

4.1 Policy and Provision of AR

Policies related to education along with other sectors are stated in National Development Plan published by National Planning Commission. Specifically, policies related to education are mentioned in National Education Plan/Programmes such as SSRP and SSDP published by Ministry of Education. Similarly, Education Regulations and TSC Regulations include provisions about education in the forms of rules.

Studies of these documents revealed three things. First, a provision of providing 5 points for conducting research related to teaching when the permanent teachers apply for promotion is stated in article 28 of Teacher Service Commission (5th amendment) Regulations 2057. It implies that the research should not necessarily be AR. It may be AR or case study or any other study which is related to teaching. Second, SSDP 2016-2023 has included programme activities which states conducting 80 units of AR, evaluation and report preparation per district per province in each year up to five years totaling 400 units. Third, explicit policy statement related to AR has not been mentioned in the Fourteenth Plan of Nepal (2016/17-2018/19). Similarly, Education Act and Education Regulations have not explicitly included the articles related to AR.

During interviews with central level officials (NCED officials) and representatives of CNTs, they considered that whatever written in Education Regulations, TSC regulations, SSDP and documents published by NCED about AR is AR policy/provision. Similarly, NCED considered research related to teaching mentioned in TSC regulations as AR and developed AR training packages in cascade model. As a result, trainers also considered research related to teaching as AR.

In case of school teachers, most of them are familiar with AR when they got AR training and TPD training at ETCs, as they informed. Likewise, they also knew about AR from head teachers and school management. Some permanent teachers informed that they knew about AR while they were preparing for Teacher Service Commission Exam. Also it is very interesting to know that they knew about AR when filling up performance appraisal form for promotion. These responses reveal that they were acquainted with AR provision in relation to promotion only. However, it has not been a matter of concern for temporary and contract teachers.

4.2 Implementation of Policy and Provisions

As mentioned by central level informants, and chiefs and trainers of ETCs, NCED along with ETCs are the major organizations which implements AR policies and provisions. Similarly, MTs and roster trainers are the major actors who implement AR training at different levels. School teachers are those actors who conduct AR activities in schools expecting that they conduct AR to improve TL performance.

NCED, as informed by its officials, develops programme and budget for each year to implement its programmes and one of them is AR. Programme related to AR was included in NCED's overall programme budget in 2069/70, 2070/71 and 2071/72 BS. In 2069/70 NCEC organized ToMT to prepare Master trainers. The master trainers organized ToT at ETC 'A' in 2070/71 and 2071/72 to prepare roster trainers. The roster trainers conducted AR training for school teachers at RC/school level. Those teachers who participated in AR training are expected to conduct CAR in schools to improve their teaching for enhanced students' learning. As reported by NCED officials, and chiefs and trainers of ETCs, ToMT and ToT did not get continuity because of not placing importance to AR as it was not included in NCED's annual programme and budget. The details of AR training at different levels and AR activities in schools are presented in Chapter V.

4.3 Recent Development in AR

Recently, the provision made for AR previously by NCED has been dramatically modified by giving less value to AR and the previous ToMT, ToT and ToST have been discontinued, as notified by NCED officials, and chiefs and trainers of ETCs. In recent provision, as informed by NCED officials, AR is embedded in 30 days TPD package instead of conducting it as a separate training. They further stated that 30 days customized (TPD) training package would be conducted in two phases each with 15 days. In both phases, as mentioned in Structure of TPD document prepared by NCED, 10 days face to face training would be conducted at training centres. After completing it, the participating teachers would have to do practicum or teaching practice in their own schools in 45 days in the format developed by NCED and they need to prepare its report. This provision is considered equivalent to 5 days of second part of both phases of training. They further informed that in the second part of training, each participating teacher has to teach 15 lessons. In addition to this, each teacher is supposed to conduct a project work or AR and include its report stating how the study was undertaken and the experiences related to support extended to bring about improvement in TL. It implies that the participating teachers do not necessarily do AR, as they have option to choose AR or project work. Such a provision has certainly ignored AR in real sense and cannot create favourable condition for the teachers in conducting AR for improving their teaching.

Chapter V

Status of AR Training Practice at Different Level

Research literature reveals that AR in school education is considered as teacher research or classroom research in which teachers work as researchers. AR was a much felt need in Nepalese school education to help teachers improve their teaching leading eventually to students' enhanced learning.

As mentioned in Chapter IV, AR training is the first step to make enable the teachers to conduct AR in classrooms. Hence, this chapter deals with especially AR training practices. As informed by National Centre for Educational Development (NCED) and Educational Training Centre (ETC) officials, NCED planned to reach AR to classrooms through cascade model. First, Master Trainers (MTs) were prepared by AR experts by organizing Training of Master Training (ToMT) at NCED. Second, AR roster trainers were prepared at ETCs by organizing Training of Trainers (TOTs) by MTs. Third, roster trainers trained school teachers at school level/RC level to enable them to conduct AR in their related subject at schools. The cascade model of AR training can be presented below in the form of flow chart:

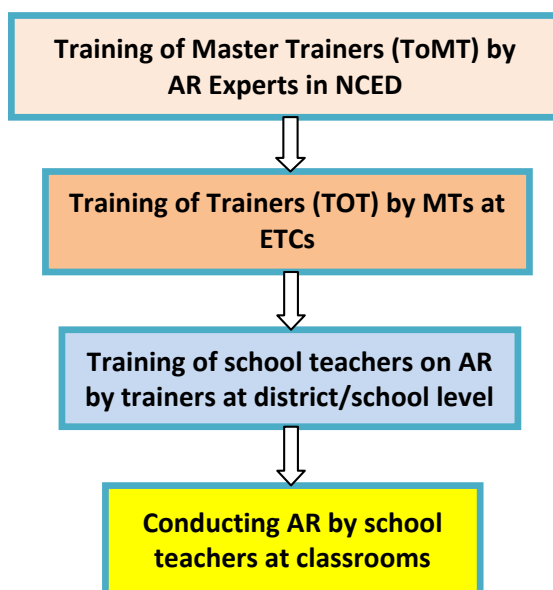


Figure 4.1: A cascade model of AR training

The details of training practices are presented on the basis of responses of key informants and document review in three major headings: i. ToMT Practices ii. ToT Practices and iii. Training of School Teachers (ToST)

5.1 ToMT at NCED

As reported by NCED officials, AR journey at NCED was started by developing draft of Action Research Handbook at the end of 60's decade in Bikram Era (BS). On the basis of this handbook, NCED developed Guidelines and Trainer Manual for Master Trainers in BS 2069/70. It is specially designed training manual for preparing AR MTs in seven days. As stated in AR ToMT manual, it has three objectives as mentioned below:

- To prepare competent MTs and facilitators on AR at central, regional and district level,
- To provide technical support to conduct AR and to get AR conducted at central, regional and district level and
- To support solving the problem of teaching-learning by implementing AR up to school level in a long term basis

Assessment of Training Practices

As one of the objectives of this study is to assess the present policies and practices of AR, this section assesses the practices of AR training in terms of participation, contents, procedures of ToMT and its implementation on the basis of responses of key informants and review of ToMT manual.

Participation: As informed by NCED officials, AR ToMT was organized in 2069/70 at NCED and the participants were officials and trainers of ETC 'A', central level agencies of Ministry of Education (MoE), District Education Offices (DEOs) of five SSRP districts, and Regional Education Directorates (REDs). Altogether 40 MTs were prepared, as reported by NCED officials. On the other hand, HTs and school teachers expected to participate in ToMT, if given opportunity. Since they are involved in regular teaching activities, they have in-depth understanding of classroom problems and ways of solving them. Hence, they argued that involving senior and competent teachers in ToMT would be beneficial to make ToT more effective.

Contents: The format of ToMT, as informed by one of the NCED officials, was developed based on the concept initiated by Teacher Education Project. The review of ToMT manual reveals that it has included following contents:

- Concept and Scope of AR and Professional Development
- General Research and Action Research: Basic Concept and Difference
- Main Principles and Issues of AR
- AR Design, Methods and Collection of Data
- Techniques and Tools of AR
- Introduction to AR Proposal Development
- Development of AR Proposal and Presentation

- Discussion of Participant-Made Proposals and Reports
- Comparison between AR, Case Study and Project
- Study and Review of Previous AR Reports
- Dissemination, Utilization and Future Plan for Researches Conducted by Ministry of Education and Allied Agencies
- Role of Education Officers and Stakeholders Responsible for AR

After critical review of ToMT Manual, AR experts have given following comments:

- On the whole, 16 out of 21 sessions deal with AR related contents and activities. It reveals that the contents seem to be adequate.
- There are some contents which are not directly related to AR and hence, may be replaced by additional practical activities: AR to be conducted at group level and at school level in addition to AR to be conducted by individual teachers.
- The second and third sessions of Day Five deals with pre-test and post-test, however, pre-test needs to be administered in the beginning of the session and post-test at the end of the session. Both of them should be anonymous and let the participants evaluate their performance by themselves.

Procedures: The review of ToMT Manual revealed that it had suggested specific procedures for conducting ToMT. Each day has three sessions and each session was designed with 8 components: Title, Introduction, Objectives, Materials, Contents, Major Training Procedures, Activities, and Evaluation/Reflection. The participants of ToMT expressed their satisfaction that the training procedures were participative, interactive, and practical. In addition, they informed that the experiences of variety of participants were shared to make the training sessions lively. NCED, as informed by NCED officials, had used a cadre of competent training experts and hired high level professionals for ToMTs depending on the nature of contents.

Implementation: As responded by MTs, the implementation of ToMT was effective, to a great extent. However, it was implemented only one time. It implies that NCED did not realize to conduct ToMT to prepare MTs for all ETCs and districts. However, as informed by MTs of ETCs, they seemed to be only trainers who conducted ToTs. It implies that all MTs seemed not to have been utilized in conducting ToTs.

5.2 ToT at ETCs

As reported by chiefs of ETCs of Kavre, Kaski, and Bara, ToT of AR was started in ETCs in 2069 and continued up to 2072 (BS). AR ToT, as they informed, was conducted with the joint collaboration of NCED, District Education Office, and ETC. However, there was no separate manual to conduct AR ToT, as stated by ETC trainers. While conducting AR ToT, they used their own knowledge and skills which they acquired in ToMT. Responses of District Education

Officers of Kavre, Bara, and Kaski revealed that District Education Officer (DEOr) played effective role in coordinating, monitoring and conducting AR ToT. As stated by ETC trainers, AR ToT had following objectives:

- To prepare competent trainers and roster trainers in AR at district level.
- To provide technical support to conduct AR in schools

Assessment of AR ToT Practices

AR ToT practices were assessed on the basis of responses participants, and trainers and chiefs of ETC in terms of participation in and contents and procedures of AR ToT.

Participation: From the responses of chiefs of ETCs, it was found that the participants of AR ToT were trainers of ETC 'B', school supervisors (SSs), RPs, HTs and teachers of secondary schools. Those who were trained through AR ToT were designated as roster trainers as they were invited to be AR trainers in AR ToST as and when required. As informed by AR trainers, ToTs seemed to be effective. In relation to participation in AR ToT, the HTs, even school teachers expressed their expectation to participate in AR ToT. They argued that their participation in AR ToT would be appropriate as they were involved in regular teaching activities and they have in-depth understanding of classroom problems and ways of solving them.

Contents: ETCs chiefs and trainers informed that the contents of ToT were developed by modifying and customizing ToMT manual. Training materials were made on the basis of these contents. Chiefs and trainers of ETC said: NCED provide only unit cost for ToT trainer but not material cost.

Procedures: It was found from the responses of chiefs and trainers of ETC, training procedures were participative, interactive, and practical. Different personalities of education sector like DEOr, SSs, RPs made training lively, meaningful and productive as reported by the ToT participants. They also informed the limitation of AR ToT as it was found to have been theory-oriented, to some extent.-Participants of ToT suggested that it would be much better if ToT was conducted as workshop mode and made even more practical oriented way.

Implementation: As responded by the participants of ToTs, the implementation of ToT was effective, to a great extent as well as productive. However, it was implemented only two times in ETCs. NCED officials informed that AR has been included in TPD package. Consequently, ETCs did not realize to conduct ToT as they did not get programme and budget from NCED . Another big hurdle of ToTs was that there was no activity of monitoring of the training in the annual programme of ETC and no allocation of budget too for this activity.

Roles of ETC Chiefs and Trainers for Promoting AR

The ETC chief plays major roles in promoting AR by providing training to trainers and providing counselling services to the teachers. The response of one of the ETC trainers of Kaski is quoted below:

I used to provide counselling and guidance services to teachers about the process of carrying out ARI encourage teachers to carry out AR by using skills of AR... .. Well prepared reports were used as model in ETC training too.

Similarly, one of the significant responses of ETC chief of Bara is as follows:

Although AR was considered as burden by teachers, we tried to make AR clear and easy Model of AR report is published in ETC Newsletter and its copies were distributed to teachers... .. A model report is used as resource material in training... .. The teacher who prepared well report is given opportunity to work as a trainer.

In the same way, a verbatim quote of ETC chief of Kaski is stated below:

I asked the teachers to come to my office if they need information about conducting AR. They were asked to design training programme which could be used to train teachers... .. Those who demonstrate excellent performance will be provided chances for training... .. Good reports were used as models in training programme.

From aforementioned verbatim quotes of trainers and chiefs of ETC, several meanings can be derived: first, trainer and chiefs of ETC are positive towards helping teachers to conduct AR for improving their teaching performance, second, using good AR reports in ToT in ETC gives encouragement to those teachers who did good AR and prepared good AR reports. It also encourages other teachers to carry out AR and prepare good AR reports.

5.3 AR Training for Teachers at School (ToST)

There is a provision of AR training for teachers at RC/school level in all sample districts. The major responsibility of roster trainer is to provide training for teachers about CAR after getting AR ToT. He/she has to share experiences to teachers about the process of CAR which was gained from the AR ToT. Prior to training, he/she has to gain sufficient and clear information about CAR through ToT and resource materials in order to provide teachers with appropriate and adequate knowledge and skills of CAR. The roster trainer who is clear about AR is able to conduct AR training for teacher. The main objective of ToST is to enable the teachers to carry out CAR effectively.

In order to assess ToST practices, data/information were collected from head teachers, roster trainer and teachers. As informed by teachers of Kavre, the duration of ToST was 4 days, each day with 3 sessions. In the first session theoretical information was provided to participants. In

the second session the participants were asked to study learning materials related to AR which were downloaded from internet. Likewise in the third session the participants used to present synopsis of learning materials studied in the second session. They also told that there was no fixed programme on contents of AR training. The trainers were not clear about the contents of training programme. The participants were free to select AR contents that were found easily from internet or other resources. The teacher had to conduct AR in their respective subject.

Above information reveals that the ToST has not been conducted systematically as the trainers themselves are not clear about the needs of participants and training delivery modality. The teachers who lack access to internet and unable to use internet and lack resource materials would be remain behind automatically. As a result, all teachers cannot gain needed knowledge, information and skills. It cannot assure the quality of training.

There are some strengths and weaknesses of ToST programme which are presented below. In this regard, one the respondents of Kaski states, "I myself am a trainer... .. I am satisfied and positive toward content of training... .. The contents of training are good but the process of training is not satisfactory." Similarly, a teacher of Bara mentions, "The contents of ToST are adequate and appropriate in theoretical aspect."

Aforementioned responses indicate that the content of AR seems to be adequate in theoretical aspect. However, the delivery of AR training was not found practically effective.

On the other hand, a teacher of Kaski points out, "We are unable to write AR report properly due to ineffective ToST." Similarly, a teacher of Kavre states:

The trainers are unable to provide us appropriate feedback of AR.... .. No matter, just we have to submit 4 pages of reports as AR for performance appraisal. The ToST was not effective because training has been conducted only for maintaining formality.

Similarly, a head teacher of Kaski told that the capable teacher has not got opportunity to participate in AR training. He also told that the technology of training has not been emphasized in training and training was focused in limited contents. Besides, a HT comments that the roster trainer who got training from ToT used to orient limited contents... No creative works are done by roster trainer at school... No new things are taught.

A similar version was expressed by a HT of Kaski. He told that indeed, the trainer has conducted just to meet formality... .. No enough and no detail works have been done to change TL of school... .. No encouragement has been provided to all teachers. Likewise, a HT of Kavre told that no regular and continuous training on AR at school, the training is conducted in sporadic and scanty way.

A teacher of Bara told that there is no benefit from AR training since they participated only for getting remuneration. Next teacher of Bara said, "The roster trainer even needs refreshment training to update training proficiency We need practical training rather than more talk and lecture."

Above information indicates that the roster trainers seemed weak in terms of content and pedagogy. Likewise, irregularity in training, training for the sake of formality, improper selection of participants are some reasons of ineffective TOST.

Roles of Roster Trainer for Promoting AR

AR Trainer should be a role model for teachers to implement AR in school. The quality of training on AR will be determined by the ways how the training was conducted. In this connection, a trainer of Bara said:

I used to discuss on performance appraisal form... .. and used model of AR report in training...I also asked teachers to study well prepared reports and teacher who made remarkable report are used as a trainer in AT training... .. Well prepared reports are copied and distributed to teachers as a resource material... ..Well prepared reports are published in Newsletter too which might inspire teachers to implement AR.

Along with this, a similar version of a trainer of Kaski is presented below:

I showed the model of AR to teachers as I have got training from ETC... ..Then I asked them to solve their problems by themselves and show me at last... ..I also told them a well prepared report will be used as model... .. I used to provide training by using model of well prepared report.

A trainer of Bara said that he provided encouragement, motivation and indirect incentives to the teacher while training. He also prepared copies of well prepared report and distributed to teachers.

On the basis of above responses given by respondents, it can be said that though the trainers have played crucial roles to provide appropriate training for the teachers, their roles in carrying out AR was not positive.

5.4 AR Practices at Schools

AR provides the opportunity to gain a better understanding of one's educational situation as a teacher researcher. Teachers can increase their knowledge and improve their teaching learning situation. Classroom practices can best be changed by teachers who engage in their own research. The AR has not been considered as successful or effective unless it is implemented in school. Effective CAR will change the level of teaching proficiency and increase the

achievement of students. In this regards, responses were collected from head teachers, teachers and DEO.

Based on the analysis of qualitative data collected from the teachers and HTs even from SSs and RPs, it was found that only those teachers conducted AR who were permanent position and who intend to submit application form to TSC for promotion. Hence, they conducted AR and submitted its report only for promotion. However, during interview, HTs and AHTs of community schools in Kavre claimed that they did AR for improving their teaching to facilitate students' learning. One of them informed that he used AR to make the students understand the chemical formulae and found it effective in science teaching. He states:

For a long time, students were facing difficulty in understanding molecule formulae. And we could not change our approaches of teaching to make them learn chemical formula meaningfully. I realized the need of a new approach to teach chemical formulae. Then, I developed a lesson to teach molecule formulae using Bingo Game and applied it in the class following AR approach and it worked well.

The AR practice mentioned above revealed that AR can best be applied in improving teaching to enhance science learning. What is needed is reflection of the problem situation and planning solution to the problem. Then, implementation of plan comes and making revision in planning and implementation until it succeeds.

The next HT of Kavre confidently reported that he did AR to make the students easily learn to draw a map of Nepal. What he said in his own words is given below:

I felt difficulty in teaching the ways of drawing the map of Nepal in a simple way. Then I thought a plan for teaching to draw a map of Nepal in three steps: (i) drawing rectangle using simple method, (ii) drawing inclined line as the map of Nepal is inclined and (iii) giving an example of Khurpa, a Nepalese weapon to give the shape of Nepal's map. He implemented it using AR cycle and finally found effective to a great extent.

The experience of HT of AR mentioned above implies that he became successful in his first attempt and he need not follow the next cycle. Similar attempt of other teachers can make them successful in applying AR in classroom if they try.

Moreover, a HT of Kaski has special experiences on AR activities in school. He said:

I do AR on areas related to administrative problems and prepare AR report and ask other teachers to do AR on classroom situation. If I do not prepare AR how the other teachers can be compelled to do it. I always encourage teachers on action oriented activities rather than preparing report. We have two AR roster trainers. They help other teachers to do so. We also conduct teacher training by ourselves at the end of session every year and orient new teachers about various instructional activities including AR. So, we included all

types of teachers for doing and implementing AR regularly. I have prepared several AR documents to inspire other teachers.

The next HT of Kaski, shared positive experience of AR. He said:

After getting AR training, I have done AR in school... .. I asked teachers to carry out AR....I got cooperation from teacher who got AR training... .. I found some change in teachers who got AR ToT... Trained teachers have willingness to do some work related to AR...Some teachers are performing AR continuously.

Above information reveals that the HT of Kaski is optimistic toward teachers in carrying out AR in school since they got training and provided guidelines to teachers.

Along with this, All DEOs of Kaski, Bara and Kavre informed that they played effective role to encourage teachers to implement AR in classroom since they are planners, decision makers and monitors. However, teachers were not implementing AR effectively since they had nor proper idea and nor skills of AR. Above information also reveals that despite encouragement provided by DEOs for carrying out AR, teachers seemed not to have motivated to conduct CAR because of ineffective training.

Most of the HTs of Kaski told that the teachers have not carried out AR in school. A head teacher of Kaski states, "Teachers do not conduct AR because some did not know how to carryout it... ..Some do not have willingness to undertake AR." Similarly, a teacher of Bara said, "AR Training is conducted only for shake of formality, it is not monitored... .. Although AR is useful to improve TL, no encouragement for teachers has been provided.

Above information show that in reality, they could not identify the usefulness of AR because they did not get in-depth training and implement it in school properly because AR is carried out only for the fulfilling the formality.

Reasons of not carrying out AR in School

Teachers of sample districts shared their views regarding reasons of not interested to carry out CAR. Some genuine and significant reasons of not conducting AR, as expressed by respondents, are quoted below. A teacher of Bara states:

There is no provision of encouragement and punishment and no monitoring system in school.. It is done only for the purpose of earning 5 points for promotion which made no interest in teachers to carry out AR in school.

Meanwhile next teacher of Bara expressed similar version. He said, "Lack of proficiency, less will- power and interest, lack of bearing responsibility, lack of monitoring, no incentive and

punishment, laziness are the causes of not interesting to perform AR in schools.” Similarly, a temporary teacher of Kaski states:

We temporary teacher are not familiar with AR... We do not know whether it is necessary to conduct AR or not...AR is not compulsory for temporary teachers.... None of temporary teachers carry out AR... ..There is no motivation for temporary teachers to perform AR in school.

A teacher of Kavre states that most of the teachers copy from other's report instead of doing their own. Likewise, next teacher of Kavre told, "I haven't got opportunity to have AR training...Nor have I got information and opportunity to get itI feel difficulty to manage time to carry AR."

On the basis of aforementioned verbatim quotes, it can be deduced that almost all teachers have no understanding and skills of AR because of not getting appropriate training and exposure to AR. It also indicates that AR is done only by permanent teachers for the sake of getting 5 points for promotion. Along with these reasons, there are some other reasons of not performing AR in school for instance having no feeling of accountably and lack of professionalism.

AR in Institutional Schools (ISs)

The teachers of institutional schools are not included in AR ToST though this study collected data from 4 institutional schools. Their responses are presented below:

The principal of Kavre Secondary School said:

I am not aware of AR policy and provision and I've not done AR yet... However, we make analysis of SEE and discuss it in teachers' meeting to find out the strengths and weaknesses in the teaching of different subjects... Based on analysis of SEE result, we plan to improve the result in those subjects in which the achievement level of students is not satisfactory. Is not it a kind of AR.

It shows that the principal considered analyzing SEE results, identifying areas to be improved and taking actions to improve SEE result as AR. If they were given opportunity to participate in ToST they would be able to conduct AR effectively. He also requested that opportunity should be given to ISs. However, training allowance is not required for them. Schools will provide it.

He further added that if ToT training is provided to the principals and teachers of ISs, then they will conduct ToST for teachers of ISs. More importantly, he added that since ISs are ready to pay the expenses of the training, the government will not have to shoulder financial burden.

In this connection, Math teacher of Kavre Secondary School told that he was aware of AR through the teachers of CSs. He mentioned he had neither involved in AR ToT nor done AR yet.

But he realised the need of participating in AR training and doing AR in schools for instructional improvement.

The opinions of the principal and teacher of an IS reveal that the teachers of ISs are interested to participate in AR ToT to become roster trainer and at the same time conduct AR activities in their schools for improving their teaching and enhancing the learning of the students.

5.5 Problems and Challenges of AR in Schools

Different respondents felt several problems and challenges regarding AR training and carrying out AR in schools. The significant problems and challenges identified by the respondents are placed in different groups which are as follows.

Problems related to AR policy/provision

Since there is no explicit policy of AR in National Development Plan, concerned agencies had to develop plan and programmes on the basis of provision made in TSC Regulations. TSC Regulation has an article stating that 5 points will be given to those teachers who conduct research related to teaching for internal promotion. It also did not specifically mention about AR. Because of lack of clarity in TSC regulations, there is problem in understanding whether it is AR or case study or project work.

The aforementioned facts indicate that the provision made in TSC Regulations is not clear enough to provide specific guidelines for preparing plan and programmes related to AR. Because of lack of specific AR policy and ambiguity of AR provisions, concerned agencies could not give continuity to AR trainings to be conducted at different levels.

Problems related to ToT

No programme and budget for ToT: ETCs were found to have conducted AR ToT in 2070/71 and 2071/72 B.S., as stated by trainers and chiefs of ETCs. Thereafter, they are not conducting AR ToT because NCED has not included AR in its annual programme and budget and hence, has not sent budget to conduct AR ToT. It has adverse effect on producing required number of roster trainers who are needed for conducting ToST.

Embedding AR in other trainings or TPD: Trainers of Kavre informed that the contents related to AR were also included in training programmes developed at local level. They commented that AR sessions were placed at the end of training package and conducted at the end of the training programme. During that time, participants were busy in filling up TA and DA form and collecting the allowance and remuneration and gave least priority to attend the training sessions. Thus, they could not acquire adequate knowledge and skills required for conducting AR activities in schools. It is one of the reasons why the teachers could not conduct AR effectively. Similarly, as informed by NCED officials, AR has been embedded in customized

TPD instead of running it as a separate training. In this case too, there is a big possibility of ignoring AR sessions if it is conducted at the end of the training programme. If it continues to happen, there is no use of conducting TPD.

ToST

Seriousness of trainees during training: HTs and teachers of Kavre expressed their dissatisfaction stating that there were no criteria for selecting teachers to send them to AR ToST. As a result, some teachers who are not right persons to participate in ToST were sent to attend ToST. Hence, some teachers who were sent for ToST, had intention of getting only opportunity, and they did not show seriousness to learning. It indicates that sending interested teachers to attend ToST seemed as one of the challenges faced by HTs and trainers.

Balance between theoretical and practical contents in ToST: The participants, as stated by the participating teachers of ToST, are not provided with adequate skills of AR. Rather, more theoretical contents are provided than necessary. It indicates that delivery of inadequate practical activities was one of the problems of ToST. In addition, making right blend of theory and practice of AR contents in ToST was also noticed as another challenge.

Lack of opportunity: Indeed, all teachers need to be given opportunity to participate in AR ToST to enable them to conduct AR in the subjects they teach in schools. However, most of the HTs stated that all teachers were not sent for training because of inadequate opportunity/quota provided to schools. Recently, at the extreme, lack of programme and budget, ToST itself is not in operation, as stated by HTs and roster trainers. In this context, the teachers certainly will be deprived of getting adequate contents of AR in training.

Problems related to AR practice

Apathy of teachers to conduct AR: As informed by HTs, some teachers are not aware of importance of AR and some are aware of AR. However, both types of teachers did not care for doing AR for improving their teaching. At the extreme, one of the district level officials accused some teachers of being lazy in conducting AR. These facts implies that some teachers did not conduct AR as they ignored doing it.

Lack of attitude: Not all teachers have positive attitude towards AR, as commented by HTs. Failure to develop positive attitude among teachers towards AR is one of the limitations of ToST. It indicates that the role of teachers as action researchers is still undervalued and they are not sufficiently encouraged to use AR in improving TL performance.

Interest of temporary/contract teachers: Temporary/contract teachers are not showing interest in AR as it is not directly beneficial to them for neither getting permanent appointment nor for getting promotion, as informed by most of HTs of sample schools. They further mentioned that the temporary teachers are aware of AR to a limited extent that it is, mainly, for developing

professionalism to improve teaching performance. It reveals that despite encouragement given to them, they are not interested to conduct AR.

Complex format of AR: The AR report format given in AR Handbook and during trainings seemed to be the same as that of academic research, as commented by AR experts. It looks like thesis format. The teachers considered AR as an academic research. AR experts further opine that it is beyond their capacity to prepare AR report in this complex format. Hence, preparing AR report similar to academic research format appeared as the next challenge in the implementation of AR in schools.

Lack of monitoring: HTs, teachers, SSs, RPs and trainers informed that there is no strong monitoring mechanism of AR which is necessary to help teachers in conducting AR. Trainers of Kavre ETC were of the view that they could visit schools for monitoring AR activities in schools if minimum expenses were allocated for this purpose. Unfortunately, there was no such provision.

Difficulty in finding out study problem: Though there were lots of researchable problems in classroom teaching, some teachers expressed their inability to identify the problem for conducting AR. It indicates that there is a deficiency of technical support to teachers to identify problem for AR and ways of conducting it.

AR is felt burden by teachers: Most of the district level respondents opine that the teachers may have full teaching load which is one of the reasons why the teachers gave less attention to carry out AR. They think it is extra burden. They might feel AR as burden because of lack of clarity in AR process. When teachers are given full teaching load and checking student's answer books they may lose positive attitude to carry out CAR. On the basis of these views, it can be deduced that the teachers did internalize that AR is a part of regular teaching.

Lack of quality control of AR: A large number of teachers were not found to have worked hard to prepare AR report, rather some teachers who conducted AR used to copy others report and submitted them to head teachers to get 5 points for internal promotion. It implies that, in such cases, quality of AR cannot be assured.

Difficulty in conducting AR in classes with many students: Teachers have to manage enough time to carry out AR and provide counselling to students when there are a large numbers of students in a class. In such cases, the teachers may not manage time and seek possible ways of adopting AR.

Lack of knowledge about AR: As mentioned above, only few teachers were found to have conducted AR. One of the main reasons for not conducting AR is that the teachers were not able

to find difference between AR and case study. It may be mainly because of ineffective ToST and lack of ability of participating teachers to grasp the concept of AR.

No supportive environment: Teachers need time, encouragement, budget as well as administrative support to carry out AR. In the present context, as stated by HTs, because of teaching load of teachers and lack of budget for AR, schools are facing a challenge to create such a supportive environment. Above mentioned facts reveal that the schools could not assure the teachers and HTs that AR can be instrumental in bringing about substantial changes in teachers' teaching.

Methodological problems: The cascade model or approach of delivering training at the local level through several layers is largely used for in-service training in countries like Nepal. It can deliver message and train teachers quickly and economically at different levels. However, despite its advantages, it is often criticized for its ineffectiveness, because the message may often be distorted by trainers who conduct training at different levels. To put in another way, the important knowledge and skills which were provided to MTs by experts in ToMT may be lost when it reaches to school teachers through ToT and ToST.

Chapter VI

Gaps between Policies/Provisions and Practices

In Chapter IV, qualitative data regarding policies and provisions about AR were analyzed and interpreted. Similarly, in Chapter V, analysis and interpretation of qualitative and quantitative data regarding AR training practices at different levels and AR activities in schools were made. In order to carry out AR activities in schools effectively, gaps between present AR policies/provisions and AR practices need to be identified. So, based on the analysis and interpretation of data presented in Chapter IV and V, an attempt was made to identify the gaps between AR policies/provisions and AR practices in this chapter. These gaps are presented below under their respective headings.

Policies

With a view to improve quality of school education, several working policies on education were mentioned in National Development Plans published by NPC. But, there is absence of policies on AR in those plans despite its importance to improve the quality of TL performance. However, TSC Regulations seems to have given attention to research, to some extent because 5 points are allocated for research related to teaching in general for those teachers who conduct research for internal promotion. But the regulation has not specifically pointed that is the AR.

Though there is no specific policy and provision on AR, in practice, it seems that attention has been paid on it. It is because NCED developed AR Handbook and ToMT Manual for AR. Moreover, NCED conducted ToMT in 2069/70. Moreover, ETCs conducted ToTs to prepare trainers and these trainers organized the training for school teachers. Few of these teachers were found to have carried out AR in their respective subjects. Similarly, Education Review Office (ERO), Ministry of Education allocated 3 points for AR in Performance Auditing of Schools.

Aforementioned realities reveal that though there is absence of specific policy and provision on AR, some practices on AR training, development of resource materials and AR activities in schools were observed. Hence, it pointed out that there is a gap between AR policy/provision and AR practices. In order to bridge this gap, certain specific policies and provision on AR should be made in National Development Plan and TSC Regulations and Education Regulations to be developed at local levels.

Understanding of AR

Irrespective of the types of research, an academic research report consists of, generally, background, objectives/research questions, literature review, methodology, findings, and recommendations or suggestions. All these components were included in the format of AR report mentioned in AR Handbook. In other words, the school teachers who conduct AR in schools are supposed to include all these components in the report. It indicates that the programme

developers conceived AR as a type of academic research, to some extent. Similarly, the understanding of master trainers and trainers about AR is similar to those of programme developers as they adopt similar approach in trainings. But the understanding of HTs and teachers on AR was found different from that of above mentioned respondents. HTs and teachers viewed that AR should help them to identify problems related to classroom TL and solve these problem using different teaching strategies. It shows that AR should focus only on identification of the problems and their solutions to improve TL performance thus not giving importance introduction, review of related literature and like as in academic research. It implies that gaps regarding understanding of AR were noticed among those actors who are directly involved in AR activities.

Acquaintances with AR provision and practice

All the teachers were found familiar with the provision of AR mentioned in TSC regulation. This provision, as stated by the teachers and HTs, encouraged teachers to conduct AR to some extent. But they have lack of knowledge and skills in carrying out AR. For the purpose of providing the knowledge and skills on AR to the teachers and HTs, ToST was organized by the trainers. But a significant number of teachers and some HTs did not know about ToST provision and hence, they did not try to participate in such training and carry out AR. Regarding the provision of allocation of 3 points for the schools which conduct AR mentioned in PA tool developed by ERO, most of the HTs and teachers were found unacquainted with this provision. So, they were unaware about conducting AR in their schools. If they, particularly the HTs and SMC, were familiar with this provision, the HTs, no doubt, would insist their teachers to carry out AR. This reality has shown the gap between ERO's provision on AR along with the provision of ToST in the district and their practices in the field.

Materials

NCED has developed the manual for ToMT. Similarly, it has also developed and distributed the handbook for AR too. The main purpose of the handbook is to provide the guidelines to the school teachers for conducting ARs in the schools. So, the main users of the hand book are the teachers and also the HTs who are supposed to facilitate their teachers in conducting ARs. For this purpose, the hand book should be user-friendly and functional. As a result, the hand book will be maximum and effectively used by the users. In other words, the users can take maximum benefits from that material, provided it is user-friendly. In order to make the handbook user-friendly, the contents and the subject matter should be simple, applicable, and pragmatic. But the present hand book, as viewed by the teachers, HTs and some district level officials, seems to be content-loaded, and non-pragmatic, as it has included all the components of a formal academic research format which can be considered unnecessary for CAR. According to these respondents, none of the teachers can follow all the components of the AR given in the hand book while preparing the report of AR by the teachers.

The above mentioned facts and views of the hand book users indicate that the present hand book could not address the expectations of its users. In other words, the contents and the subject matters expected by the beneficiaries of hand book was found different from those given in the present hand book. So, a gap could be easily noticed while looking at the present hand book and considering the views of hand book users.

Training

NCED has initiated AR activities with the intention that all the school teachers would receive the training on AR, as a result, all of them would be able to conduct AR in their teaching subjects through which TL performance will be improved in the schools. In order to train all the teachers on AR, a huge number of trainers are required. For this purpose, ToT programme should be continued. Besides, refresher training on AR for the trainers needs to be organized as and when required. Unfortunately, the ToT programme has already been discontinued. At present some contents on AR have included in the TPD programme instead of a separate ToT programme as in the past. But these contents were found insufficient for teachers to make them able to carry out AR. It indicates that practice of ToT and ToST on AR was found different from the initial intention of NCED in the field of AR

Conducting AR by all teachers

Interventions in the form of development of materials, and training on AR at different levels were made by NCED expecting that all the teachers will conduct ARs in their respective subjects for enhancing the TL performance in the schools which leads the quality education. Besides, a provision of providing 5 point out of 100 full marks in internal promotion to the teachers who conduct ARs, as an incentive, was made in the TSC regulations. Similarly, ERO has made a provision of allocating 3 points in PA of the schools. So, these interventions and the provisions imply that the programme developers have had expectation of conducting AR by each teacher for improving their TL performance in their respective schools. But in reality, only minimal number of teachers was found to have conducted ARs. In other words, the provision regarding the AR has not been materialized and the output of the interventions made in this field cannot be considered satisfactory.

Coverage of Schools

The ultimate goal of AR is to enhance quality of school education by improving TL performance in schools. The quantity of institutional schools occupies a significant portion in the total number of schools in Nepal and so do the teachers and students of institutional schools. Hence, efforts made for improving the quality of community schools only, by ignoring the institutional schools, will be meaningless for the improvement of quality of school education on the whole. In other words, the quality of school education, in totality, will be increased only when the TL performance will be increased both in community and institutional schools. But the present provision regarding the AR mentioned in TSC regulation and the interventions in AR area made

by NCED have covered only community schools and overlooked the institutional schools. So, the gap between the ultimate goal of the present provision of AR and its practices of training on AR at different level along with AR activities in the schools has been witnessed.

Monitoring

With a view to prepare the adequate number of trainers, ETCs conducted TOT programmes. These programmes, as stated by the NCED officials and ETC chiefs and trainers, were monitored by NCED. These trainers have been supposed to organize the TOST and then its participants will be able to carry out ARs in their schools. But this study has showed that there was not any authentic data regarding the number of TOST organized by the trainers and ARs conducted by the schools teachers. It is because there was lack of monitoring of TOST and AR activities in the schools. But the policy/provision makers and the programme developers expected that the training on AR at different level and AR activities in schools should be conducted effectively with the effective monitoring of these activities. So, the gap is seen between the expectations of central level officials and practice in the field regarding the monitoring system

Reward and Punishment

The teachers who conduct ARs can score maximum 5 out of 100 points for their promotion under internal competition, as a reward for them. But the teachers who do not carry out AR will lose these 5 points, as a punishment for such teachers. This reward and punishment system was made with the purpose of encouraging all the teachers in conducting ARs. But in practice, both the reward and punishment could not motivate the teachers for conducting ARs in the schools. It reveals that the provision of reward and punishment could be considered ineffective. In other words, the gap is visualized between the purpose of the reward and punishment and its practice in the schools.

Use of AR Results

The main purpose of the AR is to enhance the TL performance in the schools by using the results of AR. But the field data showed that only a minimal number of teachers carried out ARs on the one hand and on the other, the teachers who conducted ARs, did not use the results of ARs, as stated by the district level respondents. According to these respondents, the teachers conduct the AR for the purpose of getting 5 points for their promotion but not for using its results. So, the gap between the purpose of using the results of AR and the accomplishment of this purpose is clearly visible.

Budget

Provision regarding AR was included in TSC regulations and School Performance Audit Tool developed by ERO with the purpose of motivating the teachers to carry out ARs in their own teaching subjects for improving TL performance. Similarly, interventions in the form of training

and development of materials on AR were made by NCED for the same purpose. In order to accomplish this purpose the teachers must receive the training on AR which will enable them in conducting ARs. But only a small portion of the school teachers received such training. At present budget is not allocated for any sort of training on AR. Similarly, neither central agency nor the schools allocate the budget for AR activities in the schools. It shows that AR, the key activity for improving TL performance, is expected in carrying out by each teacher without budgetary provision by the concerned agencies. In other words, the provision regarding AR, at present, does not comply with the practice of allocating budget in the educational activities at schools, local level, province level and federal level.

Chapter VII

Making Action Research Practices Effective

The key objective of this study is to suggest the ways of making AR practice effective at the school level for improving teaching learning (TL) performance in schools. In order to accomplish this objective, the suggestions collected from different informants from central, district and school levels regarding the policy and provision, plan and programme of AR; training on AR at different levels; AR practices in schools, monitoring of AR activities; record keeping of AR activities; reward and punishment for making AR practices at schools more effective, are analyzed and interpreted below under their respective headings:

Policy and Provision

Policy: One of the six strategies on education mentioned in Fourteenth Plan of Nepal is to improve the quality of at all level. To implement this strategy, working policies related to physical infrastructure, teacher management, curriculum revision and implementation, teaching learning materials, use of ICT, evaluation procedures are stated in this plan for improving quality teaching at school level (NPC, 2017). One of the main ways for improving TL process in schools is the action research. Despite its importance for improving TL process, the policy related to AR has not been mentioned explicitly in the national development plan, SSRP and SSDP. In this regard, central and district level informants and most of the teachers stressed on the need for formulating specific policy stating that conducting AR by each teacher should be made compulsory. Moreover, this policy should address not only permanent teachers of community schools but also temporary teachers of community schools and teachers of institutional schools too. The reason behind this opinion is that the quality of school education, in totality, is not possible until and unless the teaching performance of temporary teachers of community schools is improved. The same is true in case of teachers of institutional schools too for further enhancing their teaching performance, which eventually help increase the achievement level of students. It is in this context, the suggestions provided by the informants for formulating specific policy on AR explicitly in National Development Plan seem to be justifiable.

Provision: Education Act and Education Regulations have not included the articles related to AR explicitly (MOE, 2057) However, a provision of providing 5 points for those permanent teachers who conduct research related to teaching for promotion is stated in article 28 of Teacher Service Commission (5th amendment) Regulations 2057. In this regard, according to the opinions of DEO of Bara and Kavre, SS and RP of Bara, the weightage given to AR in TSC Regulations (5 out of 100 points) is considered minimal. Hence, the points given to AR for promotion, as suggested by these informants, need to be increased which encourage the teachers to carry out AR regularly. Similar suggestion was presented by about one-third of sample teachers and one-fourth of HTs. Moreover, some informants presented the extreme view in this regard that TSC

Regulations should include an article stating that AR must be made one of the eligibility criteria for submitting the application form for permanent teaching position to the teachers who are working as temporary, contract and Rahat teachers. In the same way, this provision should be made for internal promotion too to the permanent teachers too. In other words, the application form of only those teachers who carried out AR in schools should be accepted for permanent teaching position under internal promotion. These suggestions provided by the informants emphasized on conducting AR by the teachers for improving TL performance, for becoming permanent in teaching service, and for getting internal promotion.

AR in Annual Plan of School

Though there is a provision of providing points for AR in the promotion of teachers, as mentioned in TSC Regulations, and also teachers themselves have realized the importance of AR for improving TL performance in schools, most of them were not found to have conducted AR. In order to make the teachers conduct AR in schools, annual plan of school should incorporate AR as one of the components, as suggested by the chiefs and trainers of ETC of Kavre and Bara, and SSs of Kaski. It indicates that HTs and SMCs have not paid attention to include AR activities in annual plan of schools. Until the HTs and SMCs did consider AR as important component of school plan, teachers will not give priority in carrying AR.

Conceptual Clarity

The concept of AR, as expressed by HTs of Kaski and Kavre, ETC chief and trainers, SSs, RPs and DEO of Kavre, was conceived as academic research by almost all the teachers in the sense that AR report consists of background, rationale, objectives, methods and procedures, findings and recommendations. That is why, the teachers realized AR as time consuming and tough task and hence, they considered it as an additional task instead of as a part of teaching. A similar view was presented by most of the central level informants too. This view can be supported by the evidence that most of the teachers were not found to have conducted AR. AR, indeed, was emerged at NCED with the intention of improving TL performance in schools through making it very simple, practical, pragmatic and functional. As a result, all the teachers will conduct it and consider it as an integral part of their teaching. But while developing AR Handbook and ToMT manual, and also conducting ToT and ToST, contents of AR was found more theoretical and seemed as the academic research. In order to get all the teachers to carry out AR, they should have clear concept about AR in a simplified form, functional way and as a part of regular teaching. As a result, they would not consider it as an additional task and extra burden. For this purpose, the existing ToMT manual, as suggested by the above mentioned informants, should be updated with simple approach. Similarly, the manuals for ToMT and ToST should be developed in a simple form. More importantly, while conducting training of ToMT, ToT and ToST, the concept of AR should delivered in functional, practical and easy way to enable them in conducting AR in their respective schools for the improvement of TL performance.

AR Training at Different Levels

ToMT was conducted in 2069/70 only once and since then, it has not conducted yet. Similarly, ETCs of the sample districts organized AR ToT only two times i.e. in 2070/71 and 2071/72. This training programme has not got continuity too. The main reason of discontinuing both levels of these trainings, as stated by concerned authorities, is that annual programme of NCED did not incorporate these training programmes. Similarly, AR training programmes at school level were also found discontinued. Recently, the component of AR is included in TPD package instead of a separate training package on AR as in the past.

However, there is a need of conducting ToMT in order to prepare at least one MT in each ETC, as and when required, as suggested by ETCs chief and trainers. Besides, refresher training on AR for the MTs needs to be organized, as and when required, in order to update them in AR, as opined by DEO, ETC chiefs and trainers.

According to most of the ETC trainers, DEOs and HTs, AR ToT should be continued for preparing at least one trainer in each school. In this regard, this ToT should be provided to the HTs instead of teachers which help them to conduct ToST easily and monitor the AR activities effectively in their respective schools. Moreover, DEO, RPs and some teachers of Kaski; SSs/RPs of Kavre, ETC chief and trainers of Kavre suggested that the AR ToT should be demand/need-based. In addition, RPs, ETC chief and trainers of Kavre further suggested that the ToT needs to be tailor-made. Emphasis, as viewed by majority of RPs, HTs, teachers and trainers, should be given to practical aspect in ToT. Specifically, DEO and some SSs of Kavre opined that the ToT should be conducted in workshop approach. AR refresher training for those trainers who participated in ToT needs to be organized, as and when required, in order to update them in AR, as opined by all ETC chiefs and most of the trainers.

Majority of RPs and ETC trainers of Kaski and Kavre; and HTs and teachers of Kavre suggested that AR training should be school-based. In other words, this training should be organized in each school and hence, all the teachers would get opportunity to participate in AR training. This view regarding involvement of all the teachers in ToST was supported by ETC chief and trainers of Bara and some SSs of Kaski. In order to avoid disturbances in teaching days in schools, some of HTs of sample district, ToST should be conducted during vacation time. In addition, as viewed by ETC chiefs, DEO of Kavre, and some RPs of all the sample districts, school teachers also need refresher training regularly. This view was corroborated by some of school level informants i.e. HTs and teachers. However, the view of informants in this regard was found different in terms of the frequency of refresher training to be conducted. District level informants were of view that the refresher training should be conducted every year whereas school level informants preferred the refresher training once in every two/three years.

The views and suggestions presented above by all respondents reveal that AR trainings at different levels (ToMT, ToT and ToST and refresher trainings) must be conducted if AR activities in schools are expected to improve TL performance.

Considering the above suggestions, preparing HT of each secondary school as AR trainer who conduct ToST in their respective schools seems to be justifiable in the sense that HT is manager as well as leader of the school, and is responsible for monitoring the AR activities of teachers whether the teachers were carrying out AR effectively in their respective subjects. Moreover, the role of HT as an AR trainer is reasonable from the financial point of view as well.

Of the AR trainings conducted at different levels, the involvement of participants in ToT programme will be high and its coverage of districts will be wide, because altogether there are 29 ETCs which should train all the HTs of 77 districts of the country. However, once all the HTs are trained, they will conduct ToST at their respective schools only one time. Similarly, once MTs for each ETC are prepared there is no need of conducting ToMT. When each ETC will have 2 to 3 MTs, each secondary school has a trainer, and once all the teachers have participated in AR training, the above mentioned trainings, except refresher training, are not required. But refresher trainings for MTs, trainers and teachers need to be conducted based on the needs and demands of the teachers and trainers.

Format of AR

The format of AR report has been given in ToMT manual which seems to have been the format of academic research. Thus, the teachers felt it as a tough task. Hence, it was found that most of the teachers did not conduct AR. Considering this reality, ETC chiefs and trainers, SSs and RPs proposed to develop a simple manual which guides the ways of conducting AR in a simple way and simple format for report writing. This format needs to be made available to all the teachers. Some of informants mentioned above stressed that the length of report should be of limited pages. AR in schools, indeed, is classroom research which is conducted for improving TL performance. While considering the purpose of AR in schools, the format of report mentioned in AR Handbook seems to be complex and unnecessarily lengthy. In this context, the simple format of AR report needs to be developed and distributed to trainers and teachers.

Dissemination

Most of the teachers, as mentioned above, did not conduct AR. However, some teachers were found to have conducted AR in their respective subjects. But the methods and results of the ARs were not found to have been disseminated yet. The concerned teachers and HTs did not realize the necessity of dissemination of AR results. Hence, their experiences were limited within themselves and were not shared with their colleagues. In this regard, the results of ARs, as stated by some ETC chiefs, trainers, SSs, RPs, HTs, teachers of all the sample districts, should be disseminated among the teachers within the schools. Moreover, the respondents of Kavre further viewed that such dissemination needs to be expanded at RC level where the teachers of cluster

schools will participate for sharing the experiences of ARs. On the top of that, methods and results of ARs which were successfully conducted, should be published in the ETC newsletter and journals published at local level. Considering the above context, each school needs to organize an interaction programme, at least, once in each year to disseminate and share the methods and results of ARs. Similarly, good examples of ARs should be disseminated in interaction programmes organized at RC level and hence, the experiences of teachers would be shared beyond the schools as well.

Monitoring

Field data revealed that monitoring of ToST and AR activities in schools was not found to have been carried out by any official. This is because, as stated some DEOs, SSs, RPs, ETC chiefs and trainers of all sample districts, there was no provision of budget for this purpose. Regarding the necessity of monitoring of ToST and AR activities in schools, most of the respondents viewed that monitoring of AR activities should be a 'must' which encourage the teachers to carry out ARs in their respective subjects for improving TL performance in schools. Regarding the responsible official/agency, the responses of different respondents were found different. Monitoring of ToST and AR activities, as opined by some ETC trainers of Bara and Kaski districts, should be carried out by themselves as they conduct AR ToTs. The views of other ETC trainers of the same districts were found different because, according to them, the responsibility of monitoring AR activities should go to SSs and RPs. The reason behind this view is that SSs and RPs are appointed for the purpose of monitoring and supervision of schools, which was supported by the RPs of Kavre. However, these RPs and SSs stressed either to decrease their administrative workload or to increase the number of SSs for monitoring the AR activities. Moreover, most of the respondents emphasized that whoever may be the persons who carry out monitoring of AR activities, must provide technical feedback to the teachers for conducting AR effectively. That is why, monitoring should be done while the teachers are conducting AR. The number of respondents who suggested to make HTs responsible for monitoring AR activities in schools was higher than the respondents who suggested other officials for this task.

While considering above mentioned suggestions made by different respondents for monitoring, it was found that monitoring of AR activities is essential for making AR practices in schools effective. Though SSs and RPs are appointed for monitoring and supervision of schools, they might not be able to visit schools regularly if their present heavy workload is considered. Moreover, when conducting AR by each teacher is made compulsory, SSs and RPs seem to be unable to observe AR activities of each teacher and provide feedback to them. Likewise, the monitoring of AR activities is not the responsibility of ETC trainers as they are appointed to conduct AR ToT and other types of trainings. This is because though ETC trainers are appropriate persons for monitoring AR activities and providing feedback to the teachers, this suggestion does not seem to be feasible and functional. Keeping this reality in mind, the most appropriate persons for monitoring AR activities in schools and providing technical support to

the teachers are head teacher of respective schools. It is mainly because they are keeping in touch with the teachers every day and have good rapport with them.

Provision of Record Keeping

Despite the efforts in the forms of materials development and training at different levels on AR, made by NCED and ETCs, the number of school teachers who carried out AR, as shown by the field data, was found very minimal. Regarding the exact number of teachers who conducted AR, the interesting fact is that neither NCED nor ETCs, which were directly involved in AR activities, had the record of teachers who conducted AR. Also the DEOs did not have any records of AR carried out by the teachers. Moreover, even the HTs did not know whoever and how many teachers of his/her own school have conducted the ARs, as there was not any provision of record keeping of ARs in the schools. Though few teachers conducted ARs, the reports of ARs were unavailable in the schools and hence, the HTs were unable to mention the areas in which their respective teachers carried out the ARs and their usefulness. All these facts reveal that the record keeping system regarding the ARs conducted by the teachers was non-existence at NCED, ETCs, DEOs and schools. In this regards, record of the AR activities taken place in the schools, as opined by the most of the respondents, must be maintained, provided improvement in TL performance is expected by making a compulsory provision of conducting ARs by each teacher in schools. However, different groups of respondents had different views regarding the responsible agency/person of record keeping of ARs. DEOr and some of the SSs and RPs of Kavre district stressed that the responsibility of this task should come under DEO. But some SSs and RPs of the same district and the other sample districts disagreed with this view. According to them, the workload of SSs and RPs, even at present, was heavy. This is why, monitoring the AR in the schools by SSs and RP, record keeping of the teachers who conducted ARs and their areas in every year at DEO office did not seem pragmatic. They specifically mentioned that the respective schools themselves should be made responsible for maintaining the record of ARs. This view was supported by most of the HTs and some teachers too. There were some respondents who recommended ETCs for making responsible for the task of record keeping of ARs in the schools.

While analyzing the above mentioned suggestions provided by different respondents, all the respondents were of the same view that record keeping of AR activities in schools, no matter whichever agency is made responsible for this task, is an essential task. In order to make a compulsory provision of conducting AR by each teacher and encourage them to conduct ARs, the concerned official and the agency must have information regarding the AR activities in the schools. However, the view making DEO responsible for record keeping task seems to have been out-dated as there is not DEO any more according to new structure of educational governance. Similarly, ETC was established to conduct the training but not for monitoring AR activities in schools and keeping its record. School, indeed, is the place where AR is carried out and the

teacher is one who conducts AR with the logistic support from the school. HT is one who leads all the activities in the school and keeps the rapport with the teachers. Similarly, the results of the ARs will be disseminated within the school first and then at local level (among the schools), if required. In this context, the suggestion making the school responsible for the task of record keeping of ARs is reasonable. However, schools should send the record of AR activities to their respective Education Unit of local level which helps to develop the plan and programmes of AR.

Reward and Punishment

Teachers should be, as suggested by most of the district level respondents, motivated to conduct AR in their respective subjects in the schools for which they should consider this task as an integral part of their teaching. They opined that reward is a best means for motivating the teachers in carrying out ARs. However, regarding the kinds of reward, the views were found different. Some of these respondents viewed that encouragement and appreciation by their respective HTs might be a kind of reward for the teachers. But most of the respondents who provided suggestions regarding the reward, viewed that AR activities should be linked with the permanency of the teaching for the temporary teachers and promotion for the permanent teachers. These respondents stressed that more points instead of the present provision of 5 points out of 100 full marks, should be allocated for the promotion of the teachers. However, some respondents had additional view in this regards. According to them only reward is not enough to make all the teachers ready for conducting ARs. There should be a provision of punishment for the teachers who do not carry out ARs. In other words, there should be a provision of reward and punishment for this activity. The teachers who do not conduct ARs, as stated by these respondents, should be made ineligible for the promotion. This view was agreed by even some of the teachers too. These teachers along with some other respondents emphasized that the similar type of provision should be made for the temporary teachers in such a way that the form of the temporary teachers for being permanent teaching post under the internal competition should not be accepted.

According to the present provision of AR, the permanent teachers who conduct AR will get 5 points out of 100 full marks during their promotion which could be considered as a reward. Even though most of teachers did not carry out ARs. One of the plausible reasons of this fact is that this reward might not be so much attractive. Moreover, it is not compulsory task for them. It is in this context, the suggestion making a provision of reward and punishments for AR seems to be appropriate in the present situation. So, the points for AR for the promotion of the permanent teachers need to be increased to make this reward attractive. On the contrary, the permanent teachers who do not carry out ARs, should be made ineligible for filling up the form for their promotion. In the same vein, the forms of the temporary teachers who apply for the permanent teaching post under internal competition should not be accepted if they do not carry out ARs.

Budget

Despite the importance of AR for enhancing the TL performance in the schools, not only the trainings at different levels have not been conducted, but also monitoring of any sort of activities on AR at ETC and schools has not been carried out. And hence, the teachers who participated in the training at school did not carry out ARs. The visible reason of this fact, as stated by all the respondents of ETC level and district level, was the absence of budget for these tasks. This view was agreed by most of the HTs and the teachers who took part in ToST. So, all of them stressed for allocating the budget in each type of AR activity, i.e. training at different levels, monitoring, AR activities in the school, dissemination of ARs results etc. However, the opinions regarding the agencies which need to provide budget for these activities, were found different. According to the respondents of central and district level, budget should be made available by the concerned ministry. NCED, as stated by all the chiefs and the most of the trainers of ETCs, should include AR activities along with budget in the annual programmes. There were some teachers and district level officials who pointed out local unit to allocate the budget for AR activities. These respondents argued that each local unit has been made fully responsible for the educational governance and also has different sources for generating income at local level. Some of the respondents of district level and ETC level along with some teachers viewed that the expenditure of the ARs should be shared by the schools too, as the ARs are carried out by the teachers in the schools.

Though different views regarding the budget for AR activities were found, all of them were found unanimous in a point that there must be the provision of budget for each activity on AR at each level. But, while considering the amount of education budget, it does not seem easy for the concerned ministry to allocate adequate budget for AR at each school. Similarly, most of the schools do not have any sort of income source. These schools were fully dependent on grant provided by local unit. In this context, local units should allocate the budget for carrying out the AR activities in their respective schools. However, ToMT and ToT are conducted at NCED and ETC level respectively. One ETC will cover several local units and hence, a particular local unit only cannot be made responsible for the budget in conducting ToT at ETC, which it is not justifiable too. In this context, the concerned ministry should allocate the budget for ToMT and ToT along with its monitoring activities.

Chapter VIII

Conclusions and Recommendations

This chapter deals with conclusions and recommendations of this study, which are presented in two major headings.

8.1 Conclusions

Based on the analysis and interpretation of the data regarding the present AR policy and practices, gaps between policy and practices, and the ways for improving AR practices in schools, the conclusions are drawn, which are presented below under their respective headings.

Realization of conducting AR in the Schools: Few teachers were found to have conducted AR in their schools. Those teachers who have not conducted AR because of found and unfound reasons, were in favour of conducting ARs for the improvement of TL in schools. NCED officials, ETC chiefs and trainers, DEORs, SSs and RPs, representatives of Confederation of Teachers of Nepal and HTs stressed the necessity of conducting AR to enhance TL performance in schools. From all these findings, it can be concluded that all the respondents realized that AR activities in schools is a ‘must’ to improve the teaching performance and uplift the students’ learning which eventually leads the improvement of quality of school education.

Development of Training Mechanism: All school teachers are expected to conduct AR as a part of their teaching. In order to enable them to conduct AR in schools, training for them has been conducted at RC or school level. For this purpose, trainers were prepared at ETCs. To prepare these trainers, NCED has a separate training division which prepares master trainers. This type of cascade model of providing AR training has been adopted to train all school teachers in a mass scale. It indicates that a training mechanism for delivering knowledge and skills on AR has already been established. It concludes that there is no problem in continuing the present AR training programmes and AR practices in schools.

Less Importance to AR: In the beginning, there were separate AR training programmes (ToMT, ToT and ToST) at different levels. These types of training programmes on AR are no more in practice. Recently, AR training has been merged with and incorporated as a component in TPD and hence, the time and weightage given to AR has been significantly curtailed. While conducting ToT and ToST and AR activities in schools, emphasis was not given to monitoring AR activities. Moreover, NCED has not included budget for AR training and activities in its annual programme and hence, ToMT, ToT and ToST were discontinued. These facts led to the conclusion that AR, at present, has got less importance from the concerned agencies and stakeholders.

Inadequate know-how: The main reasons for not conducting AR by school teachers are that they consider AR activities as extra tasks and feel additional burden. Moreover, conducting AR is a tough work for them. This is mainly because they could not acquire the simple procedures of know-how on conducting AR in ToST.

Less Substantial Attitudinal Changes: As mentioned above, though school teachers realized the necessity of conducting AR in schools, most of the teachers did not conduct AR. Similarly, the need of conducting AR was also understood by HTs, however they did not include it in school annual programme and budget. The reason behind this fact is that substantial changes in the attitude of teachers and HTs towards AR have not been brought yet.

Ignoring the Institutional Schools in AR Practices: In order to enhance the quality of school education, TL performance should be increased both in community and institutional schools through AR. But HTs and teachers of institutional schools were not given opportunity to participate in ToMT, ToT and ToST of AR and hence, they were not made aware of conducting AR for improving TL performance. It reveals that policy makers and programme developers ignored the institutional schools in making the efforts to enhance the quality of school education through AR practices.

8.2 Recommendations

Based on analysis of the collected information and researchers' observation, the recommendations for making action research practice effective, are presented below under their respective headings:

Policy and Provision

Policy/provision indicating the AR as a mandatory task to be carried out by each permanent and temporary teacher in schools, should be made. For this, the following specific recommendations are furnished:

- A specific policy statement on conducting AR by all school teachers for improving TL process which eventually help enhance quality of school education, should be included in National Development Plan of NPC.
- An article related to conducting AR by all school teachers for improving TL process should be included in Education Regulations. Moreover, submission of reports of AR should be made mandatory to renew the contract of teachers.
- Teacher Service Commission Regulations should include an article stating that AR must be made for working teachers as one of the eligibility criteria for submitting the application form for permanent teaching position and internal promotion.

Training Programme

The existing cascade model of AR training at different levels should be continued. In the context of restructuring of state, AR training should be conducted at three levels.

- ToMT should be organized at federal/central level and its budget should be managed by the concerned division of Ministry of Education, Science and Technology. The concerned officials and other participants such as retired government officials, university professors, school head teachers and researchers recommended by the concerned agency of provincial level will be the participants of ToMT.
- The MTs should conduct ToTs for HTs of each secondary school and SSs/RPs in each district. The programme and budget should be managed by provincial governments.
- HTs must conduct training for all the teachers in their respective schools based on the needs of subject teachers. While organizing the trainings at schools, emphasis should be given on the conceptual clarity of AR to make it as simple as possible AR programme and budget should be included in schools' annual budget. AR training programmes should be conducted during the non-teaching days. However, the provision of providing training allowances should be totally discouraged.
- Orientation on AR training and AR activities in schools for mayor/chief of municipalities/rural municipalities, chief of education unit of local level, chairpersons of SMCs should be organized by MTs of provinces to acquaint them about importance and procedures of AR and their contribution to conduct AR at school level.

AR Activities in Schools

Following recommendations are furnished for making AR activities in schools more functional.

- Each teacher must conduct AR in his/her teaching subject/s as a part of his/her regular teaching job, for which internal policy in each school should be developed.
- Each teacher should prepare AR report in a simple format developed by the school and submit it to HT. The printed and electronic copies of AR reports submitted by the teachers should be documented by the school management.
- Experience of AR activities should be shared among the teachers in interaction programmes.

Monitoring of AR Training and Activities

Following monitoring activities which induce the teacher to carry out AR in schools, are presented below:

- In schools, HTs should be made responsible for monitoring AR activities of their teachers and provide necessary feedback to make AR practice more effective.
- The education officials of local level such as SSs and RPs should be made responsible for monitoring AR training activities in schools and its reports must be submitted to

concerned agency at local level. After monitoring, necessary feedback should be provided to the trainers for improving training.

Development of Resource Materials

Two main suggestions regarding resource materials are presented below:

- AR Handbook and ToMT manual should be updated by including more practical-oriented contents.
- AR ToT and ToST manuals should be developed in a simplified way so as to bring the conceptual clarity about AR. These documents should be distributed to each concerned agency for conducting AR trainings more effectively.

References

- AASSA: Association of American Schools in South American Schools in South America (2011).
- Craig A. Mertler, Mertler Educational Consulting, LLC, Delray Beach, Florida, USA)
<https://www.beds.ac.uk/jpd/volume-5-issue-1-march-2015>
 383-393. Doi:10.1111/j.1365-2729.2007.00274.x
- Elliott J. (1991). Action Research for Educational Change. McGraw Hill Education (UK).
 environment: An action research approach. *Journal of Computer Assisted Learning*, 24,
- Foreman L.(2008). Action Research and Policy. *Journal of Philosophy of Education*, 42 (1), 145-163
- Great School Partnership (2015) *The glossary of education reform for Journalist, parent and community members retrieved* (<https://www.edglossary.org/action-research/>)
- Hensen, K. T. (1996). Teachers as researchers. In J.Sikula (Ed.), *Handbook of research on Teacher Education* (2nd Ed., pp 53-66). New York: Macmillan.
- Hine, G. S. C. (2013). The importance of action research in teacher education programs.
 In Special issue: Teaching and learning in higher education: Western Australia's TL Forum. *Issues in Educational Research*, 23(2), 151-163.
<http://www.iier.org.au/iier23/hine.html>
- Karki, M. (2013). Kathmandu: Neltal Chautari
<https://neltachoutari.wordpress.com/2013/06/01/action-research-for-efl-teachers-professional-development/>
- Mc Taggart, R. (1997). Issues for participatory action researchers in O. Zuber-Krerritt (Ed.) *New direction in Action Research*, London: Falmer Press.
- MoE (2016). School sector development plan, 2016/17 to 2022/23. Kathmandu: Author
- Saggi S. (2018). Action Research Related with Classroom Problems. Khalsa College of Education, Amritsar.
- Sagor, R. (2005). *The Action Research Handbook*. Thousand Oaks: Corwin Press.
- Sawchuk S.(2018). Teacher Evaluation: An Issue Overview. Retrived on May 15 retrieved from <https://www.edweek.org/ew/section/multimedia/teacher-performance-evaluation-issue-overview.html>
- Segal S.U. (2009). Action Research in Mathematics Education: A study of a Master's program for teaching. Montana State University.

Swinglehurst, D., Russell, J., & Greenhalgh, T. (2008). Peer observation of teaching in the online

Teacher performance Evaluation System. The Overseas Schools Advisory Council.

Valencia College (2015) Retirved
(https://valenciacollege.edu/faculty/development/tla/actionResearch/ARP_softchalk/).

शिक्षा ऐन (नवौं संशोधन) २०२८, काठमाडौं : शिक्षा मन्त्रालय

शिक्षा नियमावली (नवौं संशोधन) २०५९, काठमाडौं : शिक्षा मन्त्रालय

शिक्षक सेवा आयोग ऐन (नवौं संशोधन) २०५७, काठमाडौं : शिक्षा मन्त्रालय

शैक्षिक जनशक्ति विकास केन्द्र (२०७०). कार्यमूलक अनुसन्धानको हाते पुस्तिकाका आधारमा तयार गरिएको मुख्य प्रशिक्षकका लागि मार्गनिर्देश तथा प्रशिक्षक निर्देशिका, भक्तपुर : लेखक

शैक्षिक जनशक्ति विकास केन्द्र (२०७२). कार्यमूलक अनुसन्धान, मामला अध्ययन र परियोजना कार्यका लागि हाते पुस्तिका, भक्तपुर : लेखक

शैक्षिक जनशक्ति विकास केन्द्र (२०७२). शिक्षक पेसागत विकासको प्रारूप, २०७२, भक्तपुर : लेखक

शैक्षिक गुणस्तर परीक्षण केन्द्र (२०७४). विद्यालय कार्यसम्पादन परीक्षण ढाँचा २०७४, भक्तपुर : लेखक

Appendix 1

Interview Guidelines for NCED Officials

Name:

Designation: Executive Director/Deputy Director/Training Officers

Mobile No.:

Date:

1. Present Provision of Action Research (AR) in schools
 - 1.1 What are the present policies, rules, provision of conducting AR by teachers in schools?
2. Initiation of Action Research (AR) Training in NCED
 - 2.1 When was AR training initiated in NCED?
 - 2.2 How was it evolved?
 - 2.3 What policies, rules and provisions were/are made to conduct AR training in NCED system and AR at schools?
3. Preparatory Works
 - 3.1 What documents were prepared before implementing AR trainings? (training package/manual) And are they revised regularly?
 - 3.2 How are AR training packages distributed?
 - 3.3 How were/are master trainers and trainers prepared?
 - 3.4 If preparatory works were/are not done properly, what were/are the reasons?
4. Implementation of AR Trainings
 - 4.1 What instructions were/are provided to ETCs to conduct AR training?
 - 4.2 How were/are training materials/documents and funds delivered to ETCs for effective operation of AR trainings?
 - 4.3 If AR trainings were/are not implemented properly, what were/are the reasons?
5. Monitoring and Evaluation
 - 5.1 How well did NCED facilitate and coordinate the AR trainings conducted by ETCs?
 - 5.2 In what ways were/are AR trainings monitored during the operation of trainings?
 - 5.3 What types of feedback were provided to ETCs or trainers?
 - 5.4 How well did the feedback work?
 - 5.5 How effective have the trainings been? If AR ToT have not been effective, what are the major reasons?
 - 5.6 If AR trainings were/are not monitored and evaluated properly, what were/are the reasons?
6. Role of NCED in the Promotion of AR
 - 6.1 What activities did NCED carry out to motivate school teachers to conduct for improving the existing school as well as classroom practices?

- 6.2 What activities did NCED made to reward those teachers and professionals who did remarkable progress in AR?
- 6.3 In what ways did NCED publish and distribute well-prepared AR Reports?
7. Problems and Challenges in the Operation of ARs
 - 7.1 What problems did you notice in the operation of ARs? And how can those problems be solved?
 - 7.2 What challenges have you noticed while conducting ARs? And how can they be addressed?
8. Future of ARs
 - 8.1 In Nepalese context, how do you see the prospect of ARs for improving the classroom practices?
 - 8.2 How can AR be made effective to improve the school as well as classroom practice?
 - What policies should be needed?
 - What programmes should be developed?
 - How should those programmes be implemented?
 - How should strong monitoring mechanism be made and implemented?
 - How AR ToT and conduct of AR at schools be funded?
 - 7.3 Please feel free to give your additional opinions, if any.

Appendix 2

Interview Guidelines for Experts (Training Package Developers) /Independent Researcher

Name of Expert/Independent Researcher:

Office:

Qualification:

Address:

Nature of Job:

Experience: (..... Years)

(Note: Only question no. 9 to 12 are for Independent Researchers including professors of university who are/were teaching Research Methodology course)

1. How did you develop the training package?
2. Have you observed the training classes where the package was used?
Yes () No ()
3. If yes, what comments do you like to make about the training programme?
4. Do you think that the training package helped to accomplish the objectives what it intended to help for the concerned group?
Yes () No ()
5. If no, what may be the main reasons?
6. If yes, how did it help to accomplish the objectives?
7. Do you think that there are some rooms for improvement in the training package to make it more useful?
Yes () No ()
8. If yes, where and what type of improvement is required in the package?
9. What type of policy should be made for carrying out the action research by secondary school teachers for improving teaching learning performance in their schools?
10. How should AR programme be developed for its effective implementation in the schools and what should be done for it?
11. What type of mechanism should be developed for monitoring AR programme to be carried out by the teachers in their schools?
12. Do you have any suggestions regarding AR programme to be carried out by the teachers which enhance the TLP in the schools?

Appendix 3

Interview Guidelines for DEOs/SSs/RPs

Name and Designation:

Mobile No.:

Date:

1. Present Provision of Action Research (AR) in schools
 - 1.1 What are the present policies, rules, provision of conducting AR by teachers in schools?
2. Initiation of Action Research (AR)
 - 2.1 When were AR activities started in this district?
 - 2.2 How was it started: through ToT, AR training to the teachers and AR practices at schools?
 - 2.3 What instructions did you get from NCED or DoE to inform head teachers and teachers for conducting AR at schools?
3. Implementation of AR
 - 3.1 In what ways were/are you involved in AR activities at schools? Have you been involved in AR training? How many times did you conduct it?
 - 3.2 What supports were/are provided to schools to let the teachers conduct AR at schools?
 - 3.3 If District Education Office/RC is not involved in AR at schools, what are the reasons?
4. Monitoring and Evaluation (M & E):
 - 4.1 How well did District Education Office/RC facilitate and coordinate the AR activities?
 - 4.2 In what ways were/are AR activities at schools monitored?
 - 4.3 What types of feedback were provided to ETCs or teachers?
 - 4.4 How well did the feedback work?
 - 4.5 If M & E activities are not done, what are the reasons?
5. Role of District Education Office/RC in the Promotion of AR

- 5.1 What activities did District Education Office/RC carry out to motivate school teachers to conduct for improving the existing school as well as classroom practices?
- 5.2 What activities did District Education office/RC made to reward those teachers and professionals who did remarkable progress in AR?
- 5.3 In what ways did District Education Office/RC share well-prepared AR Reports among teachers?
6. Problems and Challenges in the Operation of ARs
 - 6.1 What problems did you notice in the operation of ARs? And how can those problems be solved?
 - 6.2 What issues have you noticed while conducting ARs? And how can they be addressed?
7. Future of ARs
 - 7.1 In Nepalese context, how do you see the prospect of ARs for improving the classroom practices?
 - 7.2 How can AR be made effective to improve the school as well as classroom practice?
 - What policies should be needed?
 - What programmes should be developed?
 - How should those programmes be implemented?
 - How should strong monitoring mechanism be made and implemented?
 - How AR ToT at ETC level, AR training at school level and conducting AR at school level be funded?
 - 7.3 Please feel free to give your additional opinions, if any.

Appendix 4**Interview Guidelines for Chief/Trainer of ETC**

Name:

Address of ETC:

Designation: Chief/Trainer of ETC

Mobile No.:

Date:

1. Present Provision of Action Research (AR) in schools
 - 1.1 What are the present policies, rules, provision of conducting AR by teachers in schools?
2. Initiation of AR Training in ETC
 - 2.1 When was AR training started?
 - 2.2 How was it evolved in ETC?
 - 2.3 What instructions did you get from NCED to conduct AR training?
3. Preparatory Works
 - 3.1 How did you plan for conduct AR in your ETC?
 - 3.2 How were/are master trainers and trainers prepared?
 - 3.3 If preparatory works were/are not done properly, what were/are the reasons?
4. Implementation of AR Trainings
 - 4.1 How did you get training materials/documents and funds from NCED for effective operation of AR Training of Trainers (ToT)?
 - 4.2 If AR Training of Trainers were/are not implemented properly in ETC, what were/are the reasons?
5. Monitoring and Evaluation (Note: TOMT: first level; ToT: second level and AR training at school level: third level)
 - 5.1 How well did ECT facilitate and coordinate AR training (third level) at school level?
 - 5.2 What types of feedback were provided to trainers of AR?
 - 5.3 How well did the feedback work?
 - 5.4 How effective have the trainings been? And what are the reasons?

5.5 If AR trainings were/are not monitored and evaluated properly, what were/are the reasons?

6. Role of ECT in the Promotion of AR (Note: Roles of ECT as mentioned in Handbook for AR, Case Study and Project Work published by NCED)

6.1 What activities did ETC carry out to motivate both trainers of AR (third level) and school teachers to conduct AR for improving classroom practices?

6.2 What activities did ETC made to reward those teachers and trainers who did remarkable progress in AR?

6.3 In what ways did ETC publish and distribute well-prepared AR Reports?

7. Problems and Challenges in the Operation of ARs

7.1 What problems did you face in the operation of ARs? And how were those problems solved?

7.2 What challenges have you noticed while conducting ARs? And how can they be addressed?

8. Future of ARs

8.1 In Nepalese context, how do you see the prospect of ARs for improving the classroom practices?

8.2 How can AR be made effective to improve classroom practices?

- What policies/rules/provisions should be needed?
- What programmes should be developed
- How should strong monitoring mechanism be made and implemented?
- How AR ToT and conducting AR at schools be funded?

8.3 Please feel free to give your additional opinions, if any.

Appendix 5

Interview Guidelines for AR Trainers

Name:

Trainer: SS/RP/Secondary School Teacher (Third level of trainer)

Mobile No.:

Date:

1. Present Provision of Action Research (AR) in Schools
 - 8.3 What are the present policies, rules, provision of conducting AR by teachers in schools?
2. Initiation of Action Research (AR)
 - 2.1 What instructions did you get from Education Training Centre (ETC) or District Education Office (DEO) to conduct AR training to teachers from different schools?
 - 2.2 When did you conduct AR training?
3. Implementation of AR
 - 3.1 What supports were/are provided to schools to let the teachers conduct AR in classrooms?
 - 3.2 If teachers do not conduct AR at schools, what are the reasons?
4. Monitoring and Evaluation (Roles of LRCs and trainers)
 - 4.1 How well did you facilitate and coordinate the AR activities as a trainer?
 - 4.2 In what ways were/are AR activities at schools monitored?
 - 4.3 What types of feedback were provided to teachers?
 - 4.4 How well did the feedback work?
5. Role of Trainer in the Promotion of AR
 - 5.1 What activities did you carry out to motivate school teachers to conduct AR for improving classroom practices as a trainer?
 - 5.2 What activities did you make as a trainer of AR to reward those teachers who did remarkable progress in AR?
 - 5.3 In what ways did you share well-prepared AR Reports among teachers as a trainer of AR?
6. Problems and Challenges in the Operation of ARs
 - 6.1 What problems did you notice as a trainer of AR in the operation of ARs? And how are those problems solved?

6.2 What issues have you noticed from trainer's side while conducting ARs? And how can they be addressed?

7. Future of ARs

7.1 In Nepalese context, how do you see the prospect of ARs for improving the classroom practices?

7.2 How can AR be made effective to improve the school as well as classroom practice?

- What policies/rules/provisions should be needed?
- What programmes should be developed
- How should strong monitoring mechanism be made and implemented?
- How can conducting AR at schools be funded?

7.3 Please feel free to give your additional opinions, if any.

Appendix 6

Interview Guidelines for Member of Confederation of Nepalese Teachers

Name of the Member:

Qualification:

Affiliated Organization:

Teaching School:

Address:

Experience: years

1. Do you know the present provision of AR to be conducted by the school teachers?

Yes () No ()

2. If yes, what things about the AR to be conducted by the school teachers, are you familiar with?

3. How and when did you come to know about these things?

4. If you are acquainted with the present provision of AR to be conducted by the school teachers, what types of comments do you like to make in the present provision of AR in terms of its adequacy, appropriateness and other areas?

Adequacy:

Appropriateness:

Other areas:

5. What types of revisions are required in the present AR provision?

6. Do you think that the school teachers should involve in carrying out the AR which eventually improve the TL performance in the schools?

Yes () No ()

7. If yes, what type of provisions should be made for the teachers to be involved in AR?

8. If yes, what type supports can your organization provide for effective implementation of AR practice in the schools?

9. If the teachers do not need to involve in carrying out the AR, what are the reasons?

10. Are you familiar with the following training?

Training of Master Trainers on AR Yes () No ()

Training of Trainers on AR Yes () No ()

Training on AR Yes () No ()

11. With which areas of the above mentioned training are you familiar with?

Training of Master Trainers on AR

Training of Trainers on AR

Training on AR

12. What should be done at the following level to carry out the AR by each teacher once in a year as a mandatory task?

Policy level:

Training centre level:

Local level:

School level:

13. Do you think that action research (AR) helps to improve the TLP in the school?

Yes () No ()

14. If yes, how does it improve the TLP in the school?

Appendix 7

Interview Guidelines for Head Teacher/Teacher 2074

Name of the Head Teacher/Teacher:

School:

Qualification:

Address:

Permanent ()

Temporary ()

Teaching Experience: (..... Years)

A. Present provision of Action Research (AR) in the schools

1. Do you know the present provision of AR to be conducted by the school teachers?

Yes () No ()

2. If yes, what things about the AR, to be conducted by the school teachers, are you familiar with?

3. How and when did you come to know about these things?

4. If you are acquainted with the present provision of AR to be conducted by the school teachers, what types of comments do you like to make in the present provision of AR in terms of its adequacy, appropriateness and other areas?

Adequacy:

Appropriateness:

Other areas:

5. What types of revisions are required in the present AR provision?

6. Do you think that the school teachers should involve in carrying out the AR which eventually improve the teaching-learning (TL) performance in the schools?

Yes () No ()

7. If yes, what type of provisions should be made for the teachers to be involved in AR?

8. If the teachers are not interested to conduct AR in spite of providing facilities, what are the reasons?

B. AR Training

9. Do you know that the teachers of some schools and roster trainers who took TOT at ETC, has conducted the training on AR for the school teachers?

Yes () No ()

10. If yes, what types of comments on the AR training conducted by these trainers, do you like to make for its improvement in future?

11. Did you take the training on AR conducted by AR trainer? (Did you send teachers from your school to participate in AR training? Only for HT)

Yes () No ()

12. If yes, in which year did you take training? In which year did you send teachers to take AR training? (Only for HT)

.....year

13. If yes, what types of skills did you learn from the training? (What types of skills did you find in your teachers from AR training? Only for HT)

14. To what extent are the training skills found useful in carrying out the AR in the schools?

To a great extent () To a reasonable extent ()

To some extent () Not at all ()

15. If it was useful to a great extent / to a reasonable extent / to some extent/not useful at all, how can you justify?

16. Please give some suggestions to make AR training effective in future.

C. Conducting AR in Schools

17. To what extent are you interested in conducting AR?

To a great extent () To a reasonable extent ()

To some extent () Not at all ()

18. Why are you interested in conducting AR to a great extent/to a reasonable extent/ to some extent/ not interested at all?

19. Did you carry out any AR to improve TL process in your school?
Yes () No ()
20. Did you face any problems while conducting the AR?
Yes () No ()
21. If yes, what types of problems did you observe? If no, go to question no. 24?
22. How did you tackle those problems?
23. What should be done to minimize such problems in future?
24. If you didn't carry out any AR yet, what are the main reasons?
25. What should be done at the following level to carry out the AR by each teacher once in a year as a mandatory task?

Policy level:

Local level:

School level:

D. Attitude of teachers toward AR

26. Do you think that AR helps to improve the TL performance in the school?
Yes () No ()
27. If yes, how does it improve the TL performance in the school?