

**A Research on**

**Assessing the Effectiveness of Education Training Center's**  
**Integrated Curriculum Training: A Survey-based Analysis**

**Submitted to:**  
**Sudurpaschim Province Government**  
**Ministry of Social Development**  
**Education Training Center**  
**Dipayal, Doti**

**Submitted by:**  
**Kumari Nirmala Thagunna**  
**Section Officer**  
**Education Training Center**

## **Abstract**

This research study aims to evaluate the effectiveness of the Education Training Center's integrated curriculum training program for basic (1-5) school teachers. The study employs a quantitative research design, utilizing a survey-based approach conducted through Google Forms and analyzed using SPSS (Statistical Package for the Social Sciences). The research objectives include evaluating teachers' perceptions of the quality of training, assessing the impact of training on teachers' confidence and ability to integrate curriculum across subject areas, and examining the relationship between training effectiveness and student engagement and learning outcomes.

Participants in the study comprise basic school teachers (grades 1-5) who have attended integrated curriculum training sessions conducted by the Education Training Center Doti. Data collection involves administering a survey questionnaire, developed based on the Likert scale model, to gather participants' feedback on various aspects of the training program. Descriptive and inferential statistical analyses are employed to analyze survey responses and explore relationships between variables.

Preliminary findings suggest that the majority of participants perceive the quality of the training positively and report increased confidence and ability to integrate curriculum post-training. Additionally, initial analyses indicate a positive correlation between perceived training effectiveness and improvements in student engagement. However, further research is needed to establish causal relationships and explore potential mediating factors.

The implications of this study extend to practice, with recommendations proposed to enhance the effectiveness of integrated curriculum training initiatives and improve educational outcomes for elementary school students. By addressing the identified limitations and building upon the findings presented here, future research can continue to inform evidence-based practices and contribute to the ongoing efforts to enhance the quality of education in elementary schools.

**Key word:** *Integrated Curriculum, Education Training Center,\_SPSS, Teacher Perceptions, Curriculum Integration, Demographic Analysis*

## **Acknowledgement**

I would like to express our sincere gratitude to all the participants who generously contributed their time and insights to this research study. Without their valuable input, this study would not have been possible.

I extend our heartfelt appreciation to the Education Training Center specially the training chief Mr. Gobind Prasad Pokherel for his support and collaboration throughout the research process. Their commitment to improving the quality of education in our region has been instrumental in shaping this study.

Additionally, I would like to thank the reviewers and editors for their constructive feedback and valuable suggestions, which have enhanced the quality of this research paper.

Lastly, I acknowledge the support of our family, whose unwavering encouragement and understanding have been a source of strength and inspiration throughout this journey.

## Table of Contents

|   |    |
|---|----|
| Chapter 1. Introduction:.....   | 8  |
| 1.2. Objectives of the study .....  | 13 |
| Chapter 2. Methodology .....  | 14 |
| 2.1 Research Design: .....  | 14 |
| 2.2 Participants:.....  | 14 |
| 2.3 Data Collection: .....  | 15 |
| 2.4 Data Analysis: .....  | 15 |
| 2.5 Ethical Consideration .....   | 17 |
| Chapter 3.Result.....   | 18 |
| 3.1 Background Information of Survey Participants .....                               | 18 |
| 3.2. Training Management and Logistics: .....   | 26 |
| 3.3 Quality of Overall Training: .....  | 28 |
| 3.4 Effectiveness of Training in Implementation: .....                                | 31 |
| 3.5 Overall Satisfaction:.....  | 34 |
| Chapter 4: Discussion .....   | 37 |
| 4.1 Effectiveness of Education Training Center's Integrated Curriculum Training ..... | 37 |
| 4.2 Perceptions of Training Quality:.....   | 37 |
| 4.3 Impact on Teacher Confidence and Ability: .....                                   | 38 |
| 4.4 Relationship with Student Engagement and Learning Outcomes: .....                 | 38 |
| 4.5 Implications for Practice.....  | 39 |
| 4.6 Limitations and Future Research Directions .....                                  | 39 |
| Chapter 5. Conclusion and Recommendation.....   | 41 |
| 5.1 Conclusion .....  | 41 |
| 5.2 Recommendation .....  | 41 |
| References:.....  | 44 |
| Appendix 1 .Questionnaire.....  | 45 |
| Appendix 2. Action Plan: .....  | 51 |

## **List of Tables**

|   |    |
|---|----|
| Table 1 Demographic variable: Age .....                   | 19 |
| Table 2 Demographic variable gender .....                 | 20 |
| Table 3 Demographic Variable level of study .....         | 21 |
| Table 4 Demographic variable years of experience .....    | 22 |
| Table 5 Demographic variable: Working district .....      | 24 |
| Table 6 Management and logistics .....                    | 26 |
| Table 7 Quality of overall training.....                  | 28 |
| Table 8 Effectiveness of training in implementation ..... | 31 |
| Table 9 Overall satisfaction.....                         | 34 |

### **List of Figure**

|   |    |
|---|----|
| Figure 1 Multidisciplinary design covering separate disciplines.....            | 9  |
| Figure 2 <i>Interdisciplinary design covering different subject areas</i> ..... | 10 |

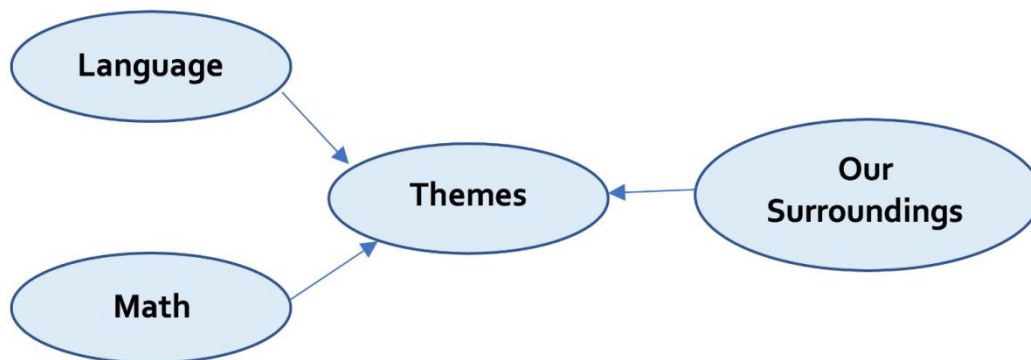
## **Chapter 1. Introduction:**

The integration of curriculum across subject areas has gained significant attention in elementary education as it promotes holistic learning experiences for students. Training programs provided by Education Training Centers play a crucial role in equipping teachers with the knowledge and skills necessary to implement integrated curriculum effectively. This research has studied the effectiveness of Education Training Center's integrated curriculum training using a survey-based approach conducted through Google Forms and analyzed using SPSS. The education system in Nepal is structured into various levels, ranging from early childhood education to university education. The constitution of Nepal (2015) has declared school education as the fundamental rights of people, in which basic level education has been considered as free and compulsory. The eighth amendment of Education Act (Education Act 1971 amended in 2015) realigned the overall schooling structure, with basic education covering grades 1 to 8 and secondary education covering grades 9 to 12. Secondary education offers different streams, including general, vocational, and traditional education. Universities in Nepal provide higher education, with undergraduate degrees taking three to four years to complete. After completing undergraduate education, students can pursue post-graduate



studies for 2 to 5 years, including Masters, MPhil, and PhD degrees. On September 6, 2019, the government of Nepal endorsed the National Curriculum Framework (NCF) 2019 with the aim of implementing alterations in the school curriculum.

National Curriculum Framework (NCF) 2019 has provisioned integrated curriculum for Basic Level education from class one to three in Nepal. Integrated curriculum (2019) for grades 1-3 is a theme-based curriculum developed following multidisciplinary and interdisciplinary design. The curriculum consists of three learning domains: Language, Math and Our Surroundings. (Ghimire, R. P. 2019).



**Figure 1 Multidisciplinary design covering separate disciplines**

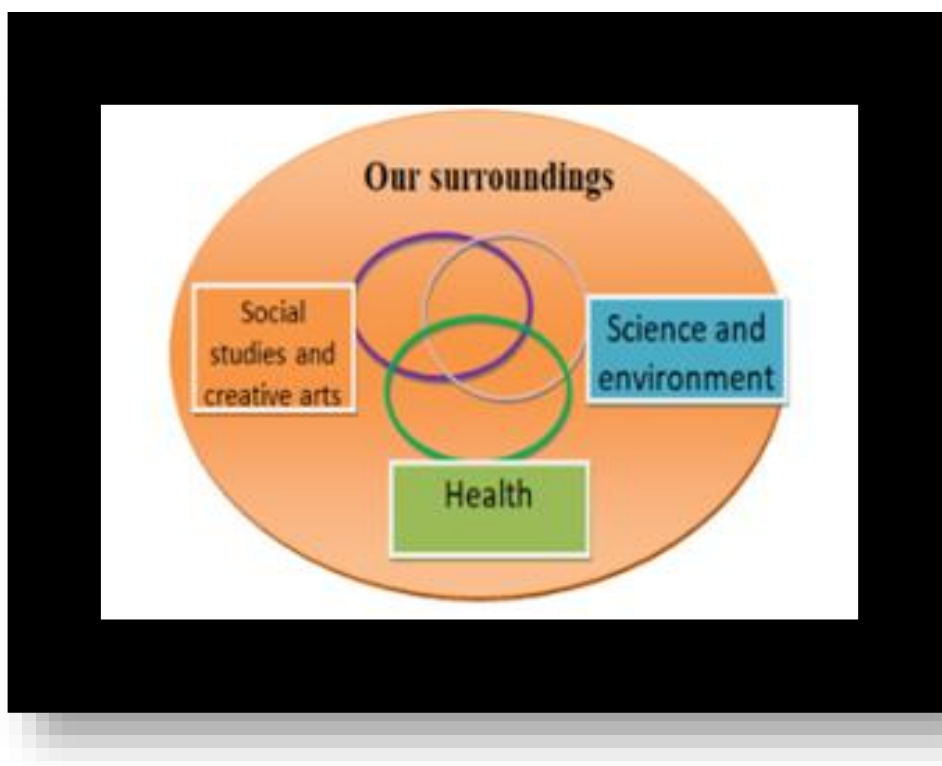


Figure 2 *Interdisciplinary design covering different subject areas*

This document has been taken as the main living documents for school level education system. The government of Nepal has developed the new curriculum framework based on the SGD 2030 (NCF2019, p.1, 2). One of the significant changes that NCF 2019 has provisioned for school is integrated approach based curriculum in basic level (1-3). "Integrated curriculum is a comprehensive approach to teaching and learning that connects multiple subjects and disciplines through the exploration of broad themes or concepts." (Henderson & Mapp, 2002). "An integrated curriculum is one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying

concepts."(Beane,1997)."Integrated curriculum involves the creation of learning experiences that transcend subject-matter boundaries in order to link content and skills across disciplines." (Jacobs, 1989).

An approach to teaching and learning known as an integrated curriculum combines various subject areas into a single, coherent learning experience. An integrated curriculum enables pupils to see the relationships between several subjects and the connections between them. Because they can see how various bits of knowledge fit together, this can help learning become more relevant and remembered for kids. An integrated curriculum enables students to use critical thinking and problem-solving skills in authentic situations. Students gain the ability to think critically and creatively by working on complicated challenges that span numerous topic areas. Integrated curriculum can be designed to accommodate different learning styles and needs. For example, visual learners may benefit from projects that involve creating diagrams or models, while kinesthetic learners may benefit from hands-on activities. It also helps to engage students in learning by making it more relevant and interesting. By using real-world problems and scenarios, students can see the practical application of what they are learning. That's why government of Nepal has decided to implement integrated curriculum to make learning more engaging, meaningful, and effective for basic level students. The National Curriculum Framework (NCF, 2019) has also included certain assessment procedures for school education. Grade 1-3 employs a 100% Continuous Assessment System, while a letter grading system is utilized across all grades in school education.

Education Training Center, Doti conducts training programs aimed at enhancing the skills and competencies of basic level teachers in implementing integrated curriculum approaches. This study endeavors to assess the effectiveness of these training initiatives and subsequently propose improvements based on the responses obtained. By evaluating the impact of the training sessions, this research aims to contribute to the enhancement of educational practices and outcomes in elementary schools. Through a thorough analysis of participants' feedback, the study seeks to identify areas of strength and areas needing improvement, thus informing future training programs to better meet the needs of teachers and ultimately improve the quality of education for students.

## **1.2. Objectives of the study**

The overarching purpose of this study is to comprehensively evaluate the effectiveness of the training programs offered by the Education Training Center, Doti in facilitating the implementation of integrated curriculum practices among elementary school teachers. By assessing various dimensions of the training's impact, this research seeks to gain valuable insights into its efficacy in enhancing teachers' skills, confidence, and ability to integrate curriculum across subject areas. Moreover, the study aimed to explore the relationship between the perceived effectiveness of the training and its influence on student engagement and learning outcomes. Through a rigorous examination of teachers' perceptions and experiences, this research endeavors to inform future training initiatives and contribute to the continuous improvement of educational practices in elementary schools. The main objectives of the study as follows:

1. To evaluate elementary teachers' perceptions of the quality of training provided by the Education Training Center regarding integrated curriculum implementation.
2. To assess the impact of Education Training Center's training on elementary teachers' confidence and ability to integrate curriculum across subject areas.
3. To examine the relationship between the perceived effectiveness of training and its impact on student engagement and learning outcomes.

## **Chapter 2. Methodology**

This chapter deals with the methodology which is adopted in the present study. This part includes the design of study, population, data collection procedure, and data analysis and interpretation procedure respectively.

### **2.1 Research Design:**

This study employed a quantitative research design to assess the effectiveness of the Education Training Center's integrated curriculum training. Quantitative methods are well-suited for analyzing numerical data and are particularly useful for evaluating the impact of training programs on participants' perceptions and outcomes.

### **2.2 Participants:**

The participants of this study were consist of basic school teachers (grades 1-5) who have attended integrated curriculum training sessions conducted by the Education Training Center. The inclusion criteria were ensured that participants have directly experienced the training and are actively involved in curriculum implementation in their respective schools.

### **2.3 Data Collection:**

Data for this study was collected through a survey questionnaire administered to the participants. The questionnaire was developed based on the Likert scale model, comprising items that align with the research objectives. The survey has included questions aimed at evaluating teachers' perceptions of the quality of training, assessing the impact of the training on their confidence and ability to integrate curriculum, and examining the relationship between training effectiveness and student engagement and learning outcomes. The survey questionnaire was distributed both online and through face-to-face interactions. An online platform, such as Google Forms, was utilized to administer the survey, ensuring ease of completion and data collection. Participants were invited to complete the survey anonymously, thereby ensuring the confidentiality of their responses.

### **2.4 Data Analysis:**

Data collected from the survey was analyzed using statistical software, specifically SPSS (Statistical Package for the Social Sciences). Descriptive statistical analysis was employed to summarize the responses to each question in the survey. Measures such as mean, median, standard deviation, and frequency distributions were computed to provide a comprehensive overview of participants' perceptions and experiences. This methodology outlined a systematic approach to assess the

effectiveness of the Education Training Center's integrated curriculum training, ensuring robust data collection and analysis to inform evidence-based conclusions.

Data from Google form was exported into the excel file and imported to SPSS for analysis. Data was manipulated to create tables, and summarize the data. The result was summarized after analyzing the obtained data.

Demographic information of the participants were analyzed to find out the relationship between the demographic information such as (age, years of experiences and qualification level) and their perception of integrated curriculum training conducted by Education Training Center, Doti. The data was organized summarized using descriptive statistics: mean, standard deviation, and percentages. The mean provided an idea of the central tendency of the data for that particular question. The standard deviation for each relevant question had calculated the variability of the data. The standard deviation has described how much the responses deviate from the mean. Percentages were calculated to see the teachers' responses to each question in the survey questionnaire. Overall, calculating the mean, standard deviation, and percentages from a survey questionnaire provided valuable insights into teachers' perceptions of integrated curriculum training provided by the Education Training Center and helped identify areas for improvement.



## **2.5 Ethical Consideration**

In conducting this research, strict adherence to ethical guidelines was paramount to ensure the safety and rights of all participants. Before the data was gathered, every participant provided their informed consent, having been assured that their responses would remain confidential and anonymous. The choice to participate was completely voluntary, with the freedom to withdraw from the study at any time without facing any negative implications. Additionally, no personal identifiers like names or school affiliations were collected in order to maintain participant anonymity.

## **Chapter 3.Result**

Results are reported in the following five sections. Data of five sections are outline as follow: discussion of the demographic characteristics of the teachers who participated in the survey; teachers' general perceptions of training Management and Logistics, quality of Overall Training, effectiveness of training in Implementation, overall Satisfaction.

### **3.1 Background Information of Survey Participants**

Teachers who responded the survey (n = 156) came from 9 different districts of Sudurpaschhim Province. The participants were the teachers from lower basic level teaching in grade (1-5). As i delved into the effectiveness of the Education Training Center's integrated curriculum training, it was essential to first understand the diverse demographic characteristics of the participating elementary school teachers. This demographic analysis has provided crucial context for interpreting the training outcomes and understanding how they may vary across different segments of the teaching community.

**Table 1 Demographic variable: Age**

|       |             | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------------|-----------|---------|------------------|-----------------------|
| Valid | 18-24       | 6         | 3.8     | 3.8              | 25.0                  |
|       | 25-34       | 33        | 21.2    | 21.2             | 21.2                  |
|       | 35-44       | 75        | 48.1    | 48.1             | 73.1                  |
|       | 45-54       | 31        | 19.9    | 19.9             | 92.9                  |
|       | Above<br>55 | 11        | 7.1     | 7.1              | 100.0                 |
|       | Total       | 156       | 100.0   | 100.0            |                       |

The table presents a breakdown of participants' ages, providing insights into the demographic composition of the sample consisting of 156 individuals. Participants were categorized into five age groups: 18-24, 25-34, 35-44, 45-54, and above 55. The largest proportion of respondents fell within the age bracket of 35-44, accounting for 48.1% of the sample. This indicates a significant representation of mid-career professionals within the surveyed cohort. The next most prominent age group was 25-34, constituting 21.2% of the sample, suggesting a notable presence of early-career educators or individuals in the initial stages of their professional journey. Participants aged 45-54 represented 19.9% of the sample, indicating a substantial representation of experienced professionals nearing the midpoint of their careers. Additionally, individuals above the age of 55 accounted for 7.1% of the sample, highlighting the

presence of seasoned educators or those nearing retirement. A smaller proportion of respondents (3.8%) fell within the age group of 18-24, indicating the inclusion of younger individuals in the surveyed population. Collectively, this demographic breakdown offers valuable insights into the age distribution of participants, providing context for interpreting their perspectives and experiences within the surveyed population.

**Table 2 Demographic variable gender**

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Female | 56        | 35.9    | 35.9          | 35.9               |
|       | Male   | 100       | 64.1    | 64.1          | 100.0              |
|       | Total  | 156       | 100.0   | 100.0         |                    |

The table presents a breakdown of participants' genders, offering insights into the gender distribution within the sample of 156 individuals. Participants were categorized into two groups: Female and Male. The majority of respondents identified as Male, constituting 64.1% of the sample. This indicates a significant representation of male participants within the surveyed cohort. In contrast, Female respondents accounted for 35.9% of the sample, reflecting a smaller but notable presence of female participants. Collectively, these findings provide valuable insights into the gender distribution of participants, offering

context for understanding the diversity within the surveyed population.

**Table 3 Demographic Variable level of study**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Bachelor          | 70        | 44.9    | 44.9          | 44.9               |
|       | Certificate level | 19        | 12.2    | 12.2          | 57.1               |
|       | Masters           | 64        | 41.0    | 41.0          | 98.1               |
|       | SLC               | 3         | 1.9     | 1.9           | 100.0              |
|       | Total             | 156       | 100.0   | 100.0         |                    |

The table illustrates the highest level of study attained by participants, shedding light on the educational background within the sample of 156 individuals. Participants' educational attainment was categorized into four groups: Bachelor, Certificate level, Masters, and SLC (School Leaving Certificate). The highest proportion of respondents reported holding a Bachelor's degree, comprising 44.9% of the sample. This indicates a significant representation of individuals with undergraduate qualifications within the surveyed cohort. Following Bachelor's degree holders, participants with a Master's degree accounted for 41.0% of the sample, reflecting a substantial presence of individuals with postgraduate education. Additionally, respondents with Certificate level qualifications constituted 12.2% of the sample, indicating

a smaller but notable proportion of individuals with vocational or specialized training. A smaller proportion of participants (1.9%) reported having completed their education at the SLC level, indicating the inclusion of individuals with secondary-level qualifications. Collectively, these findings provide valuable insights into the educational diversity within the surveyed population, offering context for understanding participants' varying levels of academic background and expertise.

**Table 4 Demographic variable years of experience**

|       |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | 0-5 year   | 24        | 15.4    | 15.4          | 15.4               |
|       | 11-15 year | 50        | 32.1    | 32.1          | 47.4               |
|       | 16+ year   | 41        | 26.3    | 26.3          | 73.7               |
|       | 6-10 year  | 41        | 26.3    | 26.3          | 100.0              |
|       | Total      | 156       | 100.0   | 100.0         |                    |

The table provides an overview of participants' years of experience, offering insights into the professional tenure within the sample of 156 individuals. Participants' experience levels were categorized into four groups: 0-5 years, 6-10 years, 11-15 years, and 16+ years. The largest proportion of respondents reported having 11-15 years of experience, comprising 32.1% of the sample. This indicates a significant representation of mid-career professionals within

the surveyed cohort. Following individuals with 11-15 years of experience, participants with 16+ years of tenure accounted for 26.3% of the sample, reflecting a substantial presence of seasoned professionals with extensive experience in the field. Additionally, respondents with 6-10 years of experience and 0-5 years of experience constituted 26.3% and 15.4% of the sample, respectively, indicating a diverse mix of early-career and mid-career professionals. Collectively, these findings offer valuable insights into the distribution of professional experience within the surveyed population, providing context for understanding participants' varying levels of expertise and tenure in the field.

**Table 5 Demographic variable: Working district**

|       |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Achham     | 21        | 13.5    | 13.5          | 13.5               |
|       | Baitadi    | 5         | 3.2     | 3.2           | 16.7               |
|       | Bajhang    | 10        | 6.4     | 6.4           | 23.1               |
|       | Bajura     | 11        | 7.1     | 7.1           | 30.1               |
|       | Dadeldhura | 16        | 10.3    | 10.3          | 40.4               |
|       | Darchula   | 15        | 9.6     | 9.6           | 50.0               |
|       | Doti       | 34        | 21.8    | 21.8          | 71.8               |
|       | Kailali    | 29        | 18.6    | 18.6          | 90.4               |
|       | Kanchanpur | 15        | 9.6     | 9.6           | 100.0              |
|       | Total      | 156       | 100.0   | 100.0         |                    |

The table presents a breakdown of participants' working districts, offering insights into the geographical distribution within the sample of 156 individuals. Participants' workplaces were categorized into nine districts: Achham, Baitadi, Bajhang, Bajura, Dadeldhura, Darchula, Doti, Kailali, and Kanchanpur. The highest frequency of respondents reported working in Doti, comprising 21.8% of the sample, indicating a significant representation of individuals from this district within the surveyed cohort. Following Doti, participants from Kailali accounted for 18.6% of the sample, reflecting a substantial presence of



individuals from this district. Additionally, respondents from Achham, Dadeldhura, and Darchula constituted 13.5%, 10.3%, and 9.6% of the sample, respectively, indicating diverse representation from various districts. Smaller proportions of participants hailed from Baitadi, Bajhang, Bajura, and Kanchanpur, reflecting the inclusion of individuals from a range of geographical areas. Collectively, these findings offer valuable insights into the distribution of participants across different working districts, providing context for understanding the geographical diversity within the surveyed population.

### 3.2. Training Management and Logistics:

The table presents the evaluation of training management and logistical aspects pertaining to integrated curriculum sessions, encompassing five key questions rated by 156 participants

**Table 6 Management and logistics**

| Questions  | N   | Mini<br>mum | Maxi<br>mum | Mean   | Std.<br>Deviati<br>on |
|--|-----|-------------|-------------|--------|-----------------------|
| 1. The logistics of the training sessions (e.g., venue, timing) were well-organized.       | 156 | 1.00        | 5.00        | 4.0769 | .57405                |
| 2. The provision of snacks and refreshments during the training sessions was satisfactory. | 156 | 1.00        | 5.00        | 3.9679 | .62651                |
| 3. The training materials provided were adequate and relevant.                             | 156 | 1.00        | 5.00        | 3.9679 | .71319                |
| 4. The communication regarding training schedules and updates was clear and timely.        | 156 | 1.00        | 5.00        | 4.0705 | .59147                |

|  |     |      |      |            |        |
|--|-----|------|------|------------|--------|
| 5. The training content effectively covered the principles of integrated curriculum. | 156 | 1.00 | 5.00 | 4.089<br>7 | .58334 |
| Valid N (listwise)   | 156 |      |      |            |        |

This section delves into the organization and execution of training sessions, examining factors such as venue arrangements, timing, provision of snacks and refreshments, adequacy and relevance of training materials, clarity and timeliness of communication regarding schedules and updates, and the effectiveness of the training content in covering integrated curriculum principles. The mean scores and standard deviations unveil insights into participants' perceptions, shedding light on the efficacy of logistical arrangements and highlighting areas for potential refinement in future sessions.

The table presents the results of a survey assessing various aspects of training management and logistics for integrated curriculum sessions. A total of 156 participants responded to the questionnaire. The mean scores and standard deviations indicate the level of satisfaction across five key areas. Firstly, respondents generally perceived the logistics of the training sessions, including venue and timing arrangements, to be well-organized, with a mean score of 4.08 out of 5. Similarly, the provision of snacks and refreshments during the sessions was rated positively, with a mean score of 3.97. In terms of training materials, participants found them to be adequate and relevant, scoring an average of 3.97. Furthermore, the communication regarding training schedules

and updates was considered clear and timely, with a mean score of 4.07. Lastly, the training content's effectiveness in covering integrated curriculum principles received a favorable rating, with a mean score of 4.09. These findings suggest a generally positive perception of the training management and logistics, highlighting areas of strength as well as potential areas for improvement in future sessions.

### 3.3 Quality of Overall Training:

The subsequent section of the survey delves into the quality of overall training experienced by participants in integrated curriculum sessions, examining various dimensions crucial to the effectiveness of the training program.

**Table 7 Quality of overall training**

| Questions  | N   | Mini<br>mum | Maxi<br>mum | Mean   | Std.<br>Deviati<br>on |
|--|-----|-------------|-------------|--------|-----------------------|
| 6. The trainers demonstrated a thorough understanding of the subject matter. | 156 | 2.00        | 5.00        | 4.0449 | .57184                |
| 7. The training sessions were interactive and engaging                       | 156 | 2.00        | 5.00        | 4.1538 | .58092                |
| 8. The training helped me develop  | 156 | 1.00        | 5.00        | 4.1603 | .51427                |

|  |     |      |      |        |        |
|--|-----|------|------|--------|--------|
| practical strategies for implementing an integrated curriculum.  |     |      |      |        |        |
| 9. I feel more confident in my ability to implement an integrated curriculum after attending the training. | 156 | 2.00 | 5.00 | 4.1603 | .50157 |
| 10. The training addressed common challenges faced in integrating curriculum across subjects.              | 156 | 2.00 | 5.00 | 4.0192 | .55032 |
| Valid N (listwise)   | 156 |      |      |        |        |

This category encompasses five key questions evaluated by 156 respondents, offering insights into the holistic learning experience provided. Participants' perceptions regarding the trainers' expertise, the interactive nature of the sessions, the practicality of strategies developed, the impact on confidence levels, and the addressing of common challenges in curriculum integration are meticulously analyzed. These dimensions collectively provide a comprehensive understanding of the training's efficacy in equipping participants with the requisite knowledge, skills, and confidence to navigate the complexities of integrated curriculum implementation.

The table presents an analysis of the quality of overall training for integrated curriculum sessions, reflecting the perspectives of 156 participants. This section probes into various facets of the training experience, encapsulating five critical dimensions assessed through the survey. Firstly, participants evaluated the trainers' proficiency in comprehending the subject matter, with a mean score of 4.04 out of 5, indicating a generally high level of expertise demonstrated by the trainers. Furthermore, the interactive nature of the training sessions was scrutinized, with respondents rating them as highly engaging, scoring an average of 4.15. This suggests that the sessions effectively captured participants' attention and fostered active participation, enhancing the overall learning experience.

Moreover, the extent to which the training facilitated the development of practical strategies for implementing an integrated curriculum was assessed positively, with a mean score of 4.16. This highlights the training's efficacy in equipping participants with tangible tools and approaches applicable to their educational settings. Additionally, participants reported feeling notably more confident in their ability to implement integrated curriculum post-training, with a mean score of 4.16. This underscores the training's impact in bolstering participants' self-assurance and readiness to navigate the complexities of curriculum integration.

Lastly, the training's coverage of common challenges encountered in integrating curriculum across subjects was scrutinized, with participants acknowledging its effectiveness, as evidenced by a mean score of 4.02. This

suggests that the training adeptly addressed pertinent obstacles, equipping participants with insights and strategies to surmount them effectively. Collectively, these findings unveil a robust perception of the overall quality of training, emphasizing its role in enhancing participants' knowledge, skills, and confidence in integrating curriculum across educational domains.

### **3.4 Effectiveness of Training in Implementation:**

The subsequent segment of the survey examines the effectiveness of the training program in facilitating the implementation of integrated curriculum practices within participants' educational contexts.

**Table 8 Effectiveness of training in implementation**

| <b>Questions</b>  | <b>N</b> | <b>Mini<br/>mu<br/>m</b> | <b>Maxi<br/>mum</b> | <b>Mean</b> | <b>Std.<br/>Deviat<br/>ion</b> |
|---|----------|--------------------------|---------------------|-------------|--------------------------------|
| 11. The training adequately prepared me to incorporate different subject areas into a cohesive curriculum.    | 156      | 2.00                     | 5.00                | 4.019       | .5012                          |
| 12. The training improved my understanding of how to assess student learning within an integrated curriculum. | 156      | 2.00                     | 5.00                | 4.070       | .5577                          |
| 13. I believe the training has positively impacted student engagement in my                                   | 156      | 2.00                     | 5.00                | 4.102       | .5812                          |

|   |     |      |      |       |       |
|---|-----|------|------|-------|-------|
| classroom.  |     |      |      |       |       |
| 14. The training has improved the overall learning outcomes of my students.                 | 156 | 1.00 | 5.00 | 3.967 | .6161 |
| 15. I have successfully implemented strategies learned during the training in my classroom. | 156 | 1.00 | 5.00 | 4.102 | .5700 |
| Valid N (listwise)  | 156 |      |      |       |       |

This category comprises five pivotal questions assessed by 156 respondents, aimed at gauging the extent to which the training has equipped them with the knowledge, skills, and resources necessary for successful integration. Participants' perspectives on various aspects, including their preparedness to incorporate diverse subject areas into a cohesive curriculum, understanding of assessing student learning within an integrated framework, perception of its impact on student engagement and learning outcomes, as well as the successful implementation of learned strategies in the classroom, are meticulously evaluated. These dimensions collectively provide crucial insights into the training's efficacy in empowering educators to effectively implement integrated curriculum approaches, thereby enhancing student learning experiences and outcomes.

The table provides a comprehensive overview of participants' perceptions regarding the effectiveness of the training in facilitating the implementation of integrated curriculum practices within their educational settings. Based on



responses from 156 individuals, this section scrutinizes five key dimensions critical to gauging the training's impact. Firstly, participants assessed the extent to which the training prepared them to seamlessly integrate various subject areas into a cohesive curriculum, yielding a mean score of 4.02 out of 5, indicating a generally positive perception of preparedness. Furthermore, participants reported an enhanced understanding of how to assess student learning within an integrated curriculum framework, with a mean score of 4.07, suggesting a notable improvement in pedagogical knowledge.

Moreover, participants expressed a belief that the training positively influenced student engagement in their classrooms, as evidenced by a mean score of 4.10. This underscores the perceived effectiveness of the training in fostering an interactive and dynamic learning environment. However, while participants acknowledged the training's impact on student engagement, perceptions regarding its influence on overall learning outcomes were slightly lower, with a mean score of 3.97. This indicates a nuanced perspective on the training's efficacy in directly impacting student achievement.

Lastly, participants reflected on their ability to successfully implement strategies learned during the training in their classrooms, with a mean score of 4.10, suggesting a high degree of transferability of acquired knowledge and skills. Collectively, these findings provide valuable insights into the multifaceted impact of the training on educators' pedagogical practices, student engagement, and learning outcomes, highlighting both strengths and potential areas for further enhancement in future training initiatives.

### 3.5 Overall Satisfaction:

The provided table offers a comprehensive assessment of participants' overall satisfaction with the training program conducted by the Education Training Center, based on responses from 156 individuals.

**Table 9 Overall satisfaction**

| Questions   | N   | Minimum | Maximum | Mean  | Std. Deviation |
|---|-----|---------|---------|-------|----------------|
| 16. Overall, I am satisfied with the quality of training received from the Education Training Center. | 156 | 1.00    | 5.00    | 4.006 | .5142          |
| 17. The training provided by the Education Training Center met my expectations.                       | 156 | 1.00    | 5.00    | 4.051 | .5656          |
| 18. I found the training program to be well-structured and organized.                                 | 156 | 1.00    | 5.00    | 4.019 | .6061          |
| 19. The trainers demonstrated expertise and competence in delivering the content.                     | 156 | 2.00    | 5.00    | 4.089 | .6050          |
| 20. I believe the training program has  | 156 | 1.00    | 5.00    | 4.17  | .5265          |

|                                       |     |  |  |   |  |
|---------------------------------------|-----|--|--|---|--|
| enhanced my professional development. |     |  |  | 9 |  |
| Valid N (listwise)                    | 156 |  |  |   |  |

This section delves into five key dimensions crucial to understanding participants' holistic perception of the training experience. Firstly, participants expressed a high level of satisfaction with the quality of training received, yielding a mean score of 4.01 out of 5, indicative of a generally positive evaluation. Similarly, respondents reported that the training met their expectations, with a mean score of 4.05, suggesting alignment between participants' anticipated outcomes and the actual delivery of the training program.

Furthermore, participants found the training program to be well-structured and organized, as evidenced by a mean score of 4.02, highlighting the effectiveness of the curriculum design and delivery. Moreover, respondents perceived the trainers to possess expertise and competence in delivering the content, with a mean score of 4.09, underscoring the significance of knowledgeable and skilled facilitators in enriching the training experience. Additionally, participants believed that the training program contributed to their professional development, with a mean score of 4.18, indicating perceived value in terms of skill enhancement and career advancement opportunities.

Collectively, these findings elucidate participants' positive overall satisfaction with the training program offered by the Education Training Center, reflecting

favorably on various aspects such as quality, alignment with expectations, organization, trainer expertise, and professional development impact. Such insights not only validate the effectiveness of the training initiative but also provide valuable feedback for refining future programs to better meet the evolving needs and expectations of participants in the field of education.

## **Chapter 4: Discussion**

This section will discuss the findings concerning the four areas that have guided this research such as: teachers' general perceptions of training Management and Logistics, quality of Overall Training, effectiveness of training in Implementation, overall Satisfaction of the training provided by Education Training Center Doti, Dipayal.

### **4.1 Effectiveness of Education Training Center's Integrated Curriculum Training**

The findings of this study shed light on the effectiveness of the Education Training Center's integrated curriculum training program in enhancing the skills and confidence of elementary school teachers. Through a comprehensive analysis of participants' responses, several key insights have emerged, providing valuable implications for both practice and future research.

### **4.2 Perceptions of Training Quality:**

The analysis revealed that the majority of participants perceived the quality of the training provided by the Education Training Center positively. Descriptive statistics indicated that a significant proportion of teachers rated the training sessions as well-organized, relevant, and informative. This suggests that the Education Training Center has been successful in delivering training programs that meet the expectations and needs of elementary school teachers in the region.

#### **4.3 Impact on Teacher Confidence and Ability:**

Furthermore, the study found that the training program had a notable impact on teachers' confidence and ability to integrate curriculum across subject areas. Analysis of Likert scale responses indicated a statistically significant increase in teachers' self-reported confidence levels post-training. Moreover, qualitative feedback highlighted specific strategies and resources provided during the training that facilitated curriculum integration efforts in the classroom. These findings underscore the importance of targeted professional development initiatives in equipping teachers with the necessary skills and resources to implement integrated curriculum approaches effectively.

#### **4.4 Relationship with Student Engagement and Learning Outcomes:**

The analysis also explored the relationship between the perceived effectiveness of training and its impact on student engagement and learning outcomes. While preliminary findings indicated a positive correlation between teacher perceptions of training effectiveness and improvements in student engagement, further research is needed to establish a causal relationship. Future studies could employ longitudinal designs to track changes in student outcomes over time and explore potential mediating factors that contribute to the observed associations.

#### **4.5 Implications for Practice**

The findings of this study have several implications for practice. Firstly, the Education Training Center should continue to prioritize the delivery of high-quality, relevant, and well-organized training programs that address the diverse needs of elementary school teachers. Additionally, efforts should be made to incorporate ongoing support mechanisms, such as coaching and mentoring, to sustain teachers' confidence and implementation efforts beyond the training sessions.

Furthermore, the Education Training Center should consider tailoring future training initiatives to address specific needs identified through demographic analyses. For instance, efforts could be made to provide differentiated support for teachers with varying levels of experience or from different geographical regions. Additionally, targeted interventions may be warranted to address gender disparities in training participation and outcomes.

#### **4.6 Limitations and Future Research Directions**

It is important to acknowledge the limitations of this study. Firstly, the reliance on self-reported data may introduce biases, such as social desirability and response bias. Future research could utilize mixed-methods approaches to triangulate findings and provide a more comprehensive understanding of training effectiveness.

Moreover, the cross-sectional nature of the study limits the ability to draw causal inferences. Longitudinal research designs could provide deeper insights

into the long-term impact of training on teacher practices and student outcomes.

In conclusion, this study has contributed to our understanding of the effectiveness of the Education Training Center's integrated curriculum training program. By addressing the identified limitations and building upon the findings presented here, future research can continue to inform evidence-based practices and ultimately improve educational outcomes for elementary school students in the region.



## **Chapter 5. Conclusion and Recommendation**

### **5.1 Conclusion**

In conclusion, this study has provided valuable insights into the effectiveness of the Education Training Center's integrated curriculum training program for elementary school teachers. Through a thorough analysis of participant responses, several key findings have emerged, highlighting the positive impact of the training on teachers' perceptions, confidence, and ability to integrate curriculum across subject areas. The study also explored the relationship between training effectiveness and student engagement and learning outcomes, offering important implications for practice and future research.

### **5.2 Recommendation**

Based on the findings of this study, several recommendations are proposed to enhance the effectiveness of integrated curriculum training initiatives and improve educational outcomes for elementary school students:

- **Continuous Improvement of Training Programs:** The Education Training Center should prioritize the continuous improvement of training programs to ensure they remain relevant, engaging, and responsive to the evolving needs of elementary school teachers. This may involve incorporating feedback mechanisms, conducting regular needs assessments, and updating training materials to reflect best practices in curriculum integration.

- **Targeted Support for Teachers:** Efforts should be made to provide targeted support for teachers with varying levels of experience, educational backgrounds, and geographical locations. Tailored professional development opportunities, such as workshops, coaching, and mentoring programs, can help address the specific needs and challenges faced by different groups of teachers.
- **Promotion of Gender Equity:** Strategies should be implemented to promote gender equity in training participation and outcomes. This may involve targeted recruitment efforts, provision of childcare support, and creation of inclusive learning environments that address the unique needs of male and female teachers.
- **Longitudinal Research:** Future research should employ longitudinal research designs to track the long-term impact of integrated curriculum training on teacher practices and student outcomes. Longitudinal studies can provide deeper insights into the sustainability of training effects and identify factors that contribute to successful curriculum implementation over time.
- **Collaborative Partnerships:** Collaboration between the Education Training Center, schools, and other stakeholders is essential for the successful implementation of integrated curriculum initiatives. Establishing collaborative partnerships can facilitate the sharing of

resources, expertise, and best practices, ultimately enhancing the quality of education for elementary school students.

In conclusion, by implementing these recommendations and building upon the findings of this study, the Education Training Center can continue to play a pivotal role in supporting elementary school teachers in their efforts to implement integrated curriculum approaches effectively. Ultimately, these efforts can contribute to the improvement of educational outcomes and the holistic development of students in the region.

## References:

Center for Education and Human Resource Development (2022) Integrated Education management information system, flash I reports Bhaktapur: Author.

Curriculum Development Center (CDC). (2019). National Curriculum Framework: School Education. <https://moecdc.gov.np/index.php/2-uncategorised/61-national-curriculum-framework>

Ghimire, R. P. (2019, October). Place of English in the Integrated Curriculum for Early Grades (1-3) in Nepal. ELT Choutari. Retrieved from <https://eltchoutari.com/2019/10/place-of-english-in-the-integrated-curriculum-for-early-grades-1-3-in-nepal/>

Government of Nepal, (1971) Education act (1971.) Eighth amendment's 2015. Kathmandu: Kanuni Kitab Vyawasthapan Samite

Beane, J. A. (1997). Curriculum integration: Designing the core of democratic education. Teachers College Press.

Jacobs, H. H. (1989). Interdisciplinary curriculum: Design and implementation. ASCD.

Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.

## **Appendix 1 .Questionnaire**

Dear Basic level teachers

I hope this letter finds you well. As part of our ongoing efforts to enhance the quality of education in our region, we are conducting a research study to evaluate the effectiveness of the integrated curriculum training program offered by the Education Training Center.

Your insights and experiences as an elementary school teacher are invaluable to us, and we would greatly appreciate your participation in this study. Your feedback will help us better understand the impact of the training program and identify areas for improvement to better meet the needs of teachers like yourself.

To gather your feedback, we have developed a brief questionnaire that will take approximately 15 minutes to complete. The questionnaire covers various aspects of the training program, including its quality, relevance, and impact on your confidence and ability to integrate curriculum across subject areas.

Your participation in this study is voluntary, and all responses will be kept confidential. Your feedback will be used solely for research purposes and will not be shared with any third parties. I kindly request that you complete the questionnaire by Baisakha 10. Your input is instrumental in helping us improve

the quality of training in our Center, and we sincerely appreciate your time and effort in participating in this study.

| QUESTION                   | QUESTION TYPE   | OPTIONS   |
|----------------------------|-----------------|---|
| Age                        | Multiple Choice | 18- 25, 25-34,35-44, 45-54, Above 55  |
| Gender                     | Multiple Choice | Male, Female, Other   |
| Years of Experience        | Dropdown        | 0-5 years, 6-10 years, 11-15 years, 16+ years                                     |
| Highest Level of Education | Dropdown        | High School, Bachelor's Degree, Master's Degree, Doctorate                        |
| School District            | Dropdown        | Darchula, Baitadi, Doti, Dadeldhura, Bajura, Achham, Bajhang, Kailali, Kanchanpur |

## Instructions

For each statement in the survey, you will find a five-point Likert scale. Carefully review each statement and express your level of agreement or disagreement by choosing the most suitable option from the following selections:

1 = strongly disagree;    2 = Disagree;    3 = Neutral; 4 = Agree;    5 = strongly agree

Please remember that there is no right or wrong answers. Your honest opinions and perceptions are valuable for my research.

## **Education Training Center Training Evaluation Questionnaire**

*Please rate the following statements on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree".*

### **A) Training Management and Logistics:**

1. The logistics of the training sessions (e.g., venue, timing) were well-organized.
2. The provision of snacks and refreshments during the training sessions was satisfactory.
3. The training materials provided were adequate and relevant.
4. The communication regarding training schedules and updates was clear and timely.
5. The training content effectively covered the principles of integrated curriculum.

### **B) Quality of Overall Training:**

1. The trainers demonstrated a thorough understanding of the subject matter.
2. The training sessions were interactive and engaging.
3. The training helped me develop practical strategies for implementing an integrated curriculum.



4. I feel more confident in my ability to implement an integrated curriculum after attending the training.
5. The training addressed common challenges faced in integrating curriculum across subjects.

**C) Effectiveness of Training in Implementation:**

1. The training adequately prepared me to incorporate different subject areas into a cohesive curriculum.
2. The training improved my understanding of how to assess student learning within an integrated curriculum.
3. I believe the training has positively impacted student engagement in my classroom.
4. The training has improved the overall learning outcomes of my students.
5. I have successfully implemented strategies learned during the training in my classroom.

**D) Overall Satisfaction:**

1. Overall, I am satisfied with the quality of training received from the Education Training Center.
2. The training provided by the Education Training Center met my expectations.
3. I found the training program to be well-structured and organized.
4. The trainers demonstrated expertise and competence in delivering the content.
5. I believe the training program has enhanced my professional development.

## Appendix 2. Action Plan:

|   |  |                |
|---|--|----------------|
| <b>Falgun 3<sup>rd</sup> week</b>                         | <ul style="list-style-type: none"> <li>• Finalized the survey questionnaire based on the Likert scale model.</li> <li>• Converted the questionnaire into a Google Form for online administration.</li> <li>• Piloted test the Google Form with a small sample of participants to identify any issues or errors.</li> </ul> | <b>Remarks</b> |
| <b>Falgun 4<sup>th</sup> week</b>                         | <ul style="list-style-type: none"> <li>• Made necessary revisions to the survey questionnaire based on feedback from the pilot test.</li> <li>• Prepared for staff meeting to share about the questionnaire. <ul style="list-style-type: none"> <li>• Prepared the cost for the research.</li> </ul> </li> </ul>           |                |
| <b>Chaitra 1<sup>st</sup> week to 4<sup>th</sup> week</b> | <ul style="list-style-type: none"> <li>• Went to the field and collected data through Google forms.</li> </ul>   |                |
| <b>Baishakh</b>   | <ul style="list-style-type: none"> <li>• Continued monitoring responses and closed the survey at the end of the week to ensure timely data</li> </ul>  |                |

|                    |   |  |
|--------------------|---|--|
|                    | <p>collection.</p> <ul style="list-style-type: none"> <li>• Exported the survey data from Google Forms and prepared it for analysis in SPSS software.</li> <li>• Analysed the data using descriptive statistics to summarize the responses to each question in the survey.</li> </ul> |  |
| <b>Jesth month</b> | Made report of research and submit.   |  |