

Transitioning From the +2 Level to the Primary Level: Community School English Language Teachers' Experiences

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Abstract

Some English language teachers, who have been teaching at the +2 level in their teaching career, are required to shift to the primary level when/if they are appointed as permanent primary level teachers. Students of the +2 level are different from the students of the primary level in terms of their developmental stages, learning needs and classroom dynamics. Thus, when the teachers shift from one level of teaching to another, they require important pedagogical adjustments. In spite of having an increasing rate of such shifts, especially in the context of Nepal, there are inadequate studies regarding how teachers experience and adapt to these changes. In this context, the aim of this article is to examine the experiences of English teachers moving from the +2 to the primary level underscoring the challenges and professional changes they face. In order to conduct this research, I utilized a qualitative narrative method that allowed me to thoroughly associate with the personal narratives of two purposively chosen teachers working in Jhapa district. I conducted in-depth interviews with them and thoroughly analyzed them. The analysis reveals five major themes: moving from lecture-style to interactive teaching approaches, adjusting to new classroom dynamics, handling emotional and psychological changes, navigating the rewards and challenges of instructing young students as well as undergoing professional development. Despite the shift being challenging in the beginning, both teachers gained significant skills regarding student-fronted pedagogy and emotional involvement. This article stresses the necessity of required training and policy-level assistance to help teachers manage such changes and improve in their noble responsibilities.

Keywords: Pedagogical adaptation, primary level teaching, professional skills, teacher transition

Introduction

Teaching is considered as one of the most important and acclaimed professions internationally since it helps to build up the knowledge, skills and values to the up-coming generations. Teaching profession should not be viewed as a tool of earning livelihood rather it should also be considered as a pledge to promoting learners and supporting to the development of society. At present teaching is not limited within the transmission

of knowledge rather extends beyond it. In this regard, Biesta (2007) states that teaching comprises promoting effective learning experiences and motivating transformative change. Teaching is an important profession that encourages the students to develop creative thinking, critical thinking, curiosity and also motivates to employ knowledge to resolve their day-to-day problems. Supporting this concept, Darling-Hammond et.al. (2020) focuses that teachers perform important role in promoting higher-order thinking, creativity as well as communication skills among learners.

In this 21st century to make the teaching learning activities meaningful, worthwhile and sustainable, it is essential to be strong in both content knowledge and pedagogical practices that help to address diverse and multilingual contexts of classrooms. In addition, teachers need to integrate inclusive types of strategies and culturally responsive pedagogies for the sake of responding learners who are from multiple linguistic and sociocultural backgrounds (Gay, 2018; Garcia & Wei, 2014). It shows that meaningful instruction is dynamic and contextually appropriate which links up pedagogical proficiency, flexibility, and a detailed understanding of students' needs and desires in progressively complex educational contexts.

Teaching, in the context of Nepal, is regarded as both an interest-led and necessity-led profession as in many other countries. In these countries including Nepal people involve in the teaching profession because of their personal interest, social impacts or for economic protection. Research discloses that enthusiasm for selecting teaching profession in the context of Nepal includes intrinsic aspects such as individual desire, extrinsic aspects like job security and social impacts also play influential role in the involvement of teaching profession. In this context, a study conducted by Khanal and Phyak (2021) indicates the various factors such as personal interest, school-based factors, as well as socio-cultural and political related aspects influence teacher inspiration in Nepal.

The reason for choosing teaching as their profession is varied from person to person. For example, some people involve in the field of teaching profession since they have a great passion to assist and stimulate students; on the other hand, others consider teaching as a better and constant profession, which has long lasting pros. Researches have shown that both intrinsic factors such as individual desire and social support, and extrinsic aspects such as the security of job and economic incentives affects the decisions of people for pursuing teaching career (Richardson & Watt, 2006).

In the Nepalese context, teaching career is considered as one of the honored and steady professions. The job entices people who like to pursue enduring employment along with recognition from the society. Nevertheless, some other people choose teaching career not because it is their dream job, but because they see limited prospects in other areas (Shahi, 2021). This suggests that this profession is viewed as an honored and safe career, mainly in government aided schools for those who want to have secured job and social tribute. Meanwhile, other people involve in the teaching profession not because teaching was their interest, but because they did not find any other good opportunities in other areas.

There are two major stages of school education system in Nepal. They are primary level (Grades 1-5) and the +2 level (grades 11-12). The primary level which is also called basic level envisioned for the children from 5 to 10 years old. This level emphasizes on basic level of literacy, numerical aspects and basic level of knowledge in main/core subjects. The primary level of education is free as well as compulsory, as delegated by Constitution of Nepal (2015) and Education Act (Ministry of Education, 2016). On the contrary, the +2 level, which was also considered as higher secondary education support learners belonging to 16 to 18 years old, who start their grade 11 just after finishing the Secondary Education Examination (SEE). Administered by the National Examination Board (NEB), it offers specialized subjects such as Science, Management, Education and Humanities, preparing students for higher education or vocational careers (NEB, 2020). Although Nepal's education structure defines basic education as Grades 1–8 and secondary education as Grades 9–12, the teachers service commission (TSC) conducts separate examinations for primary, lower secondary, and secondary levels; therefore, the term *primary level* is used here instead of *basic level*.

In Nepal, the Teacher Service Commission (TSC) is the official body responsible for the selection, recruitment, and promotion of teachers in public schools. Established under the Education Act, 2028 (1971), the TSC conducts competitive examinations to appoint teachers at different levels – primary, lower secondary and secondary- ensuring that only qualified candidates enter the profession. The TSC exams are highly competitive, and successful candidates receive permanent government teaching positions with job security and benefits. However, till this date, there is not the security and job guarantee of the teachers who have been teaching at the +2 level since they have been appointed as the temporary teachers. Because of this fact, they attend the TSC examinations of all levels (primary, lower-secondary and secondary) for the sake of making the job secure and stable. In such a situation they may pass the TSC examinations of primary level and placed at the same level teachers within a district from where they have passed the examinations. It creates an exceptional teaching course of the +2 level English teachers who have to move to guide younger pupils which demands major changes in pedagogy and professional lives.

Research conducted on this issue in the international level has indicated that teachers who move from one level of teaching to another level mostly fight with changing the methods of teaching, strategies of classroom management, as well as techniques of assessment. In this context, it is better to cite the idea of Farrell (2016), who studied newly appointed English teachers in Singapore and came to the conclusion that those shifting from one level of teaching to another level faced difficulties in reshaping the philosophies of teaching, classroom practices as well as recognizing the needs of the learners. In the same vein, Tsui (2007) observed English language teachers working in Hong Kong, who were shifting across different grade levels. Based on her study, she found changing teaching strategies as one of the major problems encountered by teachers, specially while shifting to youngers students who need to be taught using more interactive and engaging type of pedagogical approaches. In the same way, research which was carried out by Uysal

in Turkey in (2012) revealed the challenges encountered by English language educators shifting to university levels from secondary levels. The research indicated that transitions in the needs of learner, expectations of curriculum, and strategies of assessment required important modifications in pedagogical approaches employed by teachers. Another study, carried out in Pakistan by Raza (2021), observed the movement of educators from secondary level to primary education. The study revealed that educators in the beginning felt challenging to change the teaching methods because young learners needed more engaging, activity-oriented learning in comparison to the lecture-based teaching which is mostly used at higher level. Most of the educators shared that they felt unprepared for the modification because of a lack of training required to develop the skills to teach the students of primary level.

Many studies are found in the context of Nepal regarding the teacher transition, but most of them have highlighted on up-ward mobility, i.e. from the primary level to higher ones or from private institutions to public institutions. In this regard, one of the ethnographic studies carried out by Phyak (2013) about English language teachers of Nepal moving from public to private schools emphasized that changing institutions demanded educators to bring change in their methods of teaching and admit new strategies of classroom management without any sufficient professional scaffolding. Likewise, Bhandari and Gautam (2020) observed the teacher motivation as well as professional identity among English teachers in Nepal. The research explored that many teachers feel crisis of professional identity while moving to varied teaching levels due to the changes in demographic dynamics of student, classroom opportunities and pedagogical expectations. Similarly, Khanal and Phyak (2021) explored teacher motivation in Nepal and found that career transitions within the education field are often influenced by external factors such as job security, financial incentives, and government policies. Having passed TSC examination, many teachers who had gained considerable experience as +2 (higher secondary level) teachers earlier are placed at the primary level. However, their study did not particularly explore the specific experiences of English language teachers who made this transition.

While previous studies have explored transitions from one educational setting to another, most have focuses on teachers shifting to higher levels or switching between institutional contexts. While a few studies have explored the experiences of English language teachers shifting from secondary to primary level teaching, such research appears t be lacking in the context of Nepal, particularly in Ilam. In my teaching experiences of ten years, I came to the conclusion that this type of gap is important since these transitions need teachers to move from content-loaded teaching to more engaging, learner-centered teaching, which shows inimitable challenges related to pedagogy and psychology. In this context, exploring the teachers' experiences who have moved from +2 level to primary level is significant for various reasons. First, discusses the perception of teachers regarding transition and how they deal with this transition. Next, it highlights the challenges that they face due to the transition from higher level to the lower level. Third, it assists policymakers, teacher trainers

and other stake holders regarding the scaffolding systems required to assist teachers to be successful in their new roles and responsibilities. By focusing on the narratives of the teacher participants selected for this study, this study contributes to the broader discussion of teacher career mobility, professional identity reconstruction, and teacher adaptation strategies. Keeping this fact into consideration, this study aims to explore the lived experiences of English language teachers who shifted from +2 level to the primary level having passed the TSC Examination.

Methodology

This is a narrative enquiry which aims to explore the experiences of English language teachers who shifted from +2 level to primary level after passing the TSC examination. For this, I purposively selected two teachers from the primary level teaching in Jhapa district, who before some years were teaching at +2 level in different parts of Nepal. Of those two selected teachers, Mohan (pseudonym) had a decade of teaching experience of teaching English to the students of +2 level. Till 2078 B.S. he was teaching at a public school in Dolakha district. However, since 2078 he has been working in a public school of Jhapa district as a primary level teacher. The school where he works at present is a basic school, where around 200 students are enrolled from class one to class eight.

Similarly, another respondent of the study Kabita (pseudonym) has ten years of teaching at the +2 level. She was teaching at a public school of Panchtar district till 2077 B.S. Since then, having passed the TSC examination of primary level in the same year, she has been working as a primary level teacher at a basic school of Jhapa district. Around 175 students have been studying in her school from grade one to grade eight. Both of them have completed Master's Degree in English Education from the Tribhuvan University. Both of them are familiar with me for many years. I myself live in Ilam but my home is in Jhapa. So, I contacted Mr. Mohan Khadka and told him my plan about the conduction of an indepth interview with him to gather the required information for the study. He expressed his agreement with me. So, I met him and started conducting unstructured in-depth interview with him. Our talking was recorded in an audio recorder. I talked to him around 3 hours in different issues aiming to explore his comprehensive experiences about the shifting of the job from +2 level English teacher to the primary level teacher. Next, I contacted Kabita and managed an in-depth interview with her to talk about her lived experiences regarding the job shifting from +2 level English language teacher to the primary level teacher in a basic school. This talking/ conversation was recorded in an audio recorder. In the course of both interviews, I attempted to follow the principle of bracketing that I tried my best to ask the probing questions without being influenced by my presupposition on the subject being studied. When the first phase of interview was over, I transcribed the interview listening to the audio recorder in detail. The interview was conducted in the Nepali language, but I transcribed it in English language. After that, I went through the interview transcripts thoroughly and coded, categorized and thematically analyzed following the reflexive thematic analysis proposed by Braun & Clarke (2006) approach.

Results and Discussion

This study examines the lived experiences of English teachers who transitioned from the +2 level to primary level after passing the TSC examinations. It stresses on the challenges encountered and the strategies employed by them to adapt to new professional roles. The results are presented according to key thematic areas.

The movement of the teachers from +2 level to the primary level has both opportunities and challenges for teachers. This type of shift mostly needs an important adjustment in teaching methodologies. In this regard, Tomlinson and Imbeau (2010) argue that younger learners are found to be different from adult learners regarding cognitive and emotional needs. Because of this fact, it is necessary to make some sort of adaptation by teachers in order to make the classes more interactive and engaging. They also need to focus on basic language skills rather than innovative type of analytical and critical thinking. Some teachers find this type of shift refreshing while some others may find it burden to be adjusted in the lower-level classes. Keeping this into the consideration, I selected two teachers and carried out an in-depth interview with them aiming to dig out their experience on the shifting from +2 level English educators to the lower level.

Adjusting Teaching Methodologies

When English language teachers transit from the +2 level to the primary level, they are required to basically consider the teaching methods and techniques. In the higher level (i.e., +2 level) teachers are familiarized to developing critical thinking and promoting focused discussions. Nevertheless, instructing the students of primary level requires a more planned, communicating, and visually appealing and engaging approach. When children are given the exposure of language using gamification techniques, they learn it more naturally and efficiently. Thus, teaching methods that the teachers employ while teaching the primary level students need to be more concrete and repetitive instead of analytical (Brown, 2007). In this regard, Mohan, one of the respondents of my study, shared:

Shifting to primary teaching from higher secondary was a big change to me. While teaching the students of +2 level, I used to focus on complex literary themes but now to teach to the students of primary level, I have to start from vocabulary level and basic structure of sentence. In the beginning, I felt that I could not do this, but gradually I felt the significance of using different supplementary materials such as games, songs, and other visual materials which help me keep the young pupils engaged in learning.

In the above saying, Mohan describes the shift from teaching older students (+2 level) to younger learners (primary level) as equally challenging and transformative. When he was at the +2 level, he was habituated to teaching relatively complex ideas and leading advanced discussions that needed critical and creative thinking from the learners. However, when he started teaching the students of primary level, his previous methods or strategies of teaching did not support him. He could not make his students learn something teaching in the same way how he used to teach his +2 level students. This condition made him

frustrated. That's why, in the beginning he experienced the shift challenging, but gradually he started realizing that younger learners need to be taught using more interactive, creative, as well as engaging methods. Therefore, he started using different language games, rhymes and visuals. This technique helped him to draw the interest of the students in learning. This also supported him greatly to make the transition manageable and rewarding. Eventually, he stressed adjusting teaching methods and techniques. It assisted him to meet the developmental needs and learning styles of his students belonging to different age groups. In the same vein, Kabita, next participant of the study noted:

Before this, when I was the teacher of +2 level students, I used to rely on ability of learners to analyze and debate. But when I started teaching younger students of primary level, I have to make each topic simple and full of fun. If I don't do so, whatever the effort I make go in vain. In the starting phase it was both challenging and boring to me. However, when I started to see interest and desire of learning in their innocent face, I devoted to make it more meaningful and effective.

The aforementioned statement stated by Kabita stresses the important change in teaching methods and techniques while shifting from the higher (i.e., +2) level to the lower (i.e., Primary) level. When she was at the +2 level, she relied on ability of the learners to analyze and debate which is associated with the concept of scaffolding developed by Vygotsky (1978). Nevertheless, instructing the younger learners of the primary level demanded a different approach and method because young learners cannot learn the things without making the concept simpler and full of enjoyment. She also reported that initially she found teaching primary level students both challenging and boring. But gradually, when she found some sort of interest and rage to know something on the innocent face of her students, she gave her all effort to make the instruction meaningful, effective and sustainable. This is associated with Piaget's (1952) theory of cognitive development. The theory highlights that young pupils learn better if they are taught employing different interactive and playful activities. Here, Kabita faced many challenges in the beginning but later she got success in making her students learn something. This reveals the importance of changing our teaching methods and techniques according to the different developmental stages of our students.

Handling Classroom Dynamics

Transitioning from the higher (+2) level to the lower (primary) level demands a substantial change in classroom dynamics. While teaching the students of the +2 level, many teachers like Mohan and Kabita of this study got chance to work with self-controlled and self-disciplined students at the +2 level, teachers like Mohan and Kabita worked with self-controlled students. Moreover, students of that level are more likely to be independent learners, who are capable of independent learning. On the contrary, students of primary level demand much focus on the management of their behavior because most of the young learners are still developing self-discipline and focus (Marzano, 2003). Because of this fact, teachers who teach at the primary level need to create a planned and structured environment and also need to give importance to social-emotional development of

students, which help them build basic social skills and emotional pliability. This type of shift demands teachers to be more dynamic, practical, patient and empathetic too who can understand the psychology of the learners very quickly there by make an appropriate decision immediately. In this context, Kabita stated:

While instructing the younger students of primary level, I have to be more practical and active to understand their psychology. Due to this reason, I captivated on creating a safe, supportive context where the younger children experienced active participating and learning, which ensure that they could grow both academically and psychologically in the classroom.

This aforementioned statement of Kabita stresses that teachers who teach the younger students need to be more active, alert, dynamic and patient. They have to employ more learner-centered and emotionally responsive approach while teaching them. She also highlighted on making a safe and supportive atmosphere in the classroom. This is very much similar with Maslow's Hierarchy of Needs (1943). The theory underscores that a sense of safety and belonging are bases for meaningful learning. In the same way, Mohan said:

When I was at the +2 level, the students whom I taught were more disciplined and attentive. But I found the students of primary level very weak in discipline and I also found that they had very little attention time. That's why, I frequently checked them whether they are engaged in the activities they were asked to do or in something else. In the beginning, it became a big challenge to me but gradually I learned to employ positive reinforcement and I also made a clear and concrete plan regarding what to do when. This helped me greatly to manage the classroom effectively.

In the above statement, Mohan stresses the differences that he found in the classroom dynamics between dealing the students of +2 level and the student of primary level. He stated that when he was teaching the students +2, he could not be more attentive and focused since his students were more disciplined and self-directed. Nevertheless, when he started teaching the primary level students after passing the TSC examination, he had to be more alert, active and dynamic to ensure that his younger students remained focused on the tasks assigned to them. To handle this situation, he modified by employing positive reinforcement and preparing clear routines, which supported him to create a systematic and meaningful learning environment.

Emotional and Psychological Adaptation

Transitioning of the teachers from instructing the students of +2 level to the students of primary level encompasses a great emotional and psychological shift. At the +2 level, teachers communicate with such students who are more independent, active, alert and likely to handle even the difficult tasks themselves. Thus, it requires less emotional involvement of the teachers. On the contrary, while teaching the students of primary level,

teachers need to be connected emotionally with them. It demands the deeper emotional involvement of the teachers because young children bloom in such context where they feel secure and supported emotionally. In this regard, Mohan viewed:

At first, when I began to teach the students of primary level, I found it very difficult because regularly I have to provide them emotional assistance. I had to reassure, motivate, inspire and encourage them frequently which I didn't have to while teaching the students of +2 level. But in course of time, I started to enjoy their innocence and energy, that made the experience pleasing.

By this, Mohan means that transitioning to teaching primary-level students required him to provide much more emotional support compared to teaching +2 level students. When he started teaching younger students, most of the time he had to encourage and reassure them. Sometimes he felt boring due to this. Nevertheless, gradually, he started to respect the innocence, interest, energy and desire to learn on young learners. This made his experience highly rewarding. Principally, Mohan focused on the importance of emotional adjustment needed for teaching younger students in an effective way. In this context, Kabita added:

When I began to teach younger learners that supported me understand the value of patience and empathy. I also learned to respect the emotions of younger students. Moreover, I also realized the importance of creating safe and supportive environment so that they felt honored. This movement from higher level to the primary level supported me to flourish their confidence and engagement, which eventually make my experience both challenging and rewarding.

In this statement, Kabita highlights that she had to develop greater patience and empathy after starting to teach to the younger children. In addition, she also needed to be more cautious regarding the emotional demands and establish a comfortable classroom environment thereby, her younger students felt secure, honored and valued. This method supported to boost up their level of confidence and also helped to stimulate their active involvement, which ultimately made her experience not only challenging but also deeply pleasing as a teacher of younger students.

Here, experiences of both participants; Mohan and Kabita, identify the emotional as well as psychological modification that they needed while transitioning from teaching the students of +2 level to the students of primary level. The realization made by Mohan regarding the necessity for regular emotional assistance and reassurance for younger children link up with Bowlby's (1988) attachment theory, that focuses the significance of emotional security in creating healthy development. In the same way, emphasis given by Kabita on patience, sympathy and establishing a safe, honored and valued space for young children links up with humanistic approach of Roger's (1969), that focuses the role of both empathy and unrestricted positive regard in the field of education.

Rewards and Challenges of Teaching Younger Learners

Teaching primary level students is both challenging and rewarding for educators shifting from higher levels. For educators transitioning from higher levels, the shift requires adapting to the distinct needs of young learners, who often need more attention, emotional support, and creative teaching methods. In comparison to the students of higher level, younger learners have shorter attention period and they also require continuous encouragement and motivation. Because of these reasons, teaching the students of primary level is highly demanding for teachers. Teachers need to be sound both academically and socially. Despite these all things, there are rewards of instructing young learners which are very precious. Their sense of curiosity, enthusiasm as well as sincere affection and love convey a sense of happiness and make classroom lively. In this context, Mohan stated:

I got a great deal of happiness in the curiosity and enthusiasm of my young learners even though it was not easy to adapt the needs and desires of them. When I saw a kind of curiosity of learning new things such as, meaning of new word, solving a simple mathematical problem and beautify sketches made by them, I forgot everything and became ready to help them. This event made me feel rewarding and fulfilling.

The above statement made by Mohan reveals the double experiences of instructing young learners. First, the challenges faced in the initial stage for addressing their needs and desires. Teachers shifted from the higher level to the primary level are likely to be unable to address their needs and demands being patient and emotionally intelligent. Second, Mohan stated that he got incomparable happiness when he found his students learning something like, new vocabulary, solving problems, coloring pictures effectively in front of him. This type of experience, according to him, made instructing younger learners very rewarding as well as fulfilling though that is full of challenging. Kabita also shared the similar thought, hence:

Teaching young children definitely requires a lot of effort and patience-it's not always easy. But what makes it so special is how openly they show their love and how excited they get when they learn something new. The best part of my job is watching them become more confident day by day. When I see a child who was once shy start raising his/her hand to answer questions, or when they proudly show me their work, it reminds me why I love teaching.

In the above saying, Kabita admits that instructing young students is complex job since it demands great patience and effort of teachers. Nevertheless, she also becomes happy because of their unconditional affection, curiosity for learning and concrete increase in confidence. Very simple incident such as a timid student involving in the work or showing their works being happy stimulates her passion for teaching transforming the challenges into excitement. The problems and rewards highlighted by both Mohan and Kabita associate with major theories of education. The experiences gained by them reflect Vygotsky's (1978) concept of scaffolding since they adjust teaching to young students'

developmental levels employing interactive methods such as vocabulary games as well as confidence-developing activities.

Professional Growth and Skill Development

The shift from instructing the students of +2 level to the students of primary level demands important pedagogical adjustment. Teachers have to bring change in their style and methods of teaching in order to fulfill the needs and desires of young children. Teachers have to be familiar with child-centered teaching methods and approaches. In the same way, they must have good skills of classroom management. Furthermore, they have to apply distinctive learning strategies so that they can fulfill the multiple learning demands of their diverse students. This shift offers meaningful and valuable opportunities for the professional development of the teachers. It also stimulates educators to think on their instruction. Consequently, it helps them to be flexible, competent and confident while teaching the students belonging to varied educational levels. In this context, Mohan shared:

Shifting to teaching the students of primary level supported me to be competent in noble teaching competencies. It required me to be competent in using songs, narratives, as well as real activities rather than delivering lectures. In the beginning, I found it challenging but gradually I got accustomed with new styles and methods of teaching. When I became more familiar with these new skills and methods of teaching younger students, it made me more active and creative educator which helped me greatly in my professional development.

The above reflection of Mohan shows the important professional revolution which is required while shifting to primary- level teaching from higher level. The above statement of Mohan prioritizes the basic changes in teaching approach made by him while shifting from +2 level to primary level. He stated that he used lecture method while teaching +2 students but shifted to more interactive and learner-centered method particularly suited to young students when started teaching the students of primary level. Kabita's transition to primary level teaching similarly reveals significant professional development, though with distinct emphases from Mohan's experience. She said:

When I started to teach young children, that changed my overall approach to instruction and evaluation. There is no formal test in the primary level rather there is the implementation of continuous assessment system. Because of this fact, I had to be acquainted with how to keep the portfolio and overall report of the learners for the purpose of evaluation. This change in instructional activities and evaluation system pushed me to be more accountable and responsible towards personal learning styles and desires of the students.

Here, Kabita shows three major types of professional development such as change in evaluation system from formal test to continuous assessment system, improving variation

skills to address the needs of diverse students, and shifting these amended methods across the grade levels. This development shows how shifting to primary level from higher secondary level is not only downward mobility rather it will help the educators to be strong professionally.

Conclusion

This study is not only limited in recording the experiences of the educators who shifted to the primary level from the higher secondary level. It goes beyond that focusing on the implication of cross level profession shift related to the government-aided education system of Nepal. The finding of this study reveals that the movement from higher level i.e., +2 level to the lower level i.e., primary level is not only limited within a change in grade level. Moreover, it encompasses a change in teachers' professional identity, pedagogical viewpoint and emotional involvement. That's why, this article states that movement of the teacher from higher level to lower level should not be viewed as solely downward mobility, but also an important opportunity for professional development.

The study derscores that educators who have to shift from one level of teaching to another level of teaching develop expertise to be adjusted easily in new places. They also become competent in child-centered pedagogy, realistic teaching, and applying socially responsive pedagogies. In this regard, the findings of this study suggest that it is necessary to recognize and give importance to such transitions. Though that is downward transition, it helps educators to be more flexible, creative, critical, reflective and context sensitive educators instead of considering themselves professionally inferior than others teaching at higher level.

Viewing the finding of this study from a policy and practice level, it points out the necessity of planned institutional assistance. Schools and concerned authorities should organize a kind of training program for them so that they can easily be familiar with their changed roles and responsibilities, which they have to perform in the lower level. If they lack that type of support and training, they may be frustrated because of not being able to handle the lower classes which may have a negative impact in providing quality education to the learners. Finally, they may quit the teaching profession creating negative attitude about it. Because of this reality, a kind of system-level interferences are required to make this type of cross-level transitions effective and enduring pathways for professional growth.

Concerning about the future, this study shows sufficient areas for research in the days to come. Other researches can focus on how such type of transition make long term impact on teachers' professionalism. In the same way, what type of support and program they expect from the institutions they are engaged in. Moreover, future researches could focus on various methodological approaches as well as larger sample sizes to explore more underexplored subjects.

At last, the present article shows that shifting between levels of teaching is always challenging. However, this type of transition either from the higher level to lower level or

from the lower level to higher level provide many opportunities for teachers to enhance their professionalism. The teachers, whom I concerned in this study, admitted that if they get adequate support along with recognition from the nation, this type of shifting is rewarding though it is financially unwelcoming. This type of shift can also help teachers grow professionally making them familiar with diverse learner-centered teaching strategies. Furthermore, if the students of primary level get chance being taught by such human resources, obviously the quality of education is strengthened.

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