

**TEACHERS' TIME-ON-TASKS AS WELL AS ALLOCATIONS OF THEIR FUNCTIONS  
AND THE ANALYSIS OF TEACHERS' PERCEPTIONS AND PRACTICES TOWARDS  
TEACHING PROFESSION**

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## **Executive Summary**

1. The secondary level school teachers form their operational planning spending at least four to five hours in the beginning phases of their teaching career but later on, they can make them in shorter time. They can complete it within 30 to 60 minutes because they can use their long experience while forming these plans.
2. Most of the teachers do not make daily lesson plans in the written forms they can prepare them implicitly in about 1 hour 30 minutes to 2 hours daily in the earlier evening or in some cases at their leisure time.
3. Most of the teachers of various disciplines do not collect and make their own instructional materials. Those who make them of their own perform these tasks in 20-30 minutes everyday.
4. As the teachers have to teach their assigned subjects in the classroom five to six periods a day, they spend at least three and half hours involving their students in the activities like connecting the present lesson with the previous ones (two minutes), motivating the students (three minutes), presenting the new input (15 minutes), engaging the students in practice activities (15 minutes) and evaluating their performance and connecting them with their practical life (five minutes) in every class.
5. Those teachers who give home assignments for the students check students' work during the leisure time. Every day they have two to three periods leisure in schools. So they do this work within one and a half hour everyday, but the home work is not all days of the week. A teacher's duties also include exam paper checking. Averagely, the teachers finish one student's exam paper within ten to fifteen minutes. The time spent in carrying out this work depends on the number of students in the classes in which the teachers teach.
6. Although the female teachers were also found in the same position as the males ones, they were found working in the single shift without going to any other institutions for extra income, being engaged in other business or taking tuition classes, they have to give their minors and aged people their time. So they get ready for the following days' lesson in advance.

7. In comparison to utilizing the teachers' time-on-tasks in the urban schools, the teachers of rural area go to classes a bit late and stay in the classroom less than the teachers of schools in the other areas.
8. Teachers of different subject disciplines get ready and utilize their subject specific strategies on time-on-tasks differently. However, the teachers of all core subjects were not found to utilize their time in making contact with the parents and collecting and using instructional materials and using different evaluation tools.

### **Major findings**

With the analysis and interpretation of data through various sources, the following major findings have been drawn of this study:

1. The secondary school teachers spend at least three and half an hour in the classroom for performing the assigned tasks of teaching for them. They also have to pay out almost the same amount of time for getting ready and doing other tasks related to teaching learning activities at their homes.
2. Although the female teachers were also found in the same position as the males ones, they were found working in the single shift without going to any other institutions for extra income, being engaged in other business or taking tuition classes, they have to give their minors and aged people their time. So they get ready for the following days' lesson in advance.
3. In comparison to utilizing the teachers' time-on-tasks in the urban schools, the teachers of rural area go to classes a bit late and stay in the classroom less than the teachers of schools in the other areas.
4. Teachers of different subject disciplines get ready and utilize their subject specific strategies on time-on-tasks differently. However, the teachers of all core subjects were not found to utilize their time in making contact with the parents and collecting and using instructional materials and using different evaluation tools.
5. There are multiple factors of causing absenteeism in teachers from the schools which include their own individual, political, administrative as well as the effect of absenteeism of other stakeholders in schools.

6. The assigned tasks of school supervisors for providing model teaching in the classrooms, support and advice to the teachers have not been so effectively performed in the assigned schools.
7. The teachers have both positive as well as negative perceptions toward teaching profession. Some of them have positive perception because they believe that they can bring change in young people's lives, set model through their expertise and behaviors. Some others have negative perception because they believe that they are over loaded, they have to work with insufficient materials, their performances and evaluated do not take place fairly and they have to face less interactive culture in schools.
8. The female teachers take this profession as a challenge but they believe that this profession is suitable for them because they can enjoy long vacation, utilize their time for the family member as well for household affairs.
9. The teachers of rural areas have felt that they have been neglected by the supervisors and RPs because they have not been getting support from them in need.
10. Teachers of different subjects have different perceptions in terms of their own subjective feeling toward their own subjects teaching for example. English teachers feel that English is the medium of international communication. Whereas the mathematics teachers believe that math is inevitable for human life.
11. The teachers have not been supported in their initial years of teaching because of the lack of formal provision of teacher induction and mentoring by the subject specific mentors.
12. TPD program has been one of the supportive training program but it has also been made one of the prescriptive and a top-down approaches to teacher training.
13. The supervisors and RPs have not been so effective supporters for the teachers professional development in comparison to their administrative roles.
14. The tendency of developing positive perceptions of the teachers toward their profession and their assigned tasks is still to be achieved in schools.
15. The head teachers' role deserves high significance to create the collaborative, collegial and purposive culture in schools and keeping the teachers on their time-on-task, but teachers have not felt so up to now.
16. The current TPD approach to demand collection of trainees is still inadequate because they either cannot write all of them or the form cannot capture them all.

17. The concept of teaching portfolio as well as its use has not been introduced in the teaching learning process and the teacher professional development yet.
18. School supervisors and RPs have their dual responsibilities which have weakened the school supervision and the monitoring and follow up of the programs as well as in providing the support for teacher development.
19. Teachers' feeling in their workplace can also affect in the effective utilization of the time and resource.

### **Recommendations**

On the basis of major findings of this study, the following recommendations have been suggested for the development of positive perception towards teachers' assigned tasks and better utilization of their time-on-tasks.

1. The teachers must have positive attitude to the teaching profession so that they can give adequate time for collecting and making instructional materials, making instruction plans, students' counseling, interacting with their own colleagues, parents as well as with the administrators along with taking part in professional development activities and self-reflection. So the government should emphasize on developing positive perception towards teaching profession.
2. Many teachers (especially males) run different institutions for extra work in the morning as well as evening times. They cannot give enough time for making instructional planning, collecting, making and using instructional materials in the class, reflecting their own actions and beliefs, etc. So government should form the policy and implement them strictly for making sure that teachers are working in their own institutions only. For this, more facilities for the teachers should be increased.
3. Since the teachers of rural areas were seen going to the classrooms a bit late and stay less time there, it is because of the weak monitoring and the less awareness in other stakeholders. So, the supervision and monitoring should be effective on the one hand and the awareness raising program for the other stakeholder must be launched on the part of DEOs.
4. Since the different subject disciplines have their own nature and difficulty level for both teachers as well as the students, teachers need to get ready differently. Their subject

teaching will not be so effective unless they keep close contact with the students' parents and using appropriate instructional materials as well as the close monitoring of their students' learning process. So, the teachers of the core subjects must be aware of them. The schools should create the conducive environment for them.

5. Absenteeism in teachers is caused by many factors including the legal and some ethical cause and some other causes of negligence. The authority must be able to ensure that the teachers can use their leaves as the facilities given to them, not as the prerogatives to be used.
6. The assigned tasks for the school supervisors and resource persons also include providing model classroom teaching and supporting the teachers in their classroom teaching and professional development along with their monitoring and supervising tasks. These tasks have not been so effective so far. So, they must be made accountable to perform these tasks specifying their clear roles and responsibilities and implementing them strictly.
7. The teachers' negative perceptions towards their assigned tasks and using their time on them must be analyzed by hearing their complains. If they are proved genuine ones, they must be addressed from the concerned sectors like HM, SMC or DEO.
8. As the female teachers perceive teaching profession as a challenge for them and become much more sincere than their male counterparts, their genuine must be encouraged to come to the teaching field by bringing some inspiring program for the ladies.
9. If the teachers of different subject disciplines have different subjective perceptions towards their professional importance, which can help them utilize their efforts on making their teaching better, they must be encouraged to think about them and utilize it and development commitment to their students learning to the subject they teach and to their own growth.
10. The initial years of teaching profession are very crucial to get familiar with the school culture, use their received knowledge through teacher preparation courses and strengthen their knowledge, skills as well as their attitude. So, there must be the formal provision of teacher induction assigning subject specific mentors to advise and support the newly appointed teachers so that the seniors as well as the novice teachers can develop the collaborative culture in the schools and their professional development starts with collegial relations in their workplace.

11. The current TPD program has become one of the supportive and persuasive one but it has not come out of the exception of the traditional prescriptive, top-down and context free approach to teacher training because the training is arranged by the education authority forming the content and delivery process and managing the instructors for the training. The process of demand collection through getting the prospective trainees to fill up the forms is still inadequate. If the genuine needs, expectations as well as the demands of the trainees are to be collected, they must be talked to informally, their stories must be heard, their classes must be observed and their teaching portfolios must be analyzed. For this to happen, the local resources like the senior teachers of the same subject area should be utilized sincerely, honestly and respectfully.
12. The supervisors or the resource persons should be given only one role, either supervisory role or the administrative role if they are to be made supportive for the teaching learning process.
13. Since the head teachers are the academic leaders and deserve crucial roles to create the collaborative, collegial and purposive hearing culture in the schools, they must be made more responsible, accountable and trained as per need of the twenty-first century. They must not be appointed on the basis of political sharing and the personal request and contact with the school supervisors, SMC chairs or the DEOs. They must be appointed on the basis of their competence, attitude toward the school development and academic orientation and give some power and support for this initiation.
14. In the present situation, the importance of teaching portfolio has not been realized yet in the teaching learning process as well as in the teacher professional learning. It is one of the means of recording various evidences of teachers' work performances and their future expectations. It can include the analysis of the syllabuses the teachers teach, the received or given feedbacks after the classroom observation of the colleagues, the reports of action research, cases analysis, daily diaries, lesson plans, reflection, etc. So, in the school system there must be the provision of keeping teaching portfolio so that the teachers can show their evidence of their progress in the work. It can also be one of the reliable means of self-reflection as well as need analysis of the teachers.
15. Guardians should be informed about the importance of their presence in the schools time and again so that their presence can bring change in the performance of their children and



the teachers' regular attendance. So, the school should motivate parents for their regular school visits.

16. Government should clearly specify the roles, responsibilities and duties of both the resource persons and school supervisors to make them accountable in support of their teacher professional development.
17. Government, political parties and all other stakeholders of education should be fully committed to make the schools as the peace zones.
18. Their commitment should be executed practically in the real life.
19. The absenteeism of teachers can be avoided with
  - The implementation of set code of conduct for all stakeholders strictly
  - Activation of alternative provision of substitute teachers at the time of sending teachers for trainings
  - Implementation of rules of taking leaves only with the advanced approval
  - the provision of rewards for the less absent teachers
  - no allow for teachers to go anywhere without any reasonable work taking leave on duty
  - the development of the culture of continuous reflection

### **List of Abbreviations**

CERID	Research Center for Educational Innovation and Development
DEO	District Education Officer
DOE	Department of Education
EI	Education International
ERO	Educational Regional Office
ESAT	Education Sector Advisory Team
FOE	Faculty of Education
ILO	International Labor Organization
INGO	International Non-governmental Organization
IOE	Institute of Education
MOES	Ministry of Education and Sports
NCED	National Center for Educational Development
NESP	National Education System Plan
NGO	Non-governmental Organization
PCF	Per Child Funding
RC	Resource Center
RP	Resource Person
SDCC	Social Dialogue Co-ordination Committee
SMC	School Management Committee
SSRP	School Sector Reform Program

TPD	Teacher Professional Development
TU	Tribhuvan University
TUN	Teachers' Union Nepal
UNESCO	United Nations Educational Scientific and Cultural Organization

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# **Chapter One**

## **Introduction**

### **Background**

Teachers' time-on-task refers to the amount of time that the teachers spend in getting ready for the presentation of the subject matter, involving students in learning as well as the extra-curricular activities and the organizational events in schools for providing effective learning experiences for all students. 'Time on task' is also known as engaged time. Teachers have to be engaged in varieties of activities like planning, execution and follow up of teaching learning activities. So, it is said that if anybody wants to work from ten to four, they are not advised to choose a teaching profession. They need some more time which the other professionals engaged in table work do not need.

The modern society is diverse and complex one. The schools in the society are expected to accomplish many different goals which comprise providing students with basic academic skills, building students' self-esteem, preparing students for college, promoting global understanding, preparing students for work and transmitting cultural heritage (Arends, 2001). These goals of education can only be fulfilled if the teachers can focus their attention towards their goals of effective teaching.

According to Arends (2001), effective teaching requires at its baseline individuals who are academically able, who have command of the subjects they teach and who care about the well being of children and youths. It also requires individuals who can produce good results, mainly those of student academic achievement and social learning. These attributes of the teachers can further be strengthened with the teachers' personal qualities, positive dispositions toward knowledge, a repertoire of teaching strategies and the disposition of reflection. The personal qualities allow the teachers to develop authentic relationships with their students, parents and colleagues and to create democratic learning culture for the students. The positive dispositions toward knowledge enable the teachers to use their subject matter knowledge, human development and learning and pedagogy to guide the science and art of their teaching practice.



The repertoire of teaching strategies enables the teachers to stimulate student motivation, to enhance student achievement of basic skills, to develop higher level skills and to produce self-regulated learners. The disposition of reflection enables the teachers to consider learning to teach a life-long learning process and to diagnose situations and adapt and use their professional knowledge appropriately to enhance students' learning as well as to improve the schools' performances.

In Arends' (2001) view, teachers, regardless of their grade levels are expected to perform three important functions to achieve the attributes of effective teachers. They are to provide leadership to a group of students; to provide direct, face-to-face instruction to students and to work with colleagues, parents and others to improve classrooms and schools and learning organizations not only for the students but also for the teachers themselves. Teachers provide leadership to their students through planning, motivation and the facilitation of learning. The most important aspect of teachers' work is providing face-to-face instruction to students in classroom through different kinds of teaching strategies and procedures. Richardson and Watt (2006) say, these strategies and procedures have resulted from the researches on teaching over the past forty years. In addition to providing leadership and working with student teachers today are expected to work with other adults in the school setting for the purpose of school wide planning and coordination as the organizational functions. All these three functions require from teachers much more time on task than the other professionals who work by the table from 10 to 4'o clock only.

Teaching can be regarded as one of the complex and diverse professions because it, in a word, is essentially based on the notions about the nature of the learners' mind. Teachers have to try to adjust their teaching to the backgrounds, abilities, styles and interest of the learners. Beliefs and assumptions about teaching are direct reflection of the beliefs and assumptions the teachers hold about the learners and themselves.

Though teaching profession has been a rewarding and worthwhile profession for many people now-a-days, it has several down sides as well. According to Cowley(2008), there are some drawbacks of teaching profession which include excessive work load, poor behavior of some students, a lot of stuff like paper works, meetings, preparing good lesson plans, work related illness such as stress, break down or exertion, additional paper work, pressure and politics

on promotion, low pay, gap between head teacher's and other teachers' belief, very long hours, burden of local political pressure, less freedom, cynicism and negative attitude, immature burn out and no flexibility.

The teachers in Nepal complain that they do not have enough infrastructure and support of the classroom management in the schools (Baral, 2067). They do not have physical facilities to manage the classroom appropriately. They complain that the school supervision and monitoring are also very weak. The overcrowded classes and overload of the teachers can also affect the classroom management and utilizing their time-on-tasks. In such a circumstance, teachers may have different perception towards their time on task, their allocation of functions as well as the practices of teaching.

### **Statement of the problem**

Teachers are the backbone of quality education. In order to capacitate this backbone, Ministry of Education has been arranging trainings for teachers systematically since 1946. The latest arrangement is the Teachers' Professional Development (TPD). Subedi et.al. (2009) reviewed the literatures from 1965 to 2009 and found that these capacitated teachers have not been so able to transfer their teaching skills in the classroom. This stark reality indicates that trainings over the years have not been so effective to capacitate teachers because they are found to have failed to transfer the skills in the work place. Over the years ERO also carried out some research and came up with almost the same findings.

It is believed that the problem lies with teachers' ethics to be on time in the classroom and live there for the stipulated time. They are less motivated to their teaching profession. So it is necessary to carry out a research to explore teachers' perception towards their profession, their level of satisfaction towards their job, and their dedication to the assigned task.

Teachers Organizations usually raise their trade unionists' rights like permanent job, salary hike, capacity development, pension, and other securities. Over the periods they too have been suggesting teachers to show their strengths in classroom teaching through the movement called "teachers can make difference", one of the slogans of Education International (EI). Political parties of different orientations have also been pressurizing teachers to be active in the classroom. As they suggest the time has been over for political agitation: the time for them has

come to help teachers work for the classroom, think of the students, and the ways to make teaching effective.

As the teaching profession is full of diversions, complexities as well as the downsides, many people may have some negative perception toward the teaching profession. In this context, Day (2005) says ‘rapid change in the external and internal conditions of schools and nature of teaching are producing conditions of extreme uncertainty and identity crisis among many teachers.’ Similarly in Klette’s (2000 as cited in Day, 2005) view, the increasing level of teacher stress, fatigue and burn-out as a result of changes have affected the teachers’ work lives.

Those teachers who hold negative attitude and perception towards the teaching because of the down sides and complexities of their working lives have been suffering from work related illness like stress, back pain, headache, etc.(Day,2005) which lead in them immature burn out. Such teachers do not like to involve themselves in the process of gaining further knowledge, skills and dispositions for their professional competence. They do not involve in sharing ideas, develop collegiality with their colleagues, students as well as the administrators and parents of the students. Anyhow, they can perform the roles of knowledge transmitters rather than knowledge creators by taking part in professional development activities like workshops, seminars, attending professional organizations’ conferences, etc. That will also have negative effects on the students’ achievements and school sector reform plans. The ultimate goal of teaching, which is to help students become independent and self regulated learners with the professional competence of the teachers and their facilitations, are badly affected by the teachers’ ineffectiveness in their own weak professionalism.

### **Significance of the study**

Teachers’ commitment and their self-efficacy can be sustained by a strong sense of values purposes and identity, school cultures that are caring, supportive and challenging (Day 2005). However, in the present context, teachers’ commitment and self efficacy have been decreasing progressively over the course of teachers’ career (Fraser, Draper and Taylor, 1998). Teachers can only gain satisfactions from their successful teaching and learning relationship with pupils. Teachers who perceive positively their changing roles according to the situational change, work in supportive culture, are reflective and able to participate in significant decision making in school, maintain their motivation and satisfaction in the essential core of their work of classroom

teaching. They can utilize their time-on-task and practice as well as expected roles effectively. That's why to investigate the teachers' time-on-task and the allocation of their functions as well as the exploration of teachers' perception towards teacher professionalism deserves high significance. The findings of this study will also be useful because there is a strong relationship between a sense of personal agency, identity, commitment, job satisfaction and organizational cultures and structures (Day 2005). As teachers' time-on-tasks emphasize time to plan, act, evaluate, reflect and modify practice, and encourage risk taking and innovation and further learning are all features of teacher professionalism which are focused on pupils and teacher learning.

The context above shows that the time has come to encourage teachers to be in the classroom and be dutiful for their assigned task. It is also believed that there are best teachers in the public schools who are supposed to be highlighted; there are enthusiastic group of teachers who are supposed to be exerted; and there are low performing teachers who are supposed to be intensively groomed. This implies that all teachers do not need the same type of support system and all do not have the same perspectives towards their profession.

### **Objectives of the Study**

In the above context this study has set the following objectives:

- a) To identify the situation of time-on-tasks of the teachers of different categories in terms of their sex, topography, and subject that they teach;
- b) To explore their perceptions and practices in terms of the categories mentioned above;
- c) To identify the areas of support for each category of teachers;
- d) To analyze the current efforts of the government and non-government agencies for keeping teachers on time-on-task, professional updating, and work monitoring; and
- e) To come up with the non-traditional measures to ensure teachers on time-on-task, inculcate positive attitude to their assigned task, and regulate them at their workplace without taking them out of their classrooms.

## **Terms used**

**Time-on-tasks** of the teachers refer to the teachers' engaged time in and outside the classrooms of the schools performing their various roles of planners, executioners, evaluators as well as the self-reflectors.

**Professional Dedication** refers to the state of those teachers who are really interested in teaching from the very beginning of their school education and chose teaching profession with the aim of using this as a means of bringing change in youths and society. These teachers have chosen this profession knowingly that it has some upsides and downsides like lower prestige than the personnel working in other government organizations, overload, over burden of students' misbehavior as well as the burden of paper work in schools, but they are devoted and committed to their students' progress, to the subject they teach and to their own continuous professional growth through self-initiation, participating in various professional development activities along with the self reflection.

**Sex** here refers to the teachers' category of male and female teaching various subjects at secondary grades of sampled schools of three regions and three districts of these regions.

**Topography** refers to the geographical area of the research field which comprises of Eastern, Central and Western regions, on the one hand, and on the other, urban, fringe and rural areas of the school location.

**Professional updating** refers to the professional growth of the teachers through various strategies such as participating in workshops/seminars, involving in innovation, experience as well as the reflection of their own actions and thinking process.

**Monitoring** refers to the supervision of the program or the performance of the students, teachers as well as the whole school programs with the view of promoting their status and outcomes.

## **Chapter two**

### **Theoretical perspective and review of the related literature**

Teachers are those persons who help students learn by setting up a situation in which the student can or will learn effectively. Setting up a situation is a very complex task because the teachers have to perform various functions simultaneously. It is not sufficient for them to spend their time in doing different tasks in the classrooms. They have to be engaged in some other task before as well after the school time of 10 to 4 o'clock. The time the teachers are engaged for the preparation, delivery and the reflective work is called teachers' time-on-tasks. The tasks during the delivery phase, pre-delivery phase and post-delivery phase are different. These tasks also vary from one school context to another, from one school level to another and/or from one social context to another as well.

#### **Functions and duties of teachers**

It is assumed that teachers are the backbones of education system. The main functions of the school teachers include teaching of their assigned subjects in the classrooms, checking up the students' home assignments, providing students with the counseling service, interacting with the colleagues and the parents of the students, bearing other administrative responsibilities given by the school, collecting and designing instructional materials, visiting to the libraries for study at the leisure time, browsing internet, planning programs for the days to come, checking students' answer books, setting question items and checking the answer papers of various tests for formative and summative evaluation and taking part in workshops and seminars as well as some conferences.

Before entering into the classrooms for teaching, the teachers have to get ready by making some kinds of planning and preparing the lessons that are to teach during the day time. To make their teaching effective, they must plan their lesson implicitly or explicitly, written or unwritten along with collecting, designing and managing appropriate instructional materials and going through the reference materials. Similarly, after the delivery of the contents in the classrooms, the teachers can reflect what they did during the day time as the teacher in the classrooms or what functions they have performed during their pre-delivery as well as while-delivery phases of the day. Now-a-days, the teachers of many schools can maintain their daily

diaries including the contexts of the good experience as well as the bad ones while encountering with their own students of various nature, their colleagues, administrators as well as the parents of their students with some problematic behaviors or good behavior for their future progress. As teaching is the profession which requires the teachers to be up-to-date with not only the current affairs of social phenomenon but also with the current development of the knowledge, skills as well as the experience in their own particular discipline area. So they have to consult the recently published books, journals as well as the internet and the websites.

Teachers do not only have their professional lives, they also have their private lives and have to give enough time for their family members as well as their community where they have to perform some roles like public servant, expert in some area of knowledge or skills, community leader, agent of social change, etc. One of the major functions of the teachers is to improve the citizenship or the morality through their own subject expertise and behaviors which are also known as soft skills (Alex, 2000) as the model for community.

The relation between parents and teachers should be cordial with respect to the promotion of students and to their counseling or guidance, but a more difficult problem has to be encountered with the students who are having serious problems with their school performances as well as with their school behaviors. In such a circumstance, the teachers have to function as the school counselors providing such students with therapeutic counseling.

Teachers can become and remain effective when they are able to organize their classes with clear explanation, make the difficult topics easy to understand. They have to use examples, details, analogies, metaphors and varieties in modes of explanation to make materials not only understandable but memorable as well. For these to happen, on the one hand, they have to engage themselves in rigorous thinking, planning, execution and reflection of their own actions on the other hand they have to be well prepared before going into the classroom for the delivery of contents.

If the teachers do not know the techniques of how to question the students, call on their students' cold, turn classes into only power point shows, fail to provide a variety in instruction, have students work in groups with no accountability, fail to establish relevance, give too long tests, get stuck in rut, teach without making clear learning objectives and disrespect their

students, they are always ineffective. This is because of the less effective use of their pre-delivery and post delivery time-on-tasks.

To improve the students' learning, the teachers should not bring any change in the structure, but they should change their instructional practices. The schools too should have a clear idea of what kind of instructional practices they wish to produce and design a structure to go with it for the effectiveness of the school, the teachers as well as students' performances. The highly effective schools prefer to choose and develop the teachers who have high expectations for the student learning, provide clear and focused instruction, closely monitor students' learning, use alternative strategies when the students get into stock, use incentives and rewards to promote learning; have high efficient in their classroom routines, set high standards for classroom behaviors and possess excellent personal interactions with their students. In Baral's (2067) view teachers assigned tasks include:

- Establishing relationship between learning achievement and learners
- Instructing students by identifying their interests, ability, needs and attitude
- Bringing change in students' behavior by evaluating their learning achievements
- Collecting, constructing and using essential instructional materials for the achievement of subject matter and learning outcomes
- Implementing prescribed curriculum and textbooks in the classrooms
- Recommending suggestions for the improvement of curriculums and textbooks
- Conducting continuous evaluation of students and forming plans and implementing them for the improvement
- Constructing instructional planning and implementing them
- Providing guidance and counseling service for the students learning
- Investigating for the improvement of teaching and learning process

In the same way, A Report on Stakeholders' Conferences on Educational Development 2007 has discussed the code of conducts for school teachers including several commitments towards their profession, teaching and learning, students, schools and parents.

Teachers must be well informed and equipped with updated knowledge and skills, so they must be involved in classroom researches, trainings, self-studies and reflection. They must be



dedicated and faithful towards their students and subjects they teach as well as towards their own professional growth. They must strive continuously to enhance professional status and morals of teachers being critical as well as creative in the use of prevalent knowledge, information and their promotion while representing professional communities and groups. They must establish the culture of collaboration by involving themselves in self-study, trainings and self-reflection and sharing the knowledge, skills and insights with their colleagues in the view to promoting their professional status.

Teachers should fulfill their commitments towards their students through their dedication and respect to the provision of child rights, acknowledging their individual specialties and protecting them from corporal and mental punishments as well as the other misbehaviors. They must possess the quality of affection and sympathy to all children, refrain from students' specific information to anybody except their parents and keep detached from cheap and loose comments in respect to their family background, religion and their social circumstances. They must recognize the potentialities and weaknesses of the students and provide appropriate encouragements for their all round developments. The teachers must have the quality of accepting their own weaknesses and realize their mistakes so that they can provide remedial treatments when necessary.

The teachers must have commitments to their schools as well by co-operating to protect and promote school's assets of all kinds, refraining them from indulging in any kinds of affairs damaging to the reputation of schools and contributing to inculcate cordial relationship among school teachers as well as other local communities. They have to launch school activities in coordination with other stake holders of the organizations and involving themselves in the preparation of school improvement plans.

They also have some commitments towards parents that they must provide information to the students' parents or guardians related to their (students') achievement status and initiate continuous discussion, interaction and dialogue with them relating to the psychological, emotional and behavioral issues. They must endeavor to establish and encourage roles of parents and guardians as an important and compulsory element of teaching process and establish a culture of regular meeting with parents and sending their children's progress report. In such a

circumstance, the assigned tasks (as hinted in the Stakeholders' Report-2007) with the commitment to teaching and learning can be summarized as:

- Collecting varieties of instructional materials and making their best use in the classroom practice
- Preparing time relevant educational plans
- Utilizing available circumstances in implementing them
- Practicing them in teaching learning, considering the knowledge, skills and experiences of the students
- Undertaking supervision and evaluation of students' progress in learning
- Integrating their teaching subjects with information technology
- Paying attention to making the classroom attractive, conducive and accessible to all students
- Collaborating with other colleagues in educational activities including planning, implementing and evaluating them

In addition to this, an effective school can achieve its goal only through the dynamic and inspirational leadership. Students as well as the teaching and nonteaching staff come to school with a lot of potentials with them. To fulfill true potentials, the leadership must set its purposes and bear the responsibility of leading and managing the school, ensuring the achievement of excellent educational standards and promoting the welfare of the students' teachers and the other non-teaching staff of the school.

### **Head teachers' roles**

The head teachers' functions encompass to promote a culture of encouragement, support and challenge in order to achieve each stakeholder's full potential and highest possible educational standards. The head teacher has to shape a vision for school which reflects its educational values and translate this vision into agreed goals and operational plans to promote and sustain school improvement. They should also function to promote creativity, innovation and the use of appropriate new technologies to achieve the excellence. For this purpose, s/he has to develop, motivate and lead all staff and to build a collaborative learning culture within the school. As one of the head teacher's responsibilities is to ensure that the job descriptions and performance management for all staff must be reviewed at least annually. As the head of the institution, s/he must make sure that school's all policies are kept up to date. They have to work with all teaching and non-teaching staff, students' parents, SMC members closely to ensure that all school policies

are kept up to date. One of the other functions that the head teacher has to perform in the school is carrying out school wide continuous evaluation of the teachers, students as well as the programs and monitor, evaluate and review classroom practice and promote improvement strategies.

The head teachers also establish good relationship with the other stake holders through excellent communication and interpersonal skills. They regularly share the progress of every student's learning to their parents and keep their records systematically and effectively. In view of Baral (2067) the head teachers should be committed to create teaching learning environment in the schools, inspire students and teachers to conduct teaching and learning process smoothly, observe teaching learning process and give suggestions for their improvement and reformation. The head teachers should also plan for teaching learning and implement them, manage instructional materials and use them, implement students' evaluation programs as well as arrange school investigation program for the improvement of the teaching and learning. In such a situation, as specified in Education Regulations- 2012(including amendments) the assigned tasks of head teachers can be summarized as

- Creating an atmosphere of mutual cooperation among the teachers, staff, students and parents
- Maintaining discipline, morale and manners at school
- Preparing programs on operating schools in consultation with teachers
- Running daily administration of the school
- Maintaining the record of important events and activities related to schools
- Evaluating the performance of the teachers
- Calling teachers' meetings at least once a month to discuss the problems of schools
- Preparing the annual plan of the school to get it approved by SMC and implement it
- Forwarding the names of the teachers for training programs
- Introducing the prescribed curriculum and text books in the classroom
- Conducting the periodic examinations of the school regularly and fairly

### **Roles and functions of SMC**

School Management Committees are constituted with the view to arrange for the operation and management of the school and to arrange for the financial resources required for the schools (Education Regulations- 2012). So, they are the authority responsible for making the perspective and annual work plan at the school levels. School Management Committee can check the

attendance of the teaching and non-teaching staff of the school and to forward the report on the same including its own comments to district education office for necessary actions. Their responsibility also includes arranging for the necessary equipment and materials required for the enhancement of the educational standard of the school. In the same way, it can employ the teachers appointed by the District Education Office and assign them their duties.

Along with the above mentioned functions and responsibilities of the Community School Management Committees, it can select teachers for training, protect and promote their services and submit the report on whether or not the schools are being supervised by the supervisors and resource centers. As these are the functions, rights and duties of the SMC, they can observe, monitor and check up the school attendance of the teachers, observe their classes with the permission of the head teachers as well as the concerned teachers and keep records with positive attitude of school improvement. They can also take part in each and every programs conducted to settle any behavioral performance as well as quality related problems and challenges. The assigned tasks of the SMC members as specified in the Education Regulations -2012( including amendments) can be summarized as :

- Arranging for the operation, administration and management of the school
- Arranging for the financial resources required for the school
- Selecting teachers for the trainings
- Making perspective and annual work plan at the school levels
- Checking the attendance of the teacher and non-teaching staff of the school
- Arranging for the necessary equipments and materials required for the enhancement of the educational standard of the school

### **The functions and duties of school supervisors**

The Nepalese education system has also made the provisions of school supervisors. The Education Regulations-2012 has specified some functions and duties of them. At the school levels, they have to carry out supervision and inspections of schools by discussing with the head teachers and some members of the management committee and record the points of discussion on the Observation Register of the school. They have to discuss with the Head teachers and the teachers to check whether the school is running smoothly as per the Education Act and its regulations or not. They have to notice whether such schools have sufficient number of teachers and physical facilities or not. They have to confirm whether the available resources are properly

utilized. Similarly, their functions also include checking whether the teaching learning activities are smooth as per required standard or not. Their responsibilities also include making contact with the school management committee and local educationists and exchange ideas and opinions regarding the development of the schools. They have to organize teachers' meetings from time to time and discuss on how to solve the problems related to classroom teaching strategies. In order to maintain the standard of the schools and exchange the ideas, they organize the seminars of head teachers and the chairmen of the School Management Committees. Along with the above mentioned functions and duties of the school supervisors, they have to arrange for conducting examinations, recommend the teachers for trainings and submit the school supervision report to the District Education Office every month. These functions and duties of the school supervisors can be summarized as:

- Carrying out supervision and inspection of schools at least once every second month
- Discussing with the head teachers, some SMC members and the teachers
- Submitting the school supervision report before DEO every month
- Evaluating the efficiency of the teachers and maintaining records of it
- Organizing teachers' meeting from time to time to discuss on how to solve the problems
- Organizing the seminars of the HMs, SMC chairs in order to exchange ideas on the academic standard of the school
- Checking whether the academic and financial records of the school are maintained properly

In the same way, the functions and duties of resource persons can be summarized as :

- Observing the classroom teaching of the teachers with the view of assisting them
- Conducting interactive discussions for the purpose of assisting teaching learning activities
- Helping teachers in constructing instructional planning and constructing and using instructional materials
- Conducting research oriented and reflective programs for TPD
- Arranging dissemination programs for the implementation and improvement of the approved curriculum and text books
- Conducting programs to find influencing factors that affect effective teaching and learning of both teachers and students

### **Functions, duties and power of District Education Officer**

District Education Officer is one of the important academic leaders to implement educational programs within the district according to the directions obtained from the Ministry, Department

and Directorate and to get the district level educational plans approved by District Education Committee and implement the same. Like the school supervisors, the District Education Officers arrange for the meetings, seminars and training programs of the Head teachers and the Management Committee Chairpersons with the aim of enhancing the standard of the education and inspect and check to see if the schools are running according to the rules and regulations so that they can take necessary steps in order to enhance the standard of education. They maintain the records of the community school teachers and from time to time they update them. One of the major functions of the District Education Office is to evaluate of the performance of the teachers and forward the details of such evaluation of the teachers to the service commission. They also function to assign the supervisors to monitor and check if the schools are duly supervised by the school supervisors and the resource persons. Thus, as specified in the Education Regulations - 2012(including amendments)) the functions, duties and power of DEOs can be summarized as:

- Implementing educational programs within the district
- Getting district level educational plans and implementing them
- Maintaining the records of the schools and teachers within the district
- Arranging for the meetings, seminars and training programs of the head teachers and SMC chairs
- Checking the records, questions and answer papers of the final examinations
- Inspecting the schools whether they are running according to the rules and regulations
- Evaluating the performance of the teachers
- Assigning the supervisors the job of inspecting schools
- Inspecting whether the schools have implemented the approved curriculum and textbooks , collecting opinions of other stake holders for revising the curriculum and text books

In order to build positive inspirations to teachers, thus, the other line agencies are obliged to implement UNESCO-ILO (1966) provisions for teachers ensuring that they obtain no less service facilities than personnel working in other organized sectors (MOES-TUN, 2007). Parents and/or guardians are obliged to appreciate teachers' works, help them by providing information of their children, and visit schools time and often to receive information about their children and their performance, and create environment to protect teachers from frightening, threatening and putting tensions to them. In the same manner, the students are expected to provide respect towards each teacher, refrain from discriminating teachers, express respectful behavior and

extend co-operation towards them. They should put forth problems and queries in the polite and peaceful manner and easily accept and abide teachers' suggestions and advice.

The SMC Chairpersons and members are also expected to have the commitments towards the teachers that they should regard and co-operate to the rights of the teachers to be organized, inspire them to develop competencies according to the grades and subjects they teach. They should ensure that teachers receive service facilities no less than what is decided by the government. They are also expected to develop mutual understanding between teachers and managing committees and develop cordial relationship with teachers. They should establish democratic culture of evaluating teachers, encourage them with good performance and show sympathy towards the teachers' real problems. One of the most important responsibilities of the SMC is to take initiatives of recruiting quality teachers for quality education delivery and avoid discriminating and disheartening teachers for their political faith.

As the teachers' time-on-task and their allocation of functions are pertinently related to the students' achievement for the true potentials, the teachers' job, head teachers' responsibilities, SMC members' concerns and the duties of resource persons and school supervisors as well as the District Education Officers can effect and affect the students' achievement as well as the teachers' professional growth. However, these are only the external factors which can help create external environment for the teachers' professional development through learning in the environment. The internal factor of teachers' professional lives and development can be counted as the teachers' perception or attitude toward their teaching profession and the practice.

Schools are the places where different people as the stakeholders, thus, come together for achieving common as well as individual goals. In the process of working together and getting together, they need to understand each other. Such understanding of others depends on one's perception. So the perception plays a pivotal role in educational institutions and their line agencies.

People organize, interpret and experience the world through the management of noises, sights, smells, tastes and touches around them and generate the ideas through which they make the sense of them. This process is called perception which lies at the base of every human

behavior. It includes both selection and organization mechanism. Since the different individuals have their own different circumstances and the ways of experience the world from their sense organs differently, the different people perceive different things about the same situation differently.

According to Alex (2000), perception is “a process by which individuals organize and interpret their sensory impression in order to give meaning to their environment.” This definition indicates that perception is an important mediating cognitive process through which people interpret the situation they are faced with. In other words, perception is the process which involves seeing, receiving, selecting, organizing, interpreting and making sense to the environment.

Mainly there are two factors that influence the perception. They are internal factors and external factors. The internal factors which remain within a person include needs and desire, experiences and personality whereas external factors which reside outside a person include size, status, intensity, frequency, contrast and movement.

An individual's needs and desires at a particular time influence his or her perception toward something and somebody. It varies from individual to individual depending on the variation of their desires and needs. So, a frustrated individual has totally different perception from the perception of a satisfied person. A person's prior knowledge and experience can also have influence on the perception. An individual with successful and positive experience express their higher ability (Alex, 2000) whereas failure and negative experience affect their self-confidence. In his view, what is perceived in a given situation very much depends on one's personality factor. If the persons are optimistic, they always perceive things favorable but the pessimistic people think in negative terms. Similarly, the individuals having a sense of security perceive others as warm, self-accepting, liked by others, wanted and accepted by others.

As the external factors for influencing the individual's perception, intensity refers to the situation that the more intense the situation, the more it is likely to be perceived. For example, the loud music will be noticed more than a soft one. In the similar way, the bigger the size of the perceived object, the higher is the probability that it is perceived. So the shape and size always affect the ways of perceiving the things.



The repetition of the external events or stimuli is more attention getting than a single one because the frequency of the stimuli increases to the sensitivity to the object. Similarly, perception of the people is always influenced by the status of the perceivers. According to Alex (2000), people of higher status tend to have more positive perceptions and can influence the perception of others more than the people with low status. In the same fashion, persons or objects of contrasting nature generally perceive more attention to influence one's perception. For example, in a crowd of men, a woman is more attracted or vice versa. As the external factor of influencing people's perception can also be taken the movement because people pay much more attention toward the moving things rather than the static ones. The perceptual process is a sequence of steps that starts with the external events taking place in the surroundings leads through nerves transmission to the brain resulting action to the original stimulus. This is how, the cognitive process within the brain then comes up with the decision to go action. So, this process involves the information, objects, events and people as the input, passes through the processing of selection and interpretation and actions, behavior, attitudes, beliefs and feelings come as the final product of output.

The input refers to the perceptual process that starts with the object or people, events, information, etc. which are drawn from the internal as well as the external sources. The inputs are put under the selection and organization processes while processing the inputs. People in everyday life meet with a lot of events and people but they cannot retain all of them. They select some of them as the stimuli for further processing to assign value to them. As the output, the ultimate behavior in action is produced through these three different phases of perceptual process.

People's perceptions can be improved through the processes of perceiving oneself accurately. Where there is frequent interaction and free and frank communication with other people like colleagues, seniors and the administrators in an institution, it helps oneself understand better. They can also see the problems they have to face through other people's eyes or look at an issue from other's point of view that will enable them to understand better being sympathetic to others. If someone holds positive attitude, that makes his or her perception positive. They need to overcome their personal bias to perceive better. They can avoid perceptual distortion like attribution, first impression, etc. through their own efforts and

appropriate trainings which help teachers for open communication and bridging the gap, and ensuring that right message reaches to the right person at the right time in the right way.

Teacher training basically aims at developing teachers' competence and confidence. The concept of teacher training in Nepal dates back to 1948 with the establishment of Basic Teacher Training Center to train the primary teacher (NCED, 2010). The National Education System Plan (NESP, 2028) determined the academic and professional qualifications to be considered as qualified teachers. So, this policy brought a new impetus in teacher education making teacher training mandatory to obtain tenure in schools (Awasthi, 2003). The policy of government created a favorable environment for the expansion of both teacher training and teacher education institutions throughout the kingdom. As a result, various institutions such as College of Education, National Vocational Training Centre, and the Primary School Teacher Training Centers came under a single umbrella of the Institute of Education (IOE) under Tribhuvan University (TU). During this period the IOE conducted various trainings including the very short packages as well.

Because of the various reasons, the policy of mandatory provision of academic and professional qualification for the tenure of the teachers could not be sustained and the IOE also converted to FOE and its scope was reduced to produce only the academic human resources. In such a circumstance, only the academically and professionally qualified human resource was not appointed in teaching. Less qualified people also could not be dismissed from the teaching profession. As a result of this situation, to run the training programs ranging from 10 to 2.5 month long duration, Seti Education and Rural Development Projects, Basic Primary Education Project, Radio Education Teacher Training, Science Education Project, etc. came into existence and provided trainings for the teachers mainly, since 1980 (NCED, 2066 B.S.). Thus the untrained teachers of that time were provided the minimum survival skills to maintain the basic quality of teaching.

As the implementation of the recommendation of the Royal Commission on Higher Education (1980), the Institute of Education (IOE) was converted to Faculty of Education (FOE) and made it responsible for conducting academic programs, i.e. degree-oriented programs only. The Ministry of Education and Sports (MOES) was designated to conduct all the in-service training programs, but there were a huge number of untrained teachers. To address this problem,

the government established National Centre for Educational Development (NCED) in 1992 with a view to training human resources involved in the field of teaching.

The NCED ran ten month training package for the untrained primary school teachers dividing it into four packages of 2.5 months each. These packages primarily aim at giving intensive pedagogical skill to the trainees but they need some contents on subject education also (Awasthi, 2003). Reviewing this ten month package of primary and secondary teacher trainings, infrastructure for the policy making, physical, institutional and/or material curriculum development and programs were designed. On the basis of which 98.2 percent teachers have already trained (NCED, 2070). However, these trainings were successful in completing the tasks of giving training in quantity but not quality. Therefore, there raised the questions of the effectiveness of transferability of training insights in the classroom practices. In the report prepared by CERID (2005) and DOE (2006) on Effectiveness of Teachers' Training, it has been mentioned that only 50% of the trained teachers can transfer them in their classroom behaviors. These reports indicated that there must be the conduction of programs for continuous professional development of teachers. For the purpose of developing teachers professional capacity, performing their duties regularly and completely and gaining self-awareness through classroom teaching and reflection, a professional development program has been designed as the roadmap for the teachers. These teachers can be developed by passing the four different stages such as apprenticeship of observation (Lortie, 1975), involving in teacher preparation courses, teachers' job induction and professional development through experience and reflection. It has been claimed that the first three stages have already been covered by the teachers and the last one has been left to be fulfilled. For this purpose, the school based demand driven and bottom-up approach to teacher development has been thought as the means of School Sector Reform Program (2009-2014). To execute the program, the NCED has formulated and implemented the policy of designing additional program, planning and conducting organizational mechanism. While designing the conceptual framework, the suggestions and feedback from the university professors, personnel of policy levels, representatives of teachers' unions / organizations, resource persons, school supervisors as well as the teachers and head teachers were incorporated in the designed guidelines. The main objectives of this TPD program were: to solve the immediate pedagogical problems faced by the classroom teachers; and to develop the professional capacity for determining the excellence in teachers' performances.

For the teachers of community schools, the Education Regulations-2069 (including amendments) has ensured the leaves of various kinds as the facilities. They can stay at their legal leaves of more than one hundred fifty days a year. Furthermore, they can enjoy some leverage from teaching in the classroom during the time of examinations, exam preparation, and result preparation as well as admission time in the beginning of the sessions. In addition to these leaves for the teachers, they can also enjoy the leaves being absent from the school while participating in trainings, social work and extracurricular activities. They are also partially absent because of the late coming to school and early going out, half day off at the end of every month and late entry into the classroom and early exit from there. Similarly, they can also enjoy ‘leaves on duty’, ‘maternity leave’ and ‘leave on higher education’. These and other activities like participation in Teachers’ Unions’ activities, Banda and Hadtal (closing and strikes), participation in political parties’ functions, attending I/NGO’s meetings are the different kinds of absenteeism of the teachers.

**Table 1: Condition of teachers' working days**

Description	Days	Description	Days
Leaves		No teaching but school open	
Saturdays	43	Half-yearly exam	9
Gazetted leaves	18	Final exam	10
Winter and summer vacation	50	Exam preparation	3
Local leave	10	Result preparation	15
Dashain	15	Admission	12
Tihar	4	Final day of the month	5
Guardians’ Day	1	Local festival and religious function	4
Teacher’s Demise	4	Nepal Banda, etc.	2
Vaccine Day	2		
National Condolence	2		
Total	149		60

## **Empirical Review**

Researches on teacher trainings and their effectiveness have been carried out extensively covering the various areas and themes but it is very difficult to find the empirical researches on the topic time-on-task of the teachers, their allocation of their functions along with the perceptions of teachers toward teaching and practices. So, only a few available related studies from home and abroad have been reviewed here.

The report on Absenteeism of Stakeholders in Education - 2003 (as cited in the report on Stakeholders' Conferences on Educational Development - 2007) is based on the initiation of Teachers' Union Nepal with the assistance and advice of Social Dialogue Co-ordination Committee (SDCC) and the Ministry of Education and Sports (MOES) and the information collected by regional offices with the financial and technological support from Education Sector Advisory Team (ESAT). There were mainly two objectives of organizing the workshop – the first, to sensitize the stakeholders about the kinds of absenteeism in education, its cause and impact on teaching learning process and the second, to receive feedback from the stakeholders. This report has analyzed the magnitude of absenteeism in education, its causes and impact and came up with amicable recommendations to address them. In the report, the causes of teacher absenteeism included as the absence of professional commitment among teachers, low priority of school management to teacher regularity and interconnected interest of teachers, parents and head teachers. They also included weak supervision and monitoring, ineffective implementation of legal provision and ineffective teacher evaluation system. In the same way, weak accountability of teachers towards students' learning achievements, negligence of teachers, less transparent, objective and intelligible criteria for teacher governance, and less friendly, inclusive and welcoming school environment are also the causes of teacher absenteeism.

Regarding the parental absenteeism, the report has also mentioned the causes of low level of awareness, lack of knowledge that their presence in school affairs affect positively in the teaching learning of children, unfavorable income status to afford time and energy to school affairs, little parental investment in their children's education and irresponsive and discouraging school behavior towards parents as well as inappropriate selection in SMC representation.

Because of the absenteeism of teachers as well as the other stakeholders, there falls the negative impact on teaching learning activities of the student. These activities aren't complete in

time; students do not get enough time for exercises and the objectives of the syllabuses aren't fulfilled. Similarly, teachers and the schools lose their social faith; the guardians' investment will be misused. The students will lose their interests in learning and the pass rate of the students will be low. Students also remain absent because of the teachers' absence in schools which causes low level of learning in students, failure and dropout rate from the schools will be increased and result in the low standard of learning and weak management of schools.

MOES-TUN has prepared a report on Stakeholders' Conferences on Educational Development-2007 with the view to achieve the goals of reducing teachers and students' absenteeism, developing and maintaining teachers' code of conduct, managing conflicts in schools and local community building partnership in monitoring policies and programs of educational development, promoting quality education and building professionalism among TUN membership. A Memorandum of Understanding (MOU) was signed between the MOES and the Teachers' Union of Nepal (TUN) in 28 May 2006. The MOU marked the beginning of constructive collaboration between the institutions of teachers and the MOES for the promotion and enhancement of quality school education. This MOU acknowledged teaching forces as the main actors of school development and considered the most potential contributor to the reform initiatives.

A nine member Social Dialogue Coordination Committee (SDCC) was formed involving representatives from TUN and the MOES and worked as a common forum for under taking social dialogues in identifying and analyzing issues of social education and exploring amicable solutions to them. The CC came up with a background paper to provide blue print for regional as well as national conferences of stakeholders with the view to drawing their perspectives in educational policies.

The participants as the sample included senior officers of MOES, DEOs of concerned regions, representatives of political parties, students, parents, SMC, district TUN representatives, TUN officials, representatives of I/NGOs and that of ESAT and DLF. Altogether 395 stakeholders from five regions participated in the regional conferences; working papers on concerned issues were prepared and presented which were followed by group works for in-depth analysis of the issues on question. The conferences recommended some valuable perspectives and suggestions including on the issues of educational policies, codes of conduct for different

stakeholders, absenteeism in education, their kinds, causes and long-term impact on teaching learning process.

In this report on Stakeholders' Conferences on Educational Development-2007, it has been accepted that schools constitute a center of interaction among various stakeholders including students, teachers, government, social organizations and local communities and parents. They have their own expectations and roles to schools. So, their presence is inevitable for fulfilling their objectives. Schools are not only the centers of curriculum transactions but they are also the centers of social interaction and transformation. So the high co-ordination and collaboration of each stake holder is indispensable for enhancing school performance. Regular attendance of teachers is obviously the prime condition but attendance of all other stakeholders is equally contributing to school performance.

The report has also realized that absenteeism of teachers in public schools is acute due to the fact that the beneficiaries of such schools are always overwhelmed with household workload, less aware of their rights and have little capacity to influence the school performance. The representation of well-off families is seen more interested in fulfilling its political concerns rather than intervening for improving school performances because most of their children attend private schools. Therefore, the chain of accountability among different stakeholders is seen less effective to regulate their school attendance.

Anthony and Ord (2008) carried out a research study to explore what or who motivates people to change their occupational paths and enter the teaching profession. By taking 68 newly qualified change-of-career teachers as the sample, they came to the conclusion that there are multiple factors related to their decision making to pursue teaching. The matrix of reasons involved a range of 'push and pull' factors related to previous work and family experiences, values and tasks expectations.

Oruc (2011) has also carried out a research study to investigate the perception of teaching as a profession by trainee teachers. Eighty trainee teachers studying at the State University's Faculty of Education, English Language Teaching Department in Turkey were asked about their perceptions towards teaching as a profession. A 30 item Likert type scale was used as the tool to

gather data and the findings indicate that the respondents have clear positive perception toward their future profession.

Rijal (2014) has also carried out a research on Teachers' Perception about choosing teaching profession using semi-structured interview with 20 English language teachers and has come to the conclusion that teaching is one of the enjoyable profession with some respect from the ex-students and the community members if the teacher is effective one in his or her classroom teaching.

These studies show that the trainee teachers as well as the career change teachers perceive this teaching profession positively. These studies do not give us so much insights on what the condition of teachers' 'time-on-task' is like in the context of Nepalese education system, how do the teachers perceive their profession, what effect of their perception toward teaching has on their practices. These are the gaps which can be filled up with the findings of this study.



## **Chapter three**

### **Research Methodology**

Methodological approach adopted in this study was qualitative inquiries. Seven sets of tools were used to generate the data for this study including FGD guidelines for teachers and students, interview guidelines for interviewing with SMC members, head teachers, teachers and DEOs along with the guidelines for taking detailed notes of classroom observation.

#### **Selection of the Study Area**

Jhapa (Eastern Region, Terai), Lalitpur (Central Region, Valley) and Kaski (Western Region, Hill) districts were selected as the study area of this project. The reason for selecting those districts purposively as the study area was to represent the samples from different regional as well as ecological belts so that the status of the teachers' time-on-tasks as well as allocations of their functions along with the teachers' perception and practices toward teaching profession could be analyzed comprehensively of each region. Likewise, due to the budget and time constraints, we were obliged to select these districts which could more or less represent the scenario of the aforementioned variables of other areas as well. These regions and districts were selected in consultation with the personnel of DOE and schools were selected with the help of DEOs or their representatives.

#### **Research Design**

This study is descriptive as well as exploratory since it endeavors to explore the ways of using teachers' time-on-task as well as the allocations of their functions along with the teachers' perception and practices toward teaching profession.

#### **Sources of Data**

The sources of data of this study were both primary and secondary. As primary sources teachers, head teachers, parents and SMC members, RCs, school supervisors, DEOs as well as the students were adopted. And in terms of secondary sources, records of office of the district education and concerned schools, other government records, published and unpublished books, articles, newspapers, websites, etc. were used as per requirement.

## Universe and Sample Size

Three community high schools from each district were selected through purposive sampling method representing urban, fringe and rural areas. Then, the teachers of five core subjects- English, Nepali, Math, Science and Social Studies of these schools were purposively selected as the respondents for the in-depth study. The other stake holders like DEOs or the representatives of DEOs, students, their parents and the head teachers of those sampled schools were also the participants of this study. Thus, looking overall, the sampling procedure of this study was mixed in its nature, i.e. area sampling and purposive sampling method. The sample area and the sample units can be seen in the following table:

**Table 2: General Background of Schools, Districts and Participants**

District/ Region/ Area	Schools	Head teacher	SMC member	Teachers	Students	DEO/ RP/ Supervisor
Jhapa (Eastern, Terai)	Devi, H.S., Birtamod.	1	1	5	6	1
	Gadigaun, H.S.,	1	1	5	6	
	Adarsha H.S., Budhabare	1	1	5	6	
Lalitpur (Central, Valley)	Shringeshwori Samudayik, S.S.,	1	1	5	6	1
	Shanti, H.S.S., Mangalbazar	1	1	5	6	
	Saraswati, H.S.S., Lele	1	1	5	6	
Kaski (Western, Hill)	Bindabasini S.S., Barpatan	1	1	5	6	1
	Mahendra H.S.S.	1	1	5	6	
	Bishnupaduka, S.S., Hemja	1	1	5	6	
Total	9	9	9	45	54	3

## **Tools and Techniques of Data Collection**

### **Interview Schedule and Guidelines**

Interview schedule and guidelines were particularly used for the selected head teachers, teachers, parents and the DEOs or the representative of DEOs. As it was the effective tool for gathering information with them and such schedule was formulated to cover the wide range of information pertaining to the objectives of this study. Similarly, there was a set of interview guidelines for interviewing with them.

### **Focus Group Discussion**

It had been hoped that group discussion was another useful technique for obtaining more detailed and reliable information for this study. Hence, this technique had also been used here. The discussions were carried out within the groups of five teachers and six students of each selected schools. The participants of group discussion were selected representing teachers from core area of different disciplines and the three grades of lower secondary and the secondary levels of the schools (two students from grades VIII, IX, X each).

### **Key Informants**

The key informants for the in-depth interviews were the DEOs (or the representative of DEOs), the head teachers, teachers and at least one parent from each selected school. The interviews were focused on the issues of the individual so that the study could be more plausible and valid.

### **Observation**

The field researcher observed the school teachers' arrival and departure time, working time along with the snacks taking and homework checking on the one hand, and on the other hand s/he also observed at least one classroom teaching of the selected schools.

### **Case studies**

Three teachers from three different regions as well as three districts representing sex, topography as well as subjects they teach were selected for the case study.

### **Field researchers and training for them**

A team of three field researchers was prepared based on their individual educational profile and the readiness for the assigned tasks. They were oriented and trained how to carry out the FGD

with teachers, students of senior grades and take interview with head teachers, teachers, SMC members as well as the DEOs or their representatives using the schedules and guidelines prepared beforehand by sitting with the experts of Department of Education. The experts' opinions were also included in the final forms of tools designing.

### **Meetings and workshops**

Series of meetings and workshops were held, before, during and after the research study. Sharing and planning meeting with DOE representatives gave the research team a lot of insights and feedback to what other things could be incorporated in the study tools as well as in research report on both keeping teachers on time-on-tasks as well as their perception towards teaching.

### **Field plan and instruction for field researchers**

The three field researchers were given detailed instructions to carry out the field research effectively. The discussions were held making clear with the tools seeking for the information from the selected respondents. The confusions in the tools were also made clear for the field researchers.

### **Delimitations of the study**

In terms of the sample and field area, this study was delimited to forty five teachers and three districts. The topic demanded a wider coverage and sample, but because of the time constant and other resources, it was impossible to do so. Except in three cases, the individual teachers could not be contacted personally with the wider population. The tasks and functions of the various stake holders were selected only those which were related to teachers' time-on-task, their responsibilities and professional growth. The results could be more plausible if it could have been used both quantitative as well as qualitative data collection and analysis. So, the generalizability of the findings is limited.

## **Chapter four**

### **Discussion and Findings**

The collected raw data have been processed and analyzed using qualitative data analysis method i.e. descriptive analysis with exact words of the speakers as the illustration triangulating and supplementing the information through different sources and procedures of data collection like interviews, observation, focused group discussion along with the document analysis. The main objectives of this study were to identify the situation of time-on-tasks of teachers of different categories in terms of their sex, topography and subjects they teach to explore their perceptions and practices in terms of the same categories, to identify the areas of support for these teachers current efforts of government and non-government agencies for keeping teachers on time-on-task, professional updating and monitoring, and recommend the measures of inculcating positive attitude to their assigned tasks.

The discussion of the findings have been arranged here under five main themes: the situation of time-on-task of teachers and their allocation of functions, perceptions and practices of the teachers towards teaching and its practices, the areas of support for the teachers, current efforts of the government and non-government agencies for keeping teachers on their time-on-task, professional updating and work monitoring and, the measures of inculcating positive attitude to the assigned tasks. Before analyzing the data, three cases representing male, female, location as well as subjects have been presented first.

#### **The situation of time-on-tasks of the teachers and the allocations of their functions**

Teachers are expected to be committed to their students learning, to their own professional growth, to the parents as well as to the development of whole school. The commitment varies in terms of their dedication to their profession, sex, ecological regions as well as the subjects they teach. If the teachers are committed to their students learning, to the subjects they teach and to their own professional growth, they can contribute much in producing good results not only in students but also in the schools as well as in the societies where they are working as models.

One of the major duties of school teachers is to attend their schools from ten to four arriving at the school before assembly time and staying after the bell of 4 o'clock. In every school, the teachers have to teach utilizing their school time 5 to 6 periods a day or 25 to 30 periods every week.

**Table 3: Performed task of the teachers**

<b>Allocated functions</b>	<b>Time on tasks</b>	<b>Remarks</b>
Annual operational planning	4- 5 hours	(for the new teachers)
	30-60 minutes	(for experienced teachers)
Daily instructional planning	½ -2 hours daily	
Collection and making instructional materials	20-30 minutes	A very few teachers do these activities
Teaching in the classroom	3 ½ -4 ½ hours a day	
Homework checking	90 minutes	2 periods a day
Answer paper checking	10-15 minutes for a paper	It depends on the students' number
Using information technology	Very rare	A very few teachers use internet
Visiting to library	20-30 minutes a day	Not so regular
Interaction with colleagues	10-15 minutes a day (in tiffin & break time)	Not so frequently done
Spending time for co-curricular activities	2-3 hours every week	Two times a month
Result preparation of various tests	2-3 hours	For each class
Students' Counseling	5-10 minutes	Everyday in the teaching period in the classroom
Interaction with SMC members/parents	30 minutes	Not regularly done
Reflecting their own actions	15-20 minutes	Not done with written record

The information shown in the table reveals the fact that the secondary level school teachers form their annual operational instructional planning spending at least four to five hours in the phases of beginning their teaching career but later on they can make them in shorter time. They can complete it within 30 to 60 minutes because they can use their experience while forming these plans.

Though almost all of the teachers do not form written daily lesson plans they can prepare them implicitly in about 1 hour 30 minutes to 2 hours daily in the earlier evening or in some cases at their leisure time.

Most of the teachers of various disciplines do not collect and make their own instructional materials. Those who make them of their own perform these tasks in 20-30 minutes.

As the teachers have to teach their assigned subjects in the classroom five to six periods a day, they spend at least three and half hours involving their students in the activities like connecting the present lesson with the previous ones (two minutes), motivating the students (three minutes), presenting the new input (15 minutes), engaging the students in practice activities (15 minutes) and evaluating their performance and connecting them with their practical life (five minutes) in every class.

Those teachers who give home assignments for the students check students' work during the leisure time. Every day they have two to three periods leisure in schools. So they do this work within one and a half hour everyday, but the home work is not all days of the week. A teacher's duties also include exam paper checking. Averagely, the teachers finish one student's exam paper within ten to fifteen minutes. The time spent in carrying out this work depends on the number of students in the classes in which the teachers teach.

Teachers spend the school time by teaching their assigned subjects in the classrooms. At least they spent three hours and forty-five minutes in the classroom engaging their students in different teaching-learning activities. This is their main function which encompasses the classroom control, students' motivation, delivery of contents, involving the students in learning activities as the practices, doing evaluation as well as the remedial exercises.

Through the school observation it was found that the students were given half-an hour as the tiffin time after the fourth period and ten minutes breaks after the second period in every school for the students to have water and go to the toilets but the teachers were seen engaged in checking their students' homework and class work.

Through the information of three cases and classroom observation of the teachers of nine schools of three selected districts, it was found that nearly five minutes of their time spent on revising the previous lessons, classroom control, students' motivation toward the lesson and connecting the previous lesson with the new ones. Nearly fifteen minutes of their time were spent on presenting the contents functioning the role of informant and further fifteen minutes on different practice activities and the last five minutes concluding and asking some questions for the reflection. The teachers also indicated them to do some homework for the following day.

The information through the various sources like cases analysis, FGDs with teachers and students, talking to the head teachers, parents and DEOs along with the classroom observation of the teachers suggests that the teachers, irrespective of the subjects they teach, were not seen with any other instructional materials to talk with the students in their classrooms. According to the students, except in the cases of mathematics, science and geography, the teachers did not bring any visual materials in the classrooms. When asked why they did not have any materials, the teachers answered that they were experienced, so they did not need any such materials to get their students understand what they taught. In some other teachers' answers, they did not have enough time to make and collect them because they were overloaded and their classes were overcrowded with the greater number of the students than 80-90. Some of them even said that it was the task of the student teachers to use such materials, not theirs.

It was found that the teachers do not have enough time to check students' home assignment in the classroom except in some cases of mathematic problems and grammar correction on the board. The peer correction was also not found during the classroom observation. Since a teacher has to teach 25-30 periods a week and five to six periods a day from 10 to 4, they will have some leisure time as well as the breaks of ten minutes after the second period and the tiffin time. They are found to have utilized this leisure time to check their students' home work and class work.



Regarding student counseling service, in most of the cases, it was not carried out frequently and systematically by the teachers. When some students cause behavioral as well as the performance problems, the guardians are called to come to school. The students and their parents are taken to the administrator's rooms and give some cautions and suggestions in the presence of the affected teacher, students as well as their parents. In the community schools, the guardians are not so interested to come to the schools to talk with the teachers as well as the head teachers except in some annual programs when they are invited formally through their sons and daughters with formal letters. During this time as well, they do not interact with the teachers about the progress of their children. In community schools, the students are from lower status families and the guardians do not have enough time to visit to the schools and talk to the teachers as well. Some head teachers even claim that the students from the higher status families go to private boarding schools. So only the students from the working class come there. They also do not know when, why and how to make contact with the school administrations. However, if the students fail the annual examination, they sometimes come to complain about it.

Though instructional materials play very important roles in teaching and learning process or learning facilitation, the teachers were not found to collect, design and use them in their teaching. They were also not found to make any written lesson plans before coming to the classes but they prepare them implicitly just revising the lesson to be taught just before entering into the classrooms. Very few teachers were found to have gone through some reference materials except using their own cell phone sometimes searching internet. The teachers' future educational planning and programming were also not systematically and consistently done by the school teachers.

Taking examination and carrying out the evaluation of the students are the two important functions of the teachers. The information through talking to the teachers, students as well as head teachers shows that the teachers have to design the question and check their answer paper of three different periodic tests every year. The teachers were found designing the questions at their own houses just before these examinations and they examine their papers at their homes in the given times or after the formal examinations, some days will be off for the students and the teachers are gathered in the schools and complete their work of paper examination and preparing the results after the final examination.

The teachers were given diaries to write their annual plans, lesson notes as well as their reflection of the teaching but no teachers were found utilizing them well. Some teachers said that they reflect their lessons without writing in the diary. They write some points of lessons in them. They also mentioned that they do not have enough time to reflect the four or five classes every day.

The analysis of the above information shows that the secondary school teachers performing their assigned tasks sincerely have been spending at least three and a half hour teaching in the classroom and almost the same amount of time has been given to get ready at home, in collecting and making instructional materials, setting question items and paper checking as well as reflecting their own actions and thinking process at their homes. However, some SMC members, head teachers and DEO's representatives assumed that in some community schools, the problem of absenteeism of teachers is serious and its ill effect has fallen in the school performance and result of the board examination of some schools.

In view of the these stake holders, teachers' absenteeism can have negative effect on the school performance and students' achievement when the teacher regards teaching as a minor profession in comparison to other activities like working in other institutions in the morning and evening shifts, taking leaves as their prerogative, not as the facility, involving themselves in tuition and coaching classes and working as the business person. They also claim that when there is the lack of commitment in teachers, lack of feeling of responsibility and less satisfaction in their profession, the schools as well as the students have to be suffered from the teachers' absenteeism. Moreover, when they feel unequal distribution of opportunities, they cannot be committed to their duties of performing their assigned tasks.

On the part of other line agencies as well, some weaknesses can be seen such as weak monitoring and follow up of teaching and teachers' performances, weak provision and implementation of punishment and rewards and weak implementation of rules and regulations, along with the set code of conduct. The teachers educating their children in private schools can also loosen their commitments and devotion to their teaching profession in community schools.

Analyzing the kinds and causes of teacher absenteeism, it can be said that there are multiple factors to cause absenteeism in teachers from their schools which include teachers'

individual causes, political causes and administrative causes. Teachers' absenteeism has also been influenced by the absenteeism of the other stakeholders such as SMC members, RPs and school supervisors.

Regarding the functions, duties and power of the head teachers, SMC members, school supervisors and resource persons, the rules and regulations as well as the acts and articles have specified their tasks. Most of these functions and duties have not been accomplished. Because of them as well, those which can be done are not performed well. The unequal distribution of opportunities, the weak provision of reward and punishment, the tendency of earning extra income, less implementation of the recommendation they give, etc. also cause in some way the absenteeism in the school supervisors and resource persons. Similarly, the multiple responsibilities of the supervisors, overload of the work, and lack of code of conduct for them, inefficiency and negligence in their work can also cause absenteeism in them.

With the analysis of school supervisors' functions, duties and authorities according to Education Regulations-2069 (including reformation), most of the functions are found administrative in nature. Though the provisions of model teaching with the view of contributing to the professional development of teachers, they have not been performed yet in the schools. This indicates that the school supervision and monitoring system in Nepal are still traditional in practice and the modern product oriented supervision has not been established yet. So the school supervisors have not been so much contributing in the implementation of teacher support and child centered teaching along with the punishment free education and keeping the teachers committed to utilize their time-on-tasks effectively.

#### **Situation of time-on-task of the teachers and allocations of their functions in terms of sex**

Unlike in other countries, the number of male teachers is much higher than female teachers in the context of Nepal. Except the maternity leave for the permanent female teachers, in all provisions, the male and females are both equally treated. The school time, arrival and departure time to and from schools are the same for them. In the same way, they also have to teach the assigned periods equally in a day or week. They also spend the school time by checking their students' homework usually during the breaks, tiffin times as well as during their leisure time. As the male teachers,' the female teachers' main functions include instructing students to meet the educational needs of all students assigned to them. They too communicate with students, parents, administrators and other staff.

They are also expected to employ planning, record keeping, managing other resources to use in their teaching and instructing the students. In all these functions the female teachers were also found in the same position as the males, arriving at school before ten and staying up to four, teaching at least five or six periods a day, leaving after four, checking students' work at leisure time and doing the works as assigned by the schools.

### Case 1

*I am Mamata Tajpuriya (name changed). I have been teaching social studies and education at secondary grade for about twelve years. My school lies in the fringe area of a town of the Terai. I usually get up at 4 o'clock in the morning. After getting fresh, I do physical exercises since I have been suffering from back pain. Then I make tea and prepare breakfast for the family remembers. We take breakfast and tea together being my son, my spouse, my father and mother in laws then my husband goes to work and my son goes to college. Now he's studying in grade twelve and my elder son has gone to Kathmandu. Sometimes I telephone him after the breakfast. As the parents in laws have to take medicine, I have to give them with hot water. The morning time is spent preparing the food for the family. Up to nine, the food must be ready. I usually get ready for the following day's teaching in the previous evening. I need at least half an hour to prepare for one subject. I do not write detailed lesson plans but I make lesson notes going through the lesson thoroughly and the exercises given after the lessons. I mostly use the available instructional materials in schools. So I do not need to make or collect them at my home.*

*At half past nine I set off for the school. It takes me nearly 25 minutes to get to school. The prayer starts ten o'clock sharp. As I do not use any public transport to school, I get to school in time. Nearly fifteen minutes is spent for prayers. Up to 10:15 the teachers have to enter into their classes. I go to class nine in the first period. I first take the attendance and take the education class. It takes nearly five minutes for me to take attendance of the students. I have to teach five periods in a day; three social studies and two education classes. If we reach after the first period i.e., eleven o'clock, the administration does not allow us for attendance. We have to teach at least five periods of 45 minutes in a day. Maintaining discipline, classroom management, students' counseling, interaction with other colleagues, home work checking,*

*question paper setting, exam conducting, paper checking, exam result preparing, etc. are the functions we teachers have to do in the schools. For the question setting and answer books checking, I usually do them at my home during the morning and evening at the spare time of preparing food and sometimes some social work at the neighboring area.*

*I usually spend about five minutes for maintaining discipline and classroom management. Student counseling is done along with the process of teaching in the classroom. Since we are busy in the classroom teaching and checking students' homework during the break times, we do not have so much time to interact with the colleagues. Again, there are not any social study teachers of secondary level in the school except me, I do not have any chance to interact with them. However, I have to give some time (ten to fifteen minutes) to interact with the teachers of lower grades.*

*For the preparation of the three examinations-first quarterly, half-yearly and the final only four days have been allocated. For the first quarterly exams, we have to prepare ourselves, I can set the question items in nearly 3-4 hours for one set. But for the half yearly and final exams, the question items are designed in the resource center level. Sometimes I am also asked to make question sets for these tests as well. In our resource centers there are nearly 32 schools which use the same question papers in the half yearly and yearly exams, but we check the students' papers in our own schools and prepare the results which are given to the students by calling their parents as well usually on the day of school. I have to spend nearly 15 to 20 minutes for checking an exam paper in the beginning but when I am familiar with the trends of students' writing, I can finish a paper within 8-10 minutes. After any exams, the students as well as the teachers do not have any leave.*

*I am used to using the instructional materials available in the school. So, I do not make and collect them to use in the classroom. I have a copy of secondary curriculum but in the schools, most of the teachers have not seen the curriculum and they also do not take any interest of going through the curriculum which is the road map of our teaching and learning activities in the school education. Their main instructional materials are the prescribed text books of their own subject discipline.*

*During my nearly twelve years' teaching time I have not seen any school supervisors as well as the resource persons entering into the classrooms for the purpose of observing classroom teaching and giving feedback and support in teaching and learning of teachers and students. I have not seen them collecting any suggestions and feedback from the teachers for the revision and improvement of the curriculum and textbooks.*

*Regarding the continuous evaluation of the students in the upper grades of secondary level, these three exams, i.e. first quarterly, half-yearly and yearly are only the means of doing so.*

*We are asked to plan our annual programs individually. In the beginning year I had to spend 4-5 hours to make annual operational planning but now I can use the previous planning and complete it within 1- 1 ½ hours by adjusting them and getting a slight change in them. The experiences of the previous years also help me in this regard. The school administration has given us note books for writing annual programs as well as lesson notes, but I have not noticed organizing any orientation in the beginning of the school session.*

*Almost all of the teachers of my school have received TPD trainings. This training is different from the other traditional trainings because this training has been arranged to provide support for the teachers based on the demand of the concerned teachers. First of all the teachers are asked to fill up the demand collection form and the content and procedures of the trainings are determined through designing module. The trainings of one month have been divided into three phases of ten days which are completed in three different years within five years. These three phases are also subdivided into face to face training of first five days, then self-exercise phase of three days which are done in the concerned schools after three weeks of completing face to face phase and the last two days are monitoring and counseling phase in which the instructors visit the trainee's schools and monitor the trainings work like project work, action research and their teaching behaviors. In my view, the teachers have partially changed their classroom behaviors through the knowledge and skills from these trainings. Though they claim it is demand based training, the training modules are the same as traditional ones and neither the trainers nor the trainees are so serious in the implementation of the training insight. The teachers do not like to share their ideas with their colleagues. Some teachers take part in the*

*trainings only for the training allowances. If the allowances are not given to the participants, most of them won't take part in them. But in my view, it depends on the individual.*

*When I chose teaching as my profession, it was not any other alternate to engage me but later on I liked it because I found it suitable for females. I can give enough time for my family members, I can teach my students affectionately. I believe I can bring change in the young children's attitude and behavior. Again teachers can live in long leaves like winter and summer vacation, Dashain leave, etc. I can also show my capacity and contribute to the society. In our own initiation, professional development can also be done easily.*

*I learnt teaching strategies and techniques by following our own teachers while we were students, through teacher education courses, trainings as well as learning by doing as the experience. I have read the rules and regulation of education but I do not have so much practical knowledge.*

*While teaching social studies and education in the classrooms, I usually use lecture method, discussion method and question answer method. The main points are given on the board, so most of the time the students are engaged. Sometimes I try to use project method but students' standard is very weak, so project method cannot be so fruitful. In the classroom, after revising the previous lesson, controlling the class, connecting the present lessons with the previous ones and motivating the students within nearly 5 minutes, I present the content for about 15 minutes and further 15 minutes are spent on practice activities. The last five minutes are spent for providing conclusion, giving homework and indicating the future knowledge.*

*I usually enter into the classroom within  $\frac{3}{4}$  minutes after the bell but I sometimes leave the classroom late because I have to complete the lesson. So usually we are conscious about using our time in the classrooms.*

*Almost all of the teachers have to be in school complex from ten to four but some teachers are reporters as well as work in INGOs, they do not obey this rule and nobody has their voices against them. It is also known to the DEO, supervisors as well as the SMC members. Nobody has objected against them. Some teachers have their own business and some other have also been involved in real estate business.*

*I cannot reflect the days work in the written form but during the time of three phases of training programs based on SSRP, the lesson reports had to be taken down in the given diary which was approved by the head teacher and sent to the resource person at the end of the year. Through this, what is taught and what changes could be seen in students' learning behaviors are observed. We do not have any culture of observing other teachers' classes and giving and receiving feedbacks yet.*

*I am not used to applying information technology for teaching. The library visit is also not so regular because our library is not regularly opened, the library staff have not been arranged yet. We also do not interact with SMC members regularly but sometimes we talk to the students' parents if the students do not obey the rules and regulations set by our school. In the annual operational calendar some co-curricular activities like quiz contests, debate, etc programs have been mentioned. They are performed on monthly basis and for a program, we spent at least three hours in a month. There are five or six programs every year. We have to prepare the result of the class for which we are the class teachers. I have to prepare the result of class nine. To prepare a result at least, I spend three or four periods every time.*

*As I have left individual influence and got interactive nature I feel that I have created a space in the school and made my identity.*

*Teaching profession is one of the challenging jobs for the females because teachers are overloaded in the schools. They have to teach at least five or six periods a day. The students of community schools are undisciplined. They are from low status family background. The good students are anyhow attracted to the boarding schools. Sometimes the students show misbehaviors. The head teachers are much more influenced by the local politics, they show biasness in treating the teachers. Again females are regarded weak in schools. Sometimes, the politically biased SMC members intervene in the school affairs. Students have poor background, their parents are not so aware of their studies and their presence in school can affect their children's study positively. The treatment of the school supervisors and resource persons are also politically biased and recommend the teachers for periodic trainings with bias. Again, the females have to give their time for their family members, especially for young and elderly people.*



*At the time of entering into the profession, I could not gain any help and support from the seniors as the mentors. There was not only formal provision of teacher induction and mentoring at that time. Still it has not been formally introduced in the school education system. In the classroom management as well as materials collection nobody helped me in the beginning. Nobody came to my class for the observation. Neither the school supervisors, resource persons nor the head teachers and the seniors of the school and gave me any feedback. As most of the teachers are overloaded teaching five or six periods a day and checking students' home works, they do not have enough time to interact on the issues of teaching and learning.*

*I think almost all of the teachers have received the TPD trainings but this school has not arranged any orientation program in the beginning of the session and has not developed any networking except carrying out the half-yearly and yearly examinations. Regarding the regular school supervisions and monitoring by the school supervisors and resource persons. They are seen to visit to schools only for administrative purposes not for school teachers' supports.*

*I have not noticed any effort done by the I/NGOs for the teachers' professional development in our subject discipline yet.*

*In my opinion, to make the school teachers committed towards their profession, teaching and learning and perform their assigned tasks well, teachers' teaching must be monitored, their good and honest efforts should be recognized, there must be the provisions of reward and punishment, political interventions should be reduced to the minimum, the head teachers must be made more responsible, democratic and purposive. Those teachers who are honest and hard working must be recognized with extra incentives. They must be supported with knowledge and physical facilities. The careless and negligent teachers must be punished or brought into action. There must be subject specific supervisors with reasonable load to support the teachers of various levels.*

Through various sources of information, it was found that female teachers work in the single shift whereas the male teachers work either teaching in the morning shift or work somewhere as the businessmen or taking tuition classes of their own subject. The female teachers have to be engaged in the household affairs like preparing the food, caring the elderly people and minors at their houses. So they have to get ready in the previous evening even staying late at

night. In comparison to male teachers, they are much more networked in the society and neighborhood as the educated females. In the schools, they can teach and care the students much more affectionately than the males do. They can also control the classes much more effectively than their male counterparts. Furthermore, they are much more devoted to their assigned tasks than the male teachers.

### **Position of time-on-tasks of teachers and allocations of their functions in terms of topography**

Topographically the samples were taken from three different districts (Jhapa, Kaski and Lalitpur) representing Hill, Terai and Valley of three different administrative regions – Eastern, Central and Western regions. The schools were also chosen one from urban, another from fringe area and the other from the rural area of each of these districts.

#### **Case 2**

*I'm Ajay Regmi (name changed), a mathematics teacher. I have been teaching mathematics and science at the secondary grades of a school in the western region for fourteen years. I usually get up at 5 o'clock. After getting freshen up, I have tea with my family. I have been staying in a rented house. I do not go to any other institution for the extra work but during the exam season, I take tuition classes of secondary students. My meal is ready up to 9 o'clock. Our children go to school so we take our meal together with them. As I have been staying here in the rented house near the school, it doesn't take me too long time to go there. It takes me about ten minutes only.*

*Since I have been teaching for a long time (14 years) I don't need too much time to get ready. one to one and half hours are sufficient for me to get ready for the daily teaching. I usually go through the text books at leisure time in school. We have two periods leisure. During this time, we check our students' home assignments, exam papers as well as set questions for different weekly and monthly test for the formative evaluation. In the beginning of the teaching career, I had to get ready staying late at night (4 to 5 hours) and solving the problems to be taught in the classroom in the following day.*

*I do not make written lesson plan but I take some notes and collect some challenging questions to be solved in the classrooms. We are given diaries to make our plans like annual, quarterly as well as unit plans. In the beginning years of my teaching career, I used to make*

*annual plan spending five to six hours but now I only divide the chapters to be taught before the first quarterly, half yearly, second quarterly and yearly exams. I usually arrive at school before 10 o'clock. Nearly 15 minutes time is spent for prayer. After 10 fifteen if any teacher arrives at school, he/ she is not allowed for attendance. We must be in our assigned class by 10:15. My first class is in grade nine. It means I am the grade nine class teacher and take students' roll call first.*

*In my opinion, a math teacher has to prepare instructional planning, collect and use instructional materials, choose challenging areas for solving the mathematics problem, thinking and using appropriate strategies for making content easy to understand for the students, counsel students, set questions, check exam papers, etc. I have been assigned these very tasks to perform while teaching mathematics and sometimes science at higher grades. I need at least four hours to design a set of questions because each and every problem has to be solved before hand.*

*I knew these all duties and tasks when I myself was the student of secondary grades. Later I received my certificate degree majoring science. So I didn't do any methodology courses for any math teaching there. Then I joined B.A. with major math, there too I didn't do any methods of teaching mathematics, but when I completed my one year B.Ed., I learnt some methods and strategies to teach mathematics in the classroom. Some rules and regulations and code of conduct designed by the school also helped me to know what a mathematics teacher has to do in the classroom.*

*Yes, I have read the Education Acts, regulations as well as the code of conduct. They are helpful for us to gain self awareness of teaching and learning. We have to teach five periods a day. We check our students' homework at leisure time. Since most of the mathematics problems are solved in the classrooms, the homework checking is not so great problem for me.*

*While teaching mathematics in the classroom I ask my students which problems from the previous lessons were difficult for them to solve at home. When they give the problems they couldn't solve at home, I demonstrate solving them at the board and explain step by step procedure. It takes nearly 15 to 20 minutes for both old questions and the new ones. For the new lesson, I first introduce the concept and solve some representative problems as the models then I ask my students to solve the problems in the very classroom during the rest of the time of nearly 15 to 20 minutes. While the students are busy doing their class work, I move around and help the*

*students who need my help and support. Sometimes I have to stay a bit longer time in the classroom even after the bell has already gone to solve the difficult problem for the students.*

*Though we must stay at school from 10 to 4 o'clock, the administration of our school is not so strict to send the teachers to their assigned classes and teachers are present in school but there is the tendency of not going into the classroom in time.*

*After returning home, I am busy with my home affairs but almost in six or more months I take tuition classes after four o'clock. Sometimes we have to take some school works to our homes as well. Question setting, paper checking and result preparation are some of them. For checking a single paper I need about 10 to 15 minutes.*

*So far, I have not kept any record of reflecting my own actions and beliefs. Sometimes when I come across some difficult situations, I myself ask some questions why they happen, what can be done later to avoid such circumstances in the days to come.*

*Some teachers usually remain absent from the school, either they take leaves as assigned in Education Regulations or sometimes with their own will in their urgency.*

*After the evening meal, sometimes I watch T.V. for the news and for some entertainment. Sometimes I get ready for the following days' teaching.*

*From the very beginning of my lower secondary school level as the students, I was much more influenced by our math teacher. I wanted to become like him, so I got admission in science after passing my SLC examination. Later I shifted to B.A. with major math and B.Ed. one year. They also pushed me to become a math teacher. But now I like this teaching very much. On the one hand, I can afford my families' bread and butter; on the other hand, I can pay off my children's school fee with the earning of this profession. So I am satisfied and happy now. I do not feel so overload. I can easily solve the students' behavioral problems. Ex-students regard me very much when they meet me. Some of them have got great success becoming doctors, engineers and high personnel in the government offices.*

*Sometimes we have to face the problem of SMC members' intervention, head teacher's biasness in choosing teachers for the trainings, poor background of the students and, political pressure in the rural areas. Many teachers complain that they feel low prestige but in the eyes of the villagers, we are not so prestige less. I think we have been contributing in the social awareness process.*

*When I came to this school as a new mathematics teacher, nobody was there to teach math because the earlier teachers had already transferred from this school to another better facilitated school. So, I could ask nobody about solving the mathematic problems. I was introduced to the students by the head teacher and nobody came to my class to observe and give feedback. I could not get well support and advice from the seniors. Slowly and gradually, I got familiarity with the students, teachers and parents of the students. Sometimes, I had to stay late at night to get prepared for the following day's teaching.*

*In this school the time management has been well arranged but the time hasn't been strictly utilized by the teachers. So, absenteeism of teachers as well as the students is one of the problems here. The guardians are not so aware of this. Furthermore, most of the guardians have poor economic background and working class. They cannot manage their time to come to the school leaving their own work. The school supervisors and RPs do not come for the support of teachers and teaching. Sometimes they visit to the school and see the head teachers and go performing their administrative work. No interactions with the teachers and other stakeholders like SMC members and parents. I have not noticed any classroom observations, giving model lessons and feedback to the teaching staff yet. Though there aren't any orientation programs in the beginning of the sessions every year, the teachers have been sent for TPD trainings. We have got some knowledge and skills through these trainings but we do not have any suitable environment to use them in our classrooms. We do not have enough facilities including instructional materials. We cannot spend the money for buying them from our own pockets.*

*To conduct the half yearly and final examination, the questions are set subject wise in the resource center level but answer papers are checked in our own schools. The results are prepared in the concerned schools. Except this, we do not have any networking with the neighboring schools to exchange the expertise, classroom observations and doing other works jointly at the resource center level.*

*Regarding the efforts made by the I/NGOs, the students have been helped by many children's clubs like 'Sathi' but I have not noticed any I/NGOs to help the mathematics teachers in their professional development. The teachers in the school also do not interact so systematically after coming back from any training because the other teachers aren't interested to do so.*

*To keep the teachers busy in their assigned tasks and time, the traditional ways are asking teachers to come to the schools before 10 o'clock, going to the classroom in time regularly, giving no permission for attendance after 10:15, checking students' assignments and keeping records of students' progress which have been partially achieved.*

*The non-traditional measures of keeping teachers busy in their assigned task and at the assigned time, the head teachers must be bias less, purposive, visionary and democratically patient. Teachers must be encouraged to keep the records of student progress. The stake holders (SMC, administration, other colleagues, parents as well as the students along with the line agencies for education) must realize that teachers are the back bone of the school system. So, they must give regards them with high social prestige, some external incentives for the honest efforts, parental concerns, etc., creating the supporting environment in the schools.*

The students, teachers, head teachers as well as the SMC members did not have any serious complain of teachers' absenteeism and performing their assigned functions of instructing at least three and more than half an hour in the classroom a day, checking students' homework at leisure time, providing counseling service for the students in need, bearing the other responsibilities as given by the schools and preparing their students for the exams and working for evaluation and feedback for them. However, in comparison to utilizing their time-on-task in the urban schools, the teachers of the schools at rural area go to class a bit late and stay in the classroom less than in the schools of urban and fringe areas. The field researcher found that the teachers of the rural area entered into the classrooms nearly five or six minutes late after the bell.

The teachers in the urban schools were found serious to enter the classrooms immediately after the bell but they sometimes reach their schools late because of the poor condition of public transportation and over-crowdedness of traffic in the city area. This was found not only in the urban schools of Lalitpur and Kaski but also in the schools of Jhapa district. However, the schools of rural area, the teachers were found not so serious to enter into the class immediately after the bell. So, they were seen going to the classroom after four or five minutes. But it also depended on the head teachers' roles. Similarly, some of the teachers of the schools in the rural areas were not found interacting with each other talking about the issues or ideas, insights and strategies that can be used in students learning facilitation and their own professional growth.

### **Position of time-on-tasks of teachers and their allocation of functions in terms of the subjects they teach**

In higher grades of secondary level, the teachers have their own special subjects to teach such as the mathematics, Nepali, English, Science, Social Studies, etc. as the core subjects. The nature of the subject disciplines also vary and the students need, expectations and interests also vary. To satisfy the students' needs and demands, the teachers have to organize and manage the learning environment by managing time, equipments and materials. They have to motivate and engage the students in learning. They also have to regularly assess and provide feedback on their progress to them and their parents.

#### **Case 3**

*I'm Ishan Shrestha (name changed) a secondary level English language teacher. I have been teaching English in this school for about 15 years after I received master degree in English literature and one year B. Ed. with major English. My school is one of the pioneer schools of Kathmandu valley. I usually get up at half past four o'clock. After getting freshen up, I take tea with my family and set off for my work. I teach English in +2 level of a private school in the morning shift. I take four periods there from 6:15 to 9:15 am. Usually I take a cup of black tea in the school before leaving it.*

*When the full classes of +2 level are running, I do not have enough time to go home to have my meal, so I come to this school straight. It takes nearly half-an-hour on my bike to come here from the workplace of my workplace. I take my morning meal in the canteen of this school. I must be present here before the second bell. I have five periods a day. I do not prepare my lesson plan writing in a notebook in detail but read the chapter that is being taught and take some points only for my convenience. Usually, I get prepared for the daily teaching within 1 and a half hour. During this leisure time the students assignments, if there are any, I check them but I feel somehow tiresome in the classes after tiffin time.*

*Sometimes I have to deal with the guardians of those students who do not obey the rules and code of conduct prepared by the school. I have to give them 10 to fifteen minutes to counsel. Mostly, the guardians do not come to school to talk to the teachers and the head teachers because most of the guardians of the students studying in our school are economically low*

*status. They also are not so aware of the fact that their presence can bring positive effect in their children's learning.*

*I think our main assigned task is instructing the students to fulfill the objectives set in the curriculum. Using the available materials, I teach my students five periods for five days and three periods a day in the week in the classrooms. In my view teaching English is making our students able to listen, speak to read and write in the target language, so my focus is on these basic language skills while teaching and establishing the connection of the learning objectives and learning experience. In the classroom I usually spend five or six minutes for revising the previous lessons and about 15 to 16 minutes explaining content to the students and about the same time I engage them in practice activities, and at last for four or five minutes asking them some questions and giving them the gist of the lesson taught. For me the main instructional material is the prescribed text books. On the one hand I do not have enough time to make and collect the other materials, on the other hand, I have spent nearly fifteen years teaching English, so I do not feel so much difficult to teach English and need of using visual materials in the classroom teaching.*

*As our school is in the center of the town, most of the teachers are busy in their own business of teaching. I do not get chance of interacting with them. Almost all of the teachers are overloaded with their routine. Again the school administration has forced us to check students' homework and carryout weekly and monthly test compulsory. So we have to check our students' exam papers. At times I check them at my home. I need at least 10 minutes to check a student's exam paper. The questions for the weekly, monthly as well as first quarterly test have to be formed by ourselves. The subject teachers have to set the question items. It takes me at least three hours to make a question set. But for the half-yearly and yearly tests, the questions are set in the resource centre level. We also give our sets for these exams as well. The papers have to be checked in our own schools of all tests. Sometimes, I take them to my home as well to complete them in time. The results are also prepared by the subject teachers in their own schools. As I am not a class teacher of any class, I do not have to prepare the results of any class. In education articles, only some days have been allocated as the students' exam preparation leave but after the exams we do not have any days of leave allocated for preparing the exam results except the final exams taken at the end of the session.*



*We are three English teachers here in this school. The other two teachers also share their ideas with me. Usually, we give some time (nearly 10-15 minutes) for sharing our ideas. The task of interaction with parents and SMC members is done by the head teacher or sometimes assistant head teacher. We very rarely do this in the school.*

*In the beginning years of my teaching career, I used to make annual instructional planning. I used to make a annual instructional planning. It used to take 5-6 hours to make it but now I use the same planning, so it does not take so much time for me. I just divide the units and lessons to complete before first quarterly, half-yearly and yearly.*

*We use the instructional materials like textbooks, teachers' guide, cassettes, etc provided by the school. We do not make them much and we cannot spend the money on buying them from our own pocket. Once I read the curriculum of secondary level but I do not need to read it now, because I know a lot because of my experience of teaching secondary level students.*

*So far nobody has come into my classroom to observe my classroom teaching but sometimes I could notice the head teacher watching through the window to know whether our classes were running or not. I have not seen any resource persons or school supervisors observing the classroom teaching and interacting with any teachers on the issues of teaching and learning and promoting them in our school. They very rarely visit the schools, I think their visit are limited for the administrative purposes as well as for some formal programs as the guests. I do not remember any event in which they have collected suggestions to reform curriculum and text books. I have not got chance to take part in the workshops and seminar in which they were discussed.*

*When I was given the appointment as the new English teacher and came to the school to teach, the assistant head teacher took to the first class and introduced with the students of class eight students. At that time I was given five periods. It was a bit difficult for me because I was new in my job. The other teachers were also busy teaching their own assigned subjects, so I had to find the measures of how to survive in the classroom satisfying the students. The first year was very difficult and stressful for me. Though the education course at one year B.Ed. gave a lot of theoretical knowledge of classroom strategies, I did not have enough practical knowledge. I did not know what kinds of problems would come in the classroom, how to deal with the difficult*

*students, how to set questions etc. For them all, I had to remember my own English teacher who taught me at secondary grades and his style of teaching for the survival. When I passed the first year of my teaching, I started to feel somehow ease in teaching English.*

*I have also completed the TPD training provided by the government in four years. I believe it had given me somehow knowledge and skill of classroom techniques. Though the demands are collected through demand collection forms, the real problems collected through the form were not so satisfactorily addressed in the training. For example, I had filled up the problem of teaching narration and free writing in the secondary grades but in the face-to-face training, the trainers did not address the procedures of teaching them. Again the trainers at the counseling and monitoring phase also were not so serious in giving feedback for the work done at the middle phase of exercise and giving certificate. I felt they only completed their formality coming to the school. However, this training was a bit useful for the teachers in comparison to other trainings organized at earlier times.*

*Theoretically the discussions were held on project work, action research, case studies, still they were not practically done. So they are only for knowledge but not in practice yet.*

*In the beginning I did not have so much intention of becoming English teacher and I attended public service commission two times for the school supervisor and subject specialist but I could not get success, so by compulsion I became a teacher, but now I like it because this is the mainstay for me and my family. I can earn good amount from the morning shift, from this school as well as from some tuition classes at SLC exam season.*

*We can also enjoy some long vacations during the summer and winter along with the Dashain period.*

*In the school we must enter into the classroom within 5 minutes after the bell. Most of the teachers have to stay at school up to four, however, those teachers who work for teachers' union and some other who do not have sensitivity and seriousness in their duties do not stay so long in schools and they also do not care so much checking their students' homework.*

*Though sometimes I feel unsatisfied with my own teaching because of various reasons like students' behaviors, their standard etc., I have not done any reflection with written record of it. Similarly, I have not observed any other colleagues' classroom teaching and give feedback or nobody gave me such feedback yet.*

*The traditional measures to ensure the teachers that they are utilizing their 'time-on-tasks' are making them to attend their schools from ten to four, instructing their students in the assigned subjects, giving and checking students' home assignments and evaluating the students through various test like weekly tests, monthly tests, quarterly, half-yearly as well as final tests. They are also supposed to do the other tasks given by the school administration.*

*The nontraditional measures, in my opinion, include that the school administration should create the collaborative learning culture in the school; the school supervisor and RPs should be supportive to the teachers' learning and their professional development; the other stakeholders like parents, SMC members, DEOs should also be regularly present in the school to monitor the teachers' as well as the administrators' performances. There must be some formal programs of mentoring and supporting for the new teachers. The school should have a system of keeping records of every teacher so that they can be appraised regularly. The teachers also should have positive perception toward their duties and their professional development.*

With the observation of the above information as well as the information through other various sources as well, it is seen that teachers of different subject disciplines get prepared and utilize their subject specific strategies in teaching their students differently. However, the teachers were not found so serious in utilizing their time-on-tasks making reasonable attempts to contact parents of students, using variety of evaluation tools like portfolio collection, action research and cases analysis. The parents also do not visit school so frequently except on the occasion of Parents' Day or Anniversary.

In the schools, the different subject teachers have been given different duties and responsibilities such as class teacher, subject head, chief of extracurricular activities, exam coordinator, discipline in-charge, etc. in addition to their functions performed during their delivery phase, they have to spend some time on these activities. They have to perform their duties even during the time of 10 to 4 o'clock. Some of them can receive some nominal remuneration for these extracurricular activities if the schools' heads can manage the income source through the mobilization of SMC.

## **Perceptions and Practices of teachers toward teaching**

Since perception is selection and organization process which involves experience through five senses, it is the means to interpret and make sense of the environment. The individual teachers have their own needs and desires, experience and personality. They have great influence on their attitudes, satisfaction and dissatisfaction of their own teaching career. Similarly, the dedication, sex, ecological regions as well as the subject disciplines can cause variation in the teachers' perception and practices about teaching.

### **Perceptions and practices of teachers toward teaching in terms of professional dedication**

The information through the FGD with teachers of five core subjects, students of three higher grades of secondary level, interview with the head teachers and SMC members of concerned schools as well as the talking with the DEOs or their representatives shows that those teachers who are committed to students' learning to their own subject and to their own personal growth have their positive perception toward teaching profession and their practices in utilizing time-on-tasks is also effective in practice. They chose this profession as they were interested in teaching from the very beginning of their schooling. They would think that they could bring change in the lives of young people. They could set model in the society through their expertise and behavior. So, in the FGD, the teachers expressed that the teachers could enjoy social recognition in the society. They were satisfied with their job. So, they had positive perception toward the teaching profession.

However, those teachers who entered into this profession because of the compulsion, without getting any other opportunity, they were not so dedicated to the improvement of their professional competence. They have been engaged in this profession with many complains like teaching is one of the boring jobs earning low salary and enjoying less prestige in the society. Their negative perceptions toward teaching and utilizing the received knowledge and skills include:

- As the teachers have to teach 5-6 periods a day, it is very difficult for them to utilize the received knowledge and skills in the trainings in their classroom teaching behaviors.
- The school administration does not provide them with enough teaching materials. They cannot spend the money from their own pockets in buying the materials.
- With the lack of enough instructional materials and the physical facilities, it is very difficult for them to apply their received knowledge and skills in the classrooms.

- They ask why they only have to utilize them whereas other teachers do not implement them in the classroom.
- They also complain that there is no difference in evaluation between those who implement the ideas and skills from the trainings and those who do not implement them.
- Their performance evaluation will be done based on the personal contact with the resource person or school supervisors, not on the basis of their received knowledge and skills from the trainings. So, their views show that their evaluation is done with the sycophancy rather than the use of the skills and knowledge in the classrooms.
- As most of the other teachers do not take so much interest in sharing their knowledge and insights, the interactions do not take place.

**Table: 4 Perception of teachers toward teaching and practices in terms of sex**

Male	Female
<ul style="list-style-type: none"> <li>• Teaching is one of the professions I liked from the very beginning of my secondary level school.</li> <li>• Teaching provides me satisfaction to be with younger people.</li> <li>• We can enjoy long leave of summer, winter and Dashain vacation.</li> <li>• We can bring change in the lives of younger people.</li> <li>• We can contribute in the society working with the community people as the model.</li> <li>• Teaching is one of the service oriented profession.</li> <li>• Teaching is one of the prestigious jobs for the middle class people.</li> <li>• We can earn much more than the other personnel of the other governmental organizations.</li> <li>• Teaching is one of the corruptionless professions.</li> <li>• The good students pay much regards to their teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching is suitable to the female teachers because we do not have to leave our families.</li> <li>• We can give enough time for the minors as well as the elderly people</li> <li>• I have chosen teaching difficult. subject like English so that I can also show my capacity in the society.</li> <li>• We can also enjoy long leaves of winter, summer and Dashain vacation.</li> <li>• We can teach and care much more affectionately than male teachers.</li> <li>• There wasn't any other alternative for us except teaching after receiving education degree.</li> <li>• Teaching provides me satisfaction to be with younger people.</li> <li>• Teachers can contribute in the society working with community people.</li> </ul>

Through FGD information, it was found that the lady teachers, though they were less in number, teaching at higher grades, perceive this profession as a challenging one. On the one hand they had to perform the household affairs before and after the school time and get very less time to prepare for the lesson to be taught, on the other hand, the administration and seniors look them up with different eyes. They are still looked upon as weak. But the lady teachers perceive this profession suitable because they do not have to leave their families; they can give enough time for their family members especially for the aged and minors ones. They can also update their professional knowledge and can enjoy long summer and/or winter vacation. Though they have to be very busy in checking students' homework, exam paper, preparing results of periodic as well as yearly and half-yearly tests, they can educate young people with affection as the mother. Through classroom observation also, they were found confident in their job and were able to gain high prestige in the eyes of their students.

#### **Perception of teachers toward teaching in terms of topography**

The teachers of all three regions, three districts and three areas-urban, fringe and remote from the headquarters indiscriminately perceive teaching profession positively and negatively. The teachers, in rural areas, complain that without enough research and homework the government is handing over their schools to the community. The supervisors and RPs are not doing their assigned tasks so sincerely as they were expected from both the schools as well as the government; too much political intervention into the school affairs and poor implication of government plans and policies also cause some deadlock on the way of moving school forward. Similarly, lack of job security in teaching profession, refresher trainings, discrimination in teachers like permanent, temporary, contract, Rahat and PCF are some other complains of the teachers of this area. This indicates that to develop positive perception in them, the government has to do a lot for them. Through school observation and talking to the DEOs, the teachers of urban and fringe areas are more satisfied with their job than the teachers of remote area with the work of government as well as their own administrations.

#### **Perception of teachers toward teaching in terms of the subject they teach**

In addition to the abovementioned perceptions of the teacher in general, the subject specific perception can also be seen as follows:

**Table: 5 Perception of teachers toward teaching in terms of the subject they teach**

English	<ul style="list-style-type: none"><li>• English is one of the means of international communication.</li><li>• Extra income can be generated through tuition classes.</li><li>• English teacher's competence attracted toward this profession.</li><li>• English teachers can enjoy more prestige than other teachers.</li><li>• English is the medium of higher education.</li></ul>
Nepali	<ul style="list-style-type: none"><li>• I was good at Nepali language from the very beginning.</li><li>• Nepali language is the national language.</li><li>• Teaching Nepali language can contribute to the society for developing the capacity of comprehensibility and expressiveness.</li><li>• Nepali language is the medium language for non-native language speakers.</li></ul>
Math	<ul style="list-style-type: none"><li>• Mathematics enhances logical mind in students.</li><li>• Extra income is possible through tuition classes.</li><li>• Mathematics is inevitable in practical life.</li><li>• Mathematics teachers are highly demanded.</li><li>• Mathematics is one of the challenging subjects.</li></ul>
Science	<ul style="list-style-type: none"><li>• Science teaching makes students familiar with the scientific instruments, process and experiments.</li><li>• Science contributes to the world through technological development.</li><li>• Science enhances persons' attention to research through hypothesis, observation, experimentation and conclusion.</li><li>• Science can be taught through experiment, demonstration or empirical method.</li></ul>
Social Studies	<ul style="list-style-type: none"><li>• Social study teaching makes our students familiar with the real life situations such as history, culture, politics, geographical locations, etc.</li><li>• I was interested in social study by the influence of different social practices.</li></ul>

The information through FGD with the teachers of five core subjects shows that the perceptions toward teaching differ in terms of their subjective disciplines as well. Their perceptions and attitudes toward teaching are both positive and negative ones, because not all teachers of these three regions and the three districts entered into teaching profession only due to the compulsion of their hands and mouth problems, they were really interested in teaching and bring change in the society with their honest efforts.

DEOs, head teachers and SMC members as well as the school supervisors perceive that teachers are interested to take part in training but they are not practicing their ideas and insights through trainings in their classroom behavior. Their concerns lie more in job transformation, leave on duty, etc. rather than the problems of curriculum, evaluation and teaching learning activities. They focus on the allowances they can receive rather than gaining knowledge, skills and attitudes through trainings. They perceive many obstacles like school environment, students' linguistic background, insufficient facilities in schools, etc in utilizing their received knowledge, skills and attitudes in their classrooms. The parents and guardians are not so aware of the classroom behaviors of the teachers.

The head teachers perceive that teachers always complain that they do not get fair chances of taking part in the training programs; only those teachers who are near and dear can avail the chance. Similarly, those teachers who are near to their retirement age do not like to go to training centers for receiving any training. Teachers do not get satisfied with the available materials of the schools and complain that they cannot buy them with the money from their pockets. They show the examples of those people who do not use the materials and strategies learnt through trainings but can produce good results in the board exams. Still the culture of interaction between and among other stakeholders has not been established yet after coming back from the trainings and conferences.

The SMC chairs and the members perceive that teachers go to district head quarters for training leaving the school's teaching learning activities. There is no difference in their classrooms even after coming back from the training. The implementation aspect of received knowledge is very weak but they claim much more facilities after coming back from the trainings. Trainings seem to have received only for promotion purposes but not for implementing in their behaviors.

### **The areas of support for teachers**

Teaching is one of the complex jobs because it is full of many upsides and downsides in it. From the very day 1, the teachers are expected to perform their duties and functions expertly. They had to develop a lot of skills and abilities to establish themselves as effective teachers not only in the eyes of their students, but also in the eyes of their own colleagues as well as the school administration. For their survival and becoming successful practitioners, they need help and



support from their colleagues and administration in the initial years of teaching. The process of such advising and supporting in the initial years of teaching for the newly appointed teachers is called teacher induction (Tickle, 2001). This process of getting familiar with teaching is taken primarily as a sudden emersion into administrative, organizational, managerial, collegial, legal and traditional aspects of institutional life. This phase of teaching also provides an educational opportunity for the newly qualified teachers to utilize their received knowledge and expertise.

On asking whether there was any formal provision of such induction program at the time of their entering into teaching, the teachers said that there was not any such provision of getting familiar with the school environment, students and mix with their colleagues as well as with their seniors. They could not get any advice and support from their seniors as the mentors. Except the head teacher's monitoring from outside of the classroom and taking them to the class rooms for the first time to introduce them with the students, they did not get any formal way of teacher induction. Some of these teachers were appointed as the teachers in their own local places and got support from their own senior teachers and their colleagues personally.

They are not taken under any senior teachers of the same discipline as to mentor them and provide them advice and support in affording the materials, getting feedback and reinforcement. In their experience, they had been thrown into the classrooms to 'sink and swim' for the survival and getting success. Nobody gave them opportunity to observe the classes of senior teachers, nor could they get any chances of being observed by the seniors. They also mentioned that in the beginning the students also tried to frighten them as the new teachers used to be given the most difficult and left subjects by other or senior teachers.

The information through FGD with the students of senior grades also indicates that they have not seen any other teachers observing the teachers' classes in their classrooms of their schools. The head teachers also accepted that there were no such induction programs assigning any mentor to the newly qualified teachers. They only support informally giving some instructions to follow the set rules and regulations of the schools. If the senior teachers take interest in the classes of the newly appointed teachers, other teachers suspect that something is behind the curtain. Backbiting starts against them.

The school supervisors and the resource persons are supposed to support the teachers. According to the respondents, they have not been carrying out their duties and functions of supporting teachers so effectively. Many of the teachers have not seen the school supervisors observing the individual teachers' classroom and give feedback to improve their teaching and apply the current strategies of teaching in different subjects taught at higher grades of secondary level. The resource persons sometimes go to schools and give some instructions, help to afford some instructional materials for lower grades only. Though the resource persons as well as the school supervisors are supposed to arrange school based teacher training program, their roles for doing them have not been so effective yet. According to the teachers as well as the head teachers, they are not worthwhile for supervising, monitoring and supporting the school improvement and teacher growth. Furthermore, the school supervisors have to visit many more schools of the clusters than their available time and capacity.

The other stake holders perceive that there is the provision of the minimum qualification of the persons who have just passed B.Ed. can be the school supervisor. As the persons who have the roles of both school supervisors and the section officers in the center are from the same education administration, they prefer more to be section officers performing administrative work than school supervisor. The roles of resource persons and school supervisors are more or less in the similar patterns, so there is some confusion in them. The supervisors cannot get enough support from the district education office.

Similarly, there is the provision of general supervision. The supervision has become for the administration more than for the teaching and teachers. The report and recommendations by the supervisors are not implemented effectively. There is no provision of distinction between honest efforts and negligence of the supervisors. There is no cordial relationship between schools, school teachers and the supervisors because of the various reasons. The assigned tasks, duties and authorities in Education Regulation-2069 have not been strictly performed by the supervisors. Thus, there is confusion in policy, concept and structure.

School supervision is one of the complex tasks which require special qualification, capacity, knowledge and skills along with the attitude towards their work and their institutions (Bakhati, 2013). They have their own complains that neither they have been satisfied with their own performance nor they have contributed to the objectives of the institutions. They need some more

qualification, training along with some power of control. They expect that the education administration and school supervision should be made separate in groups. The minimum qualification for the candidature of school supervisors must at least have Masters in Education along with some teaching experience and there must be subject as well as level wise specific supervision in the school system.

### **Current efforts of the Government and Non-government Agencies for keeping teachers' time-on-tasks professional, updating and work monitoring**

As teachers are the backbones of schools, they must be ready to improve their professional competence through self-initiation and the support provided by their own schools as well as the other line agencies. The government has also made the provision of teacher professional development through School Sector Reform Program (SSRP) of one month divided into three different blocks which have been further divided into three different component of each block. Through this program the teachers have been trained to carry out classroom research or action research. Now it has been made compulsory for the teachers as the means of their professional development.

To accomplish the set objectives, a ten days TPD module has been developed incorporating three different parts (Part 1 Training Workshop, Part 2 Self-Study exercise and Part 3 Instructional Counseling). The training workshops are conducted in the TPD hubs for five days sessions among the participant and the experts through face to face mode. The self-study exercises have to be completed by the participants in their own schools within 20 to 30 days after completing the face-to-face training workshops. It counts as the equivalent of three working days. The third part, instructional counseling, takes places in the schools from which the participants have completed their self-study exercise. The hub-instructors who had conducted face to face training visit the trainees' schools and conducted meetings for two days evaluating the performed tasks and giving feedback and certificate for them. The modules have been designed and implemented to address the problems and professional needs of the participants. As these three parts are complementary to each other, the module will be completed by the conduction of them as a whole. Every teacher has to complete three different 10 day modules of three years within five years to gain the professional development of one month. Every year 60% of the working teachers are sent to take part in such TPD trainings. Such trainings are conducted

to solve the problems and needs of the teachers which are collected through getting every teacher fill up the demand collection forms.

The information through FGD with teachers, talking with SMC members, head teachers as well as with DEOs indicate that almost all teachers have already got TPD trainings in different TPD hubs, but the effective transfer of training insights have not been reflected in their professional behavior. It was drawn through the classroom observation of the teachers of core subjects at different schools of selected areas. The teachers are sent to trainings, they receive some ideas and insights as well but as they do not interact with their colleagues, they cannot be disseminated in other colleagues. However, because of the TPD trainings, the schools were found to have distributed diaries and made action research or classroom research compulsory in different schools urban and rural areas. One of the contributions of School Sector Reform Program is training arrangement for the head teachers as well. However, the schools were not found to conduct some orientation programs formally at the beginning of the session utilizing the expertise of senior teachers and sometimes inviting some external experts as well.

### **Non-traditional measures to ensure teachers on time-on-tasks and inculcating positive attitude to their assigned tasks**

While analyzing the information from students, teachers, head teachers, SMC members as well as the DEOs or their representatives, the tendency of developing positive perception of the teachers toward their profession and their assigned tasks is still to be achieved. They assume that such perceptions can be developed in teachers by creating the school environment in which the teachers can interact with the peers and colleagues frequently, involving themselves in free and frank communication with others, trying to see the problems as others experience and overcoming the personal biasness to see the things and actions. To create such environment, the head teachers have their pivotal roles in running the schools effectively. They can create the school culture in which the collaboration and collegiality can flourish with their purposive leadership. They can lead their institutions as the models if they set examples by listening, empowering, learning and inspiring, but they emphasize that the head teacher must be given the more effective leadership trainings so that administrators, teachers, parents as well as the students can work together as the family members of their educational institutions. If they work together with profound understanding to solve any problem, deal with challenges and face

failure, the school set open collaborative culture to support the learning environment, so that the target of all stakeholders can create the environment of keeping teachers on time-on-task.

Teacher induction is one of the most important ingredients of in-service teacher development which is inevitable support system for the newly appointed teachers. It has not been found formal provision up to now; so, many new teachers have been left in the state of ‘sink and swim’. There must be the provision of keeping subject specific mentors to help and support them. The senior teachers of the same subject discipline can function as the mentors, but they require sufficient time, resources as well as support from other stakeholders. So, this provision can help keep the teachers on their time-on-task and professional upgrading.

So far trainings for school teachers have been organized following the top- down prescriptive approach from the authority. The senior teachers, school administrators and the local resources have not been mobilized and utilized effectively yet. It would be better to start the trainings with the self-initiation of the teachers who need and expect their professional growth. The current TPD approach to demand collection of the trainees, i.e. getting them to fill up the forms, is inadequate. Unless utilizing the approaches like talking to the trainees, hearing their stories, observing their classes and analyzing their teaching portfolios, the prospective trainees’ actual expectations and needs cannot be addressed forming the suitable module for the trainings.

Teaching portfolio is a means of keeping records of the analysis of syllabus the teachers teach, the feedbacks from the colleagues and they give to their colleagues after they observe their classroom teaching, the reports of action research, cases analysis, etc. It has not been established as a culture of keeping such portfolios in the schools yet. If it can be made compulsory for the teachers to prepare such records, they can show their professional development with them on the one hand, and on the other hand, they can reflect their own actions and beliefs so that they can utilize their time-on-task just before and after the delivery periods of teaching effectively. However, it requires strong policy, support and monitoring and follow up on the part of education authority.

All of the stakeholders including the school supervisors, RPs as well as the DEOs themselves have realized that the assigned tasks of the supervisors and RPs aren’t being performed so effectively. They have dual responsibilities – supervisory roles and administrative

roles. Furthermore, the assigned tasks of the supervisors and RPs are of common nature. Unless the supervisory roles and the administrative roles are separated and the assigned roles of RPs and supervisors are clearly specified, the support and monitoring in schools won't be so strong. So the supervisors are themselves in confusion and dissatisfied with their own work. To inculcate positive attitude toward teaching and teachers' professional updating and make the teachers utilize their time-on-tasks effectively, the supervisors have to function as 'the guide on the side', not 'sage on the stage'.

The teacher in case 3 believes that the non-traditional measures of keeping teachers busy in their assigned task and at the assigned time, the head teachers must be unbiased, purposive, visionary and patient. Teachers must be encouraged to keep the records of student progress. The stake holders (SMC, administration, other colleagues, parents as well as the students along with the line agencies for education) must support teachers. It is necessary to realize that teachers are the back bone of the school system. So, they must give regards them with high social prestige, some external incentives for the honest efforts, parental concerns, workplace security, etc.

## **Chapter five**

### **Summary of Findings**

With the analysis and interpretation of data through various sources, the following major findings have been drawn of this study:

#### **The situation of time-on-task of the teachers and the allocations of their functions**

1. The secondary level school teachers form their operational planning spending at least four to five hours in the beginning phases of their teaching career but later on, they can make them in shorter time. They can complete it within 30 to 60 minutes because they can use their long experience while forming these plans.
2. Most of the teachers do not make daily lesson plans in the written forms they can prepare them implicitly in about 1 hour 30 minutes to 2 hours daily in the earlier evening or in some cases at their leisure time.
3. Most of the teachers of various disciplines do not collect and make their own instructional materials. Those who make them of their own perform these tasks in 20-30 minutes everyday.
4. As the teachers have to teach their assigned subjects in the classroom five to six periods a day, they spend at least three and half hours involving their students in the activities like connecting the present lesson with the previous ones (two minutes), motivating the students (three minutes), presenting the new input (15 minutes), engaging the students in practice activities (15 minutes) and evaluating their performance and connecting them with their practical life (five minutes) in every class.
5. Those teachers who give home assignments for the students check students' work during the leisure time. Every day they have two to three periods leisure in schools. So they do this work within one and a half hour everyday, but the home work is not all days of the week. A teacher's duties also include exam paper checking. Averagely, the teachers finish one student's exam paper within ten to fifteen minutes. The time spent in carrying

out this work depends on the number of students in the classes in which the teachers teach.

6. Although the female teachers were also found in the same position as the males ones, they were found working in the single shift without going to any other institutions for extra income, being engaged in other business or taking tuition classes, they have to give their minors and aged people their time. So they get ready for the following days' lesson in advance.
7. In comparison to utilizing the teachers' time-on-tasks in the urban schools, the teachers of rural area go to classes a bit late and stay in the classroom less than the teachers of schools in the other areas.
8. Teachers of different subject disciplines get ready and utilize their subject specific strategies on time-on-tasks differently. However, the teachers of all core subjects were not found to utilize their time in making contact with the parents and collecting and using instructional materials and using different evaluation tools.

### **Perception and practices of teachers towards teaching**

1. The assigned tasks of school supervisors for providing model teaching in the classrooms, support and advice to the teachers as well as the monitoring and follow up of the effect of TPD trainings have not been so effectively performed in the assigned schools.
2. The teachers have both positive as well as negative perceptions toward teaching profession. Those who have positive perception believe that they can bring change in young people's lives, set model through their expertise and behaviors, but those who have negative perception believe that they are over loaded, they have to work with insufficient materials, their performances are not evaluated fairly and they have to face less interactive culture in schools.
3. The female teachers take this profession as a challenge and are much more sincere than their male counter parts, but they believe that this profession is suitable for them because they can enjoy long vacation, utilize their time for the family member as well as for household affairs.
4. The teachers of rural areas have felt that they have been neglected by the supervisors and RPs because they have not been getting support from them in need.



5. Teachers of different subjects have different perceptions in terms of their own subjective feeling toward their own subjects teaching for example. English teachers feel that English is the medium of international communication, whereas the mathematics teachers believe that math is inevitable for human life.

### **The areas of support for teachers**

1. The teachers have not been supported in their initial years of teaching because of the lack of formal provision of teacher induction and mentoring by the subject specific mentors.
2. TPD program has been one of the supportive training programs but it has not become as effective as it was expected.
3. The supervisors and RPs have not been so effective supporters for the teachers' professional development in comparison to their administrative roles.
4. The head teachers' role deserves high significance to create the collaborative, collegial and purposive culture in schools and keeping the teachers on their time-on-task, but teachers have not felt so up to now.

### **Nontraditional measures to ensure teachers to keep on time-on-tasks and inculcating positive attitude to their assigned tasks**

1. The current TPD approach to demand collection of trainees is still inadequate because the trainee teachers either cannot write all of them or the process of forming modules cannot capture them all.
2. The concept of teaching portfolio as well as its use has not been realized as a useful means and introduced in the teaching learning process and the teacher professional development yet.

## **Recommendations**

On the basis of major findings of this study, the following recommendations have been suggested for the development of positive perception towards teachers' assigned tasks and better utilization of their time-on-tasks.

### **Policy level**

1. Many teachers run different institutions for extra income in the morning as well as evening times. They cannot give enough time for making instructional planning, collecting, making and using instructional materials in the class, reflecting their own actions and beliefs, etc. So the government should form the policy and implement them strictly for making sure that teachers are working in their own institutions only. For this, more facilities for the teachers should be increased.
2. The authority must be able to ensure that the teachers can use their leaves as the facilities given to them, not as the prerogatives to be used.
3. The assigned tasks for the school supervisors and resource persons also include providing model classroom teaching and supporting the teachers in their classroom teaching and professional development along with their monitoring and supervising tasks. So, they must be made accountable to perform these tasks specifying their clear roles and responsibilities and implementing them strictly.
4. As the female teachers perceive teaching profession as a challenge for them and become much more sincere than their male counterparts, their genuineness must be encouraged to come to the teaching field by bringing some inspiring program for the ladies.
5. The initial years of teaching profession are very crucial to get familiar with the school culture, use their received knowledge through teacher preparation courses and strengthen their knowledge, skills as well as their attitude. So, there must be the formal provision of teacher induction assigning subject specific mentors to advise and support the newly appointed teachers so that the seniors as well as the novice teachers can develop the collaborative culture in the schools and their professional development starts with collegial relations in their workplace.
6. The current TPD program has become one of the supportive and persuasive one but it has not come out of the exception of the traditional prescriptive, top-down and context free

approach to teacher training because the training is arranged by the education authority forming the content and delivery process and managing the instructors for the training. The process of demand collection through getting the prospective trainees to fill up the forms is still inadequate. If the genuine needs, expectations as well as the demands of the trainees are to be collected, they must be talked to informally, their stories must be heard, their classes must be observed and their teaching portfolios must be analyzed. For this to happen, the local resources like the senior teachers of the same subject area should be utilized sincerely, honestly and respectfully.

7. The supervisors or the resource persons should be given only one role, either supervisory role or the administrative role if they are to be made supportive for the teaching learning process.

### **Immediate actions**

1. Teachers must have positive attitude to the teaching profession so that they can give adequate time for collecting and forming instructional materials, making instructional plans, students' counseling, interacting with their own colleagues, parents and the administrators along with taking part in professional development activities and self-reflection. So the government should emphasize on developing positive perception towards teaching profession in teachers.
2. Since the teachers of rural areas were seen going to the classrooms a bit late and stay less time there, it is because of the weak monitoring and the less awareness in other stakeholders. So, the supervision and monitoring should be effective on the one hand and the awareness raising program for the other stakeholder must be launched on the part of DEOs.
3. Since the different subject disciplines have their own nature and difficulty level for both teachers as well as the students, teachers need to get ready differently. Their subject teaching will not be so effective unless they keep close contact with the students' parents and using appropriate instructional materials as well as the close monitoring of their students' learning process. The schools should create the conducive environment for them.

4. Since the head teachers are the academic leaders and deserve crucial roles to create the collaborative, collegial and purposive learning culture in the schools, they must be made more responsible, accountable and trained as per need of the twenty-first century. They must not be appointed on the basis of political sharing and the personal request and contact with the school supervisors, SMC chairs or the DEOs. They must be appointed on the basis of their competence, attitude toward the school development and academic orientation and give some power and support for this initiation.
5. In the present situation, the importance of teaching portfolio has not been realized yet in the teaching learning process as well as in the teacher professional learning. It is one of the means of recording various evidences of teachers' work performances and their future expectations. It can include the analysis of the syllabuses the teachers teach, the received or given feedbacks after the classroom observation of the colleagues, the reports of action research, cases analysis, daily diaries, lesson plans, reflection, etc. So, in the school system there must be the provision of keeping teaching portfolio so that the teachers can show their evidence of their progress in the work. It can also be one of the reliable means of self-reflection as well as need analysis of the teachers.
6. Guardians should be informed about the importance of their presence in the schools time and again so that their presence can bring change in the performance of their children and the teachers' regular attendance. So, the school should motivate parents for their regular school visits.
7. Government, political parties and all other stakeholders of education should be fully committed to make the schools as the peace zones.
8. The absenteeism of teachers can be avoided with
  - The implementation of set code of conduct for all stakeholders strictly
  - Activation of alternative provision of substitute teachers at the time of sending teachers for trainings
  - Implementation of rules of taking leaves only with the advanced approval
  - the provision of rewards for the less absent teachers
  - no allow for teachers to go anywhere without any reasonable work taking leave on duty
  - the development of the culture of continuous reflection

## **Long term Plan**

This is one of the very interesting, essential and useful areas of the study. This area has covered a wide scope of the research including time-on-tasks and their allocation of the functions of the teachers of different categories in terms of their professional dedication, sex, topography and the subjects they teach and the analysis of the teachers' perceptions and practices towards teaching profession. This topic requires a larger sample, longitudinal study and various information sources than the ones used in this study. It was not possible to carry out so much comprehensive study with the sample of 45 teachers, 54 students, 9 head teachers and 9 parents along with the three DEOs or their representatives within the time of two months' period and approximately two hundred and fifty thousands rupees fund. Such a study requires at least two years' field study using not less than 1000 teachers, 1000 students, 100 head teachers and 100 parents along with 33% of DEOs or their representatives of teachers' unions. Therefore, we would like to recommend the intensive study on this very topic so that the various aspects like the impact of teachers' absenteeism, students' absenteeism, the co-relation between the head teachers' effectiveness in keeping teachers on time-on tasks, their perceptions toward their profession and practices in detail. Only then the findings of the study can be utilized for bringing change in teachers' professional development and the whole school sector reform program.

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