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**Abstract:** The present article is a case study which evaluated the transfer of training during a teacher training in a preschool institution in Mexico City. It was taken by preschool educators, teachers and assistants, using the holistic model for training evaluation. The method adopted was the evaluative research and two different instruments were applied. Quantitative, the survey; and qualitative, the semi-structure interview. The obtained data came from three different agents: preschool educators, their principal and the trainers. The results were analyzed trilaterally and show a positive transfer of training from the educators, mainly blocked by the lack of time to introduce new changes to their teaching practice and possibly, due to the absence of support from their principal. Trainers think that regular follow ups are necessary to maintain the transfer of training. For its part, the principal observed that educators with long experience in the field were the less ones with an intention to do a transfer. This research, following the results in Mexico, arrives to the main conclusion that the evaluation of the transfer of training from teachers' trainings in preschool education is incipient. Thus, suggesting that new researches are necessary to consolidate the effectiveness and impact on this type of evaluation

**Resumen:** El presente artículo es un estudio de caso que evaluó la transferencia de aprendizajes durante una formación continua en una institución preescolar en la Ciudad de México, la cual fue estudiada por educadoras y asistentes utilizando al modelo holístico para la evaluación de la formación. El método adoptado fue la investigación evaluativa y se aplicaron dos tipos de instrumentos diferentes: cuantitativo, la encuesta; y cualitativo, la entrevista semiestructurada. Los datos obtenidos provinieron de tres agentes diferentes: educadores y asistentes, la directora y los capacitadores. Los resultados fueron triangulados y mostraron una transferencia de aprendizajes mayormente positiva por parte de las educadoras, bloqueada principalmente por la falta de tiempo para introducir nuevos cambios en su práctica docente, posiblemente debido a la falta de apoyo de su directivo. Los capacitadores piensan que se necesitan seguimientos regulares para mantener la transferencia de formación y la directora observó que eran las educadoras con una larga experiencia en el campo las que menos intención tenían de hacer transferencia. Esta investigación, llega a la conclusión principal que en México la evaluación de la transferencia de aprendizajes de formación continuas en educadoras en preescolar es incipiente. Por lo tanto, se sugieren nuevas investigaciones para consolidar la efectividad y el impacto de este tipo de evaluación

**Keywords:** Assistants; Evaluation; Teacher training; Preschool education; Preschool teachers; Transfer of training

**Palabras clave:** Asistentes; Evaluación; Formación continua; Educación preescolar; Educadoras; Transferencia de aprendizajes

## 1. Introduction

The teaching system in Mexico recognizes that the only way in which it is possible to upgrade the results of all active teachers is by using the evaluation in order to measure and analyze this process. (Secretaría de Educación Pública, 2017; Secretaría de Educación Pública, 2018).

It is possible to improve the spaces, resources, materials and family implications among other facets, but at the end the responsible to make it profitable for the children are teachers in charge of their care as well as their education.

Parallelly, it is known that a decisive stage in the education of individuals happens during preschool. Cebolla-Boado, Radl & Salazar (2014) mention: "*most of the skills that people end up acquiring are determined before they are six years old*" (p. 21). Thus, this study focuses on the evaluation of teacher trainings; to which teachers working at this stage attend, in order to know their repercussion into their teaching practices.

The evaluation of teacher trainings in preschool education is not new in other countries (Rolla & Rivadeneira, 2006; Barba-Martín & López-Pastor, 2017; Karademir, Cingi, Dereli & Akman, 2017) although it has received more interest recently. This is the reason this study proposes to show the necessity of the evaluation of transfer of training to apply the trainings into the classroom. For, knowing the success of trainings will empower the quality and pertinence of teacher trainings offered to them.

## 2. Literature review

### 2.1 Definition and importance of teacher trainings

By using the concept teacher training we understand "*the program or space for retaking contents and important concepts for the feedback of the practice*" (Arruda, Araújo, Locks & Pagliosa, 2008, p. 521). It involves the study of contents in order to revise and refresh all kind of jobs. In the same way, it contributes to develop the professional competences which help to make the tasks more effective, increasing the potential of the institutions, too (Tejada & Fernández, 2012).

It is also known that the need to update and train permanently is a requirement that applies to many other jobs further than teaching (Mayorga-Fernández, 2004). However, in teachers' trainings, it should not only consist in meaningless knowledge but in transforming the educational practice in favor of the student learning (Secretaría de Educación Pública, 2012).

Perrenaud (2004) argues that it is important that teachers attend trainings and the relevance of it lies in that "*no competition once built remains acquired by simple inertia. At least it must be preserved through its regular exercise (p.108)*". They allow to reinforce and update the competences in teachers with the purpose of strengthening their teaching practices. Therefore, teachers should attend trainings in a frequent way.

### 2.2 The transfer of training concept

This term, transfer of training, was defined by Baldwin & Ford (1988), as "*the degree in which participants apply the knowledge, skills and attitudes acquired in a context of training for the work*" (p. 63). Furthermore, it is expected that this application or change in work behavior is maintained for a long period.

As it has been mentioned before, it is important for all teachers to receive trainings. In addition to it, transferring the learnings they obtain to their practice with students is essential. In other words, applying what they have learned into their practice is key to succeed after the training: the time, money and effort invested should make it worth. However, trainings must provide the teachers with the learnings they will use in their everyday classrooms. Thus, improving and optimizing their teaching skills.

The transfer of training refers to the teachers' skills to apply what they have learned to new contexts and situations. In this sense, Tejada & Giménez (2007) come up with the classification of types of transfers, according to the effects they cause in learning:

- Positive transfer: It facilitates the learning to new situations. Previous learnings act as facilitators.
- Negative transfer: It refers to the confirmation of learning difficulties into new situations. it can be considered that previous learnings interfere into the new ones. A clear example is the use of homonyms or synonyms.
- Zero transfer: It refers how previous learnings do not have any effect on the new ones. (p. 247)

In order to obtain a positive transfer, these authors consider that it is necessary an unification of previous learnings, which depend on: a) the previous moments and those processes characterized by the codification of information or specific knowledge every teacher has, b) the assimilation of new knowledge and its relationship with preview knowledge, c) cognitive and learning strategies will also allow the transfer, promoting new learnings.

## 2.3 Training's evaluation models and the holistic model for training evaluation

The "*evaluation of the transfer of training*" is a stage that all trainings should include in their evaluation because it allows the analysis of the learning and transfer of contents from the agents involved. Thus, facilitating the optimization of trainings (López-Rodrigo, Feijo-Cid, Novel-Martí & Leyva-Moral, 2017).

There are different models that propose methodologies to evaluate trainings. In general, they all depart from the contributions by the theoretical expert in evaluation, Donald Kirkpatrick (1998).

This author's model, known as the *Kirkpatrick mode*l, proposes four independent dimensions of training: 1) participants' satisfaction, 2) learnings made by them, 3) workplace behavior, and 4) effects and impacts that the transfer of training generates into the organization.

At this point, the Meignant Model (Meignant, 1997) may come in handy because, despite raising the same levels of evaluation as the Kirkpatrick model, it identifies two types of impact: individual and collective objectives, which are worth identifying and differentiating.

Nevertheless, for trainings related to teachers' education, this study proposes the use of *the holistic model for training evaluation* (Pineda, 2002) due to the following reasons:

1. It offers a global and systematic evaluation that allows analyzing all the variables that affect a training's evaluation in a unified a manner.

2. The model emerges from a cross-answer from five basic questions (whom do I evaluate for? what do I evaluate? who evaluates? when do I evaluate? and how do I evaluate?). This allows an effective evaluation plan for each training (Table 1).

**Table 1.**
Questions suggested by the holistic model for training evaluation (Pineda, 2002)

| Question | |
|---|---|
| 1. For whom? | Recipient of the evaluation. |
| 2. What? | Six levels of evaluation: Satisfaction, Learnings, Pedagogical Adequacy, Transfer of Training, Impact and Profitability (Table II). |
| 3. Who? | Agents who participate in the evaluation. |
| 4. When? | Before starting the training (initial evaluation), during the training (formative evaluation), at the end of the training (final evaluation), some time after completing the training (transfer evaluation). |
| 5. How? | Election of evaluation instruments: interviews, questionnaires, controls, final test observations, profitability calculations, etc. |

3.  The evaluation levels that this model proposes, include a pedagogical dimension, which the other models do not include (Table 2).

**Table 2.**
Evaluation levels from the holistic model for training evaluation (Ibid, 2002)



Level proposed by this model

| Level | | |
|---|---|---|
| **Level 1** | Satisfaction | Participant's satisfaction about the training |
| **Level 2** | Learnings | Participant's achievement of the learning objectives |
| **Level 3** | Pedagogical Adequacy | Pedagogical coherence of the training process. |
| **Level 4** | Transfer of training | Transfer of training to the workplace and transfer barriers. |
| **Level 5** | Impact | Training impact of the institution's objectives |
| **Level 6** | Profitability | Training's profitability for the institution. |

4.  The model considers that the transfer of training can be limited by possible transfer barriers, which can be of different kinds and are classified as:

- *Organizational barriers:* Participants do not receive the necessary support from the organization, either in material, orientation or support of their initiatives.
- *Formative barriers:* Design and development of the training does not allow the transfer.
- *Personal barriers:* Participants are not prepared or motivated to transfer the training (Ibid, 2002, p. 268).

Similar to the barriers that the holistic model for training evaluation identify, Doherty (2011) adds two more types: the policies, referred to the absence of an institutional strategy and the cultural ones, related to the existence of values and rules that do not promote change.

Despite that there are several authors who use a different jargon: factors (Baldwin & Ford, 1988), elements of transfer (Holton, 2005), characteristics for the transfer (Ingvarson, Meiers & Beavis, 2005), yet, they all agree that there are different types of conditions that can hinder or obstruct the transfer of training. Thus, in order to minimize the extent in which they can affect a successfully transfer, it is important to identify and study them.

As Cano (2016) argues, evaluating the transfer of training is a complicated process that comes at a cost in time, money and effort since it implies several processes: the evaluation of the transfer in different periods of time, the participation of various agents related to the training, and the analysis of all the data collected.

Considering the importance of trainings for preschool teachers and assistants, it is relevant and necessary to evaluate the transfer of training they perform into their classrooms while using a model that best adapts to the characteristics of the training they receive. Knowing the effectiveness of the training will help strengthening the quality and relevance of trainings that are offered and received.

## 3. Method

The objective of this study was to evaluate the transfer of training from a preschool training taken by teachers and assistants using the holistic model for training evaluation. This is the first use of the holistic model in this context, so the results obtained will guide future applications in preschool trainings.

The method of evaluative research (Latorre, Rincón & Arnal, 1996) was used and quantitative and qualitative instruments were implemented. The purpose of using both types of instruments was to triangulate the information obtained in order to explain with accurate data, the transfer of training teachers and assistants made to their teaching practice. Once the research was completed, the results of this study were delivered to all participants, as proposed by the method used.

### 3.1 Contextualization

The study was carried out in Mexico City. Preschool educators, from a same institution, were taking a 120-hour course on key competences for preschool children from a constructivist approach. Only two modules out of five were evaluated: Module III. Adult-Child Interaction and Module IV. Planning and evaluation of teaching. For, those were the ones that included theoretical-practical contents that involved the transfer of training from the educators into their practice.

### 3.2 Participants

The selection of the participants was intentional and not probabilistic, which implies an informal selection based on the interests of the research (Sabariego, 2004). In this sense, a preschool institution was selected on basis they should have teachers studying a training. The study, both orally and printed, was presented to the three agents involved in the study: preschool educators, principal and trainers. All of them agreed to participate. Concerning preschool educators participating in the training, it was found that they belonged to two positions: teachers and assistants (Table 3).

To achieve a better analysis of the data, the training's participants were divided into two groups according to their posts. Yet, all responded the same survey. To complement the information obtained from teachers and assistants, semi-structured interviews were conducted with the principal and the three trainers.

**Table 3.**
Participants

| Agents: | | Instrument: |
|---|---|---|
| Teachers (Responsible for a preschool group) | 7 | Online survey |
| Assistants (Teachers' pedagogical support) | 10 | |
| Trainers | 3 | Semi-structure interview (model 1) |
| Principal | 1 | Semi-structure interview (model 2) |
| **Total:** | **21** | |

### 3.3 Instruments

The instruments used for this study were the survey and the semi-structured interview (Figure 1). It is important to mention that not all the levels where evaluated in all agents, that is why the triangulation of the results was an important stage of the study.

All instruments were linked to the evaluation of the transfer as perceived. This consists on evaluating by means of participants' perceptions involved in the evaluation of the training. Thus, based on subjective evaluations taking into consideration the state of mind, personality, daily events, etc. (Quesada-Pallarès, 2014).

Teachers and assistants answered an online survey, which had both close-ended and open-ended questions. The close-ended questions were answered using a four-item assessment scale where there was a maximum value (4) and a minimum value (1). Both kind of questions allowed to analyze the quantitative data of the study.

The survey was sent to the them two months after completing the training because in that time they would have already had the time and opportunity to transfer the training to their teaching practice.

The semi-structured interviews to the three trainers and the principal were also carried out two months after the end of the training.

The three instruments were validated through the validation system by judges. Changes were suggested regarding the grammatical structure of the questions to ensure a complete understanding of them. In the same way, granting their anonymity, all the consents' sheets were obtained in order to carry out this study.

**Teachers and assistants survey**

| Level | Indicators |
|---|---|
| 1. Satisfaction | 1. Quality of the contents<br>2. Training social atmosphere |
| 2. Learnings | 1. Knowledge, skills and attitudes that participants have acquired or modified thorough the training |
| 4. Transfer of training | 1. Transfer possibilities of the training to the workplace<br>2. Module III: Self-evaluation training transfer<br>3. Module IV: Self-evaluation training transfer<br>4. Transfer barriers |

**Trainers semi-structure interview (model 1)**

| Level | Indicators |
|---|---|
| 1. Satisfaction | 1. Quality and achievement of the contents<br>2. Training social atmosphere |
| 3. Pedagogical Adequacy | 1. Contents     2. Methodology used<br>3. Training's possible application to the workplace |
| 2. Learnings | 1. Knowledge, skills and attitudes that participants have acquired or modified thorough the training |

**Principal semi-structure interview (model 2)**

| Level | Indicators |
|---|---|
| 1. Satisfaction | 1. Quality and achievement of the contents<br>2. Training social atmosphere |
| 3. Pedagogical Adequacy | 1. Contents     2. Methodology used<br>3. Training's application possibility to the workplace |
| 4. Transfer of training | 1. Module III: Training transfer<br>2. Module IV: Training transfer<br>3. Transfer barriers |
| 5. Impact | 1. Training's results according to the aims of the school institution |
| 6. Profitability | 1. Training's benefits for the school institution |

**Figure 1.** Levels and indicators applied in the instruments (Adapted from Pineda, 2002)

## 3.4 Procedure

In regard to the data obtained from the surveys applied to the teachers and assistants it was compiled by means of the spreadsheet program Excel 2013, using data analysis tools to analyze the descriptive frequency of all the answers obtained.

The semi-structured interviews conducted with the three trainers and the principal were completely transcribed. Along with the answers, codes were obtained which allowed an interpretation that corroborated the theory used. The generated codes were "*descriptive*". Those were used to summarize in a word or phrase the basic argument of a set of qualitative data (Saldaña, 2013). The information obtained was analyzed mainly manually because of its quantity, with help of the word processor Word 2013.

## 4. Results

## 4.1 Surveys

The survey used to obtain information from teachers and assistants, consisted of different questions, all aiming to collect data from three of five levels according to the evaluation model used: satisfaction of the training, learnings made, and transfer of training up to the application of the survey.

When asking about Level 1. Satisfaction, participants expressed that the training covered their expectations, because they found the contents interesting, innovative and applicable to their teaching practice. They also agreed that the atmosphere with their colleagues and the trainers was pleasant, meaning that the training's satisfaction was high (Figure 2).
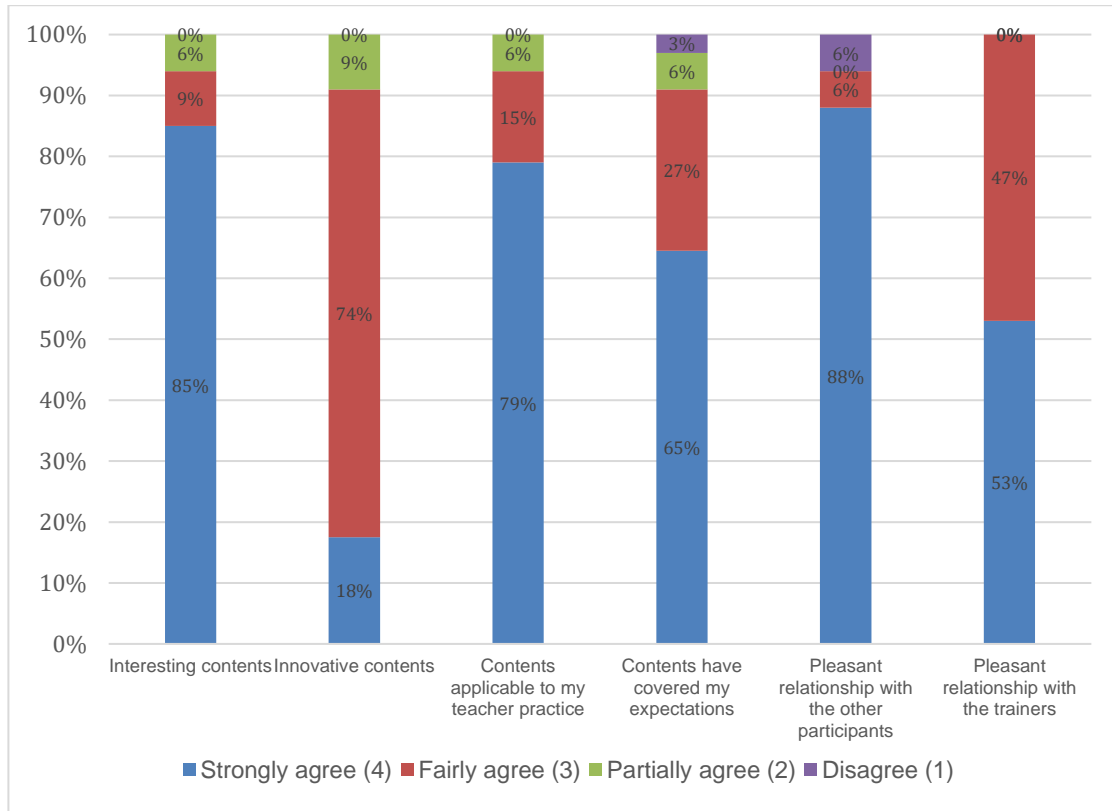


**Figure 2.** Level 1. Satisfaction

In relation to the learnings of the training, level 2 of the evaluation model, teachers and assistants considered to have obtained many of the learnings that were presented during the modules III and IV from the training (Figure 3 and 4).

The most mentioned learnings from module III were recognition of interests from the children in the planning, the use of the social strategy "*recognition versus reinforcement*" and how to have an adequate group control. Regarding the module IV, the most mentioned learnings were the elaboration and utility of the planning, the children anecdotal journal and the teacher's journal.
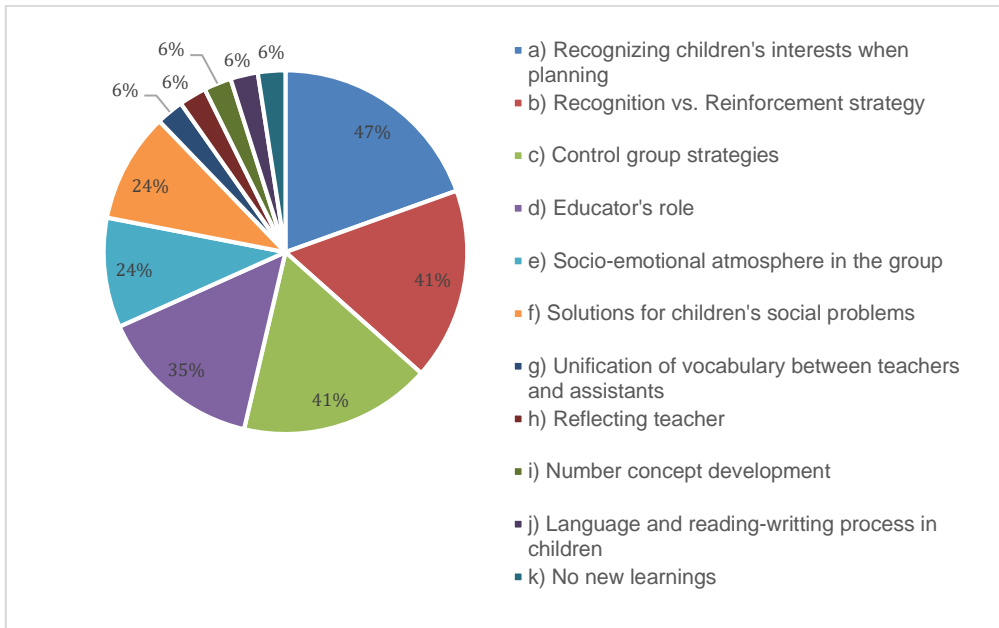
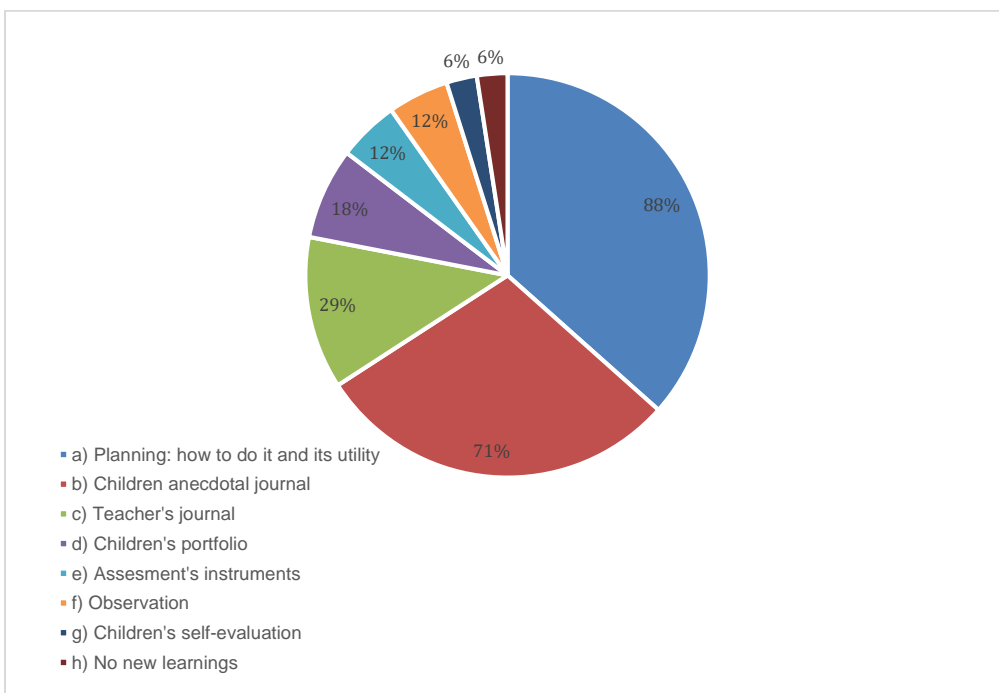**Figure 3.** Level 2. Learnings (Module III)



**Figure 4.** Level 2. Learnings (Module IV)

Finally, regarding to the transfer of training, level 4 of the model, four indicators were asked: self-evaluation of the training of transfers of modules III and IV, transfer possibilities and transfer barriers.
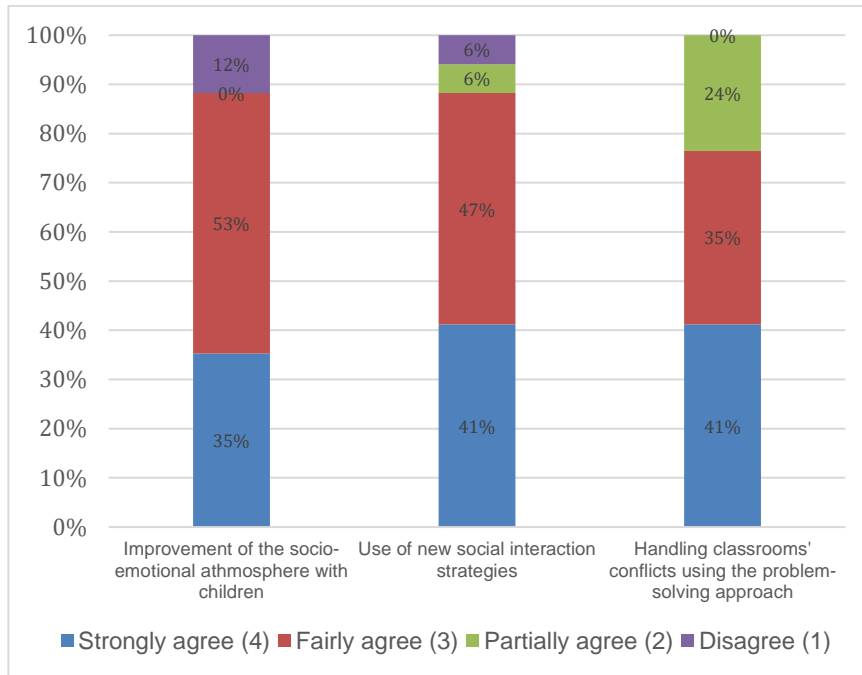
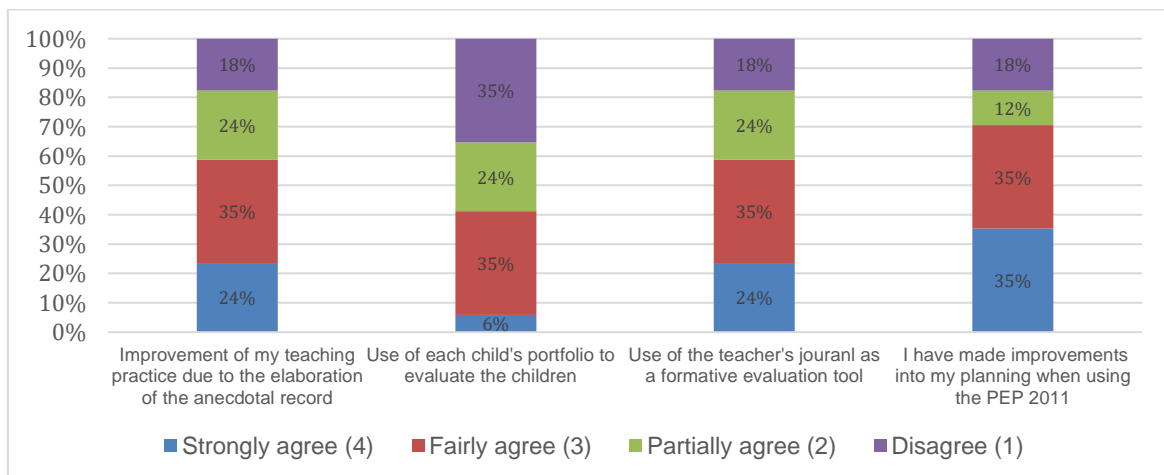**Figure 5.** Level 4. Transfer of training (module III)



**Figure 6.** Level 4. Transfer of training (module IV)

In the graphs (Figures 3, 4, 5 and 6) the following can be observed, when comparing the learning obtained with the transfer made, most of the content of the training coincided. Additionally, it showed that the possibilities they had to transfer in the workplace were very high (Figure 7). The evaluation of their learnings from the training and the transfer made allowed to verify that teachers and assistants were positively transferring the learning following the diploma, as the high percentages in the graphs show (Figures 5 and 6).

With the evaluation model used, it was also possible to verify that when there is satisfaction with training, learning is achieved, and the transfer of training is high.
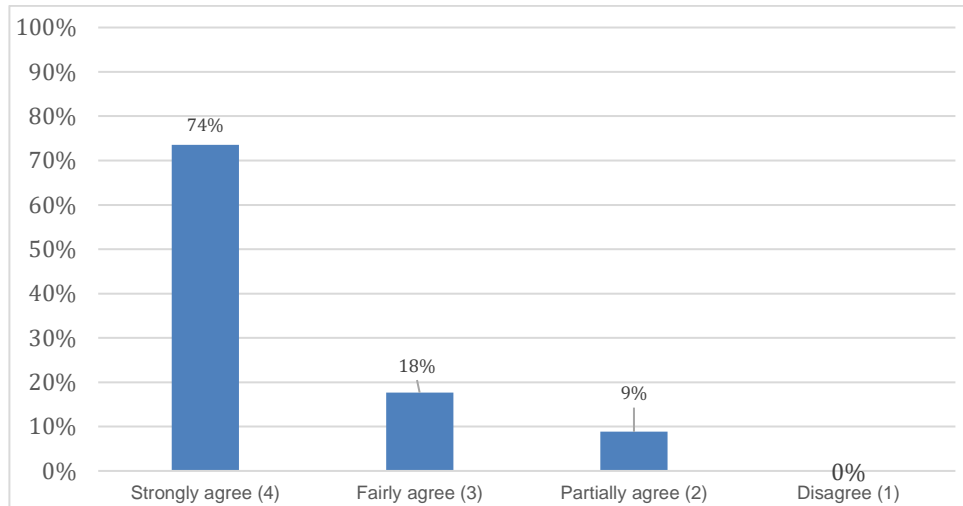
**Figure 7.** Level 4. Transfer possibilities

Finally, regarding the transfer barriers that the participants could have had from the contents of the modules evaluated it was made in the survey by selecting the answers with which they felt most identified. More than half of the participants answered that both <<lack of time>> and <<lack of support from principal>> were the main barriers they had faced (Figure 8). Nevertheless, it is also important to specify that no participant selected too many changes to their teaching practice. Thus, it may be said that, although they faced some barriers to transfer, they were willing to implement them in their teaching practice.
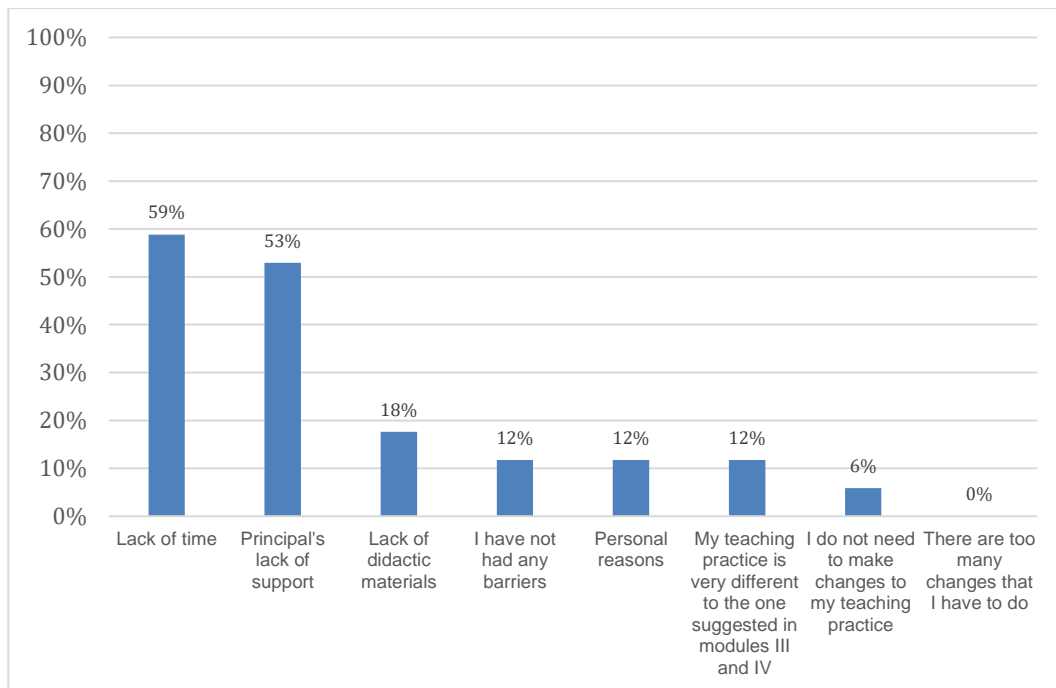


**Figure 8.** Level 4. Transfer barriers

## 4.2. Principal's and trainers' interviews

The advantage of being able to assess directly the perception of the transfer of training from the principal and from the trainers is that the information received in the surveys could be contrasted and validated.

Regarding level 1. Satisfaction, on the one hand the principal responded that she saw satisfaction in all the teachers and assistants, but it was higher in the latter.

On the other hand, trainers mentioned that the satisfaction was probably due to the fact there was a good relationship that among the participants. They supported each other, they talked about their experiences, they joked. Although trainers also mentioned that participants showed that their position was very restrictive: being a "*teacher*" or being an "*assistant*", which conditioned the exchanges of opinions during the sessions:

> "*Something that strikes me is that they have very marked <<she is the teacher and I am the assistant>>. I think sometimes it limits their participations". (Trainer 3, June-5th)*

The principal answered that it resulted very positive to bring together teachers and assistants into a training. As it fostered friendship among them, resulting as a very interesting social effect. She also said that at the end of the training she observed competition and rivalry among some of them, perhaps attributed to the fact that they were tired and exhausted after combining the school year and taking a training simultaneously:

> "*I think that they are happy with the training format, they have recorded themselves, they have delivered their planning to the trainers. The activities are varied".*
>
> *It is very tiring for them because Wednesday, they leave the kindergarten until 7 pm and they have been there all day, and the exhaustion is more conspicuous now, especially because we are at the end of the school year and it is understandable". (Principal; June- 6th)*

It was also very effective to evaluate the level 3. Pedagogical Adequacy since it allowed knowing the modifications made to the training and its impact on the transfer of it. In this case the trainers decided to reinforce the contents of module IV, where they shared the intricacies of planning and evaluation with the assistants, who do not usually have this responsibility. The teachers are the ones who usually plan and evaluate the contents to be taught in the groups.

In the interviews, they emphasized that the support from the preschool institution and the principal was going to be very important to achieve the transfer of the contents of the training by teachers and assistants:

> "*For me, it would be ideal if they had supervisions in the classroom that would allow them to continue these changes. [...] Where we have seen that changes are maintained is where there are follow-ups". (Trainer 1, June-1st)*
>
> "*I think that it can be useful for them to receive accompaniment every certain time, and together identify the needs. The supervision must be about the needs of teachers and assistants. I think this would be fabulous. The training will only work for you if there is a follow up". (Trainer 3, June-5th)*

However, they were aware that the possible lack of support should not block the application of the contents learned into their teaching practice.

> "*I mean, there are some aspects that they are clear that they will not be able to modify (...), but I told them: << do not stop there, do not want to put a window, where you will not be able to put a window >> Neither it is worth that this limits them to do what they really have to do in their practice with the children". (Trainer 2, June-5th)*

On level 4. Transfer of Training, the principal showed honesty when she mentioned that she had not carefully observed all the teachers and assistants who took the training, but a transfer of

training was beginning to take place in some of them, emphasizing changes observed in the assistants with few years of experience. She believed that the training had achieved a greater theoretical basis to their work. Thus, they were making much transfer into their teaching practice.

> *"I have not had much opportunity to observe them, but where I have seen more changes is in those who took the training for the first time, like Lucía[1] and Mariana. For example, Mariana, she is new and did not have any pedagogical training before and I see changes in her".*

> *"Then, it is them. I do not know if I have looked more at them, or I have had more opportunity to see them, or they are the ones who took more advantage out of it, the assistants with little experience. Now they have more theoretical basis". (Principal, June-6th)*

A very important point about being able to interview her is that she considered that the kindergarten had not placed transfer barriers, if teachers and assistants could not transfer the training's contents, it was rather to personal barriers; possibly due to their years of experience. At several times during the interview she mentioned that their years of experience played a very important role for the discontinuation of the transfer of the training:

> *"There is a difference between those who have a lot of experience and the new ones. Those who have a lot of years-experience, some are already very closed-minded, they say <I have been working for ten years like this and it has worked for me. Why should I change?>. [...] So it is with them that I do think there are more personal barriers". (Principal, June-6th)*

Regarding Level 5. Impact, evaluated only with the principal, she mentioned that, although the training would not change the responsibilities between teachers and the assistants, the greatest objective achieved was that the training allowed to unify the jargon among them, which she saw as a big achievement of training, showing openness to make changes proposed by them if necessary.

Finally, regarding Level 6. Profitability, the principal mentioned that the benefits of the training for the kindergarten were beginning to be obvious, especially among the assistants with few years of experiences (0 to 5 years) who were more committed to their work and now understood better the responsibilities of the teachers.

She did show concern about the permanence of the transfer, since assistants are the ones who do not usually stay for long periods. The kindergarten suffered from a frequent personnel change among assistants, which could cause that the transfer from the training to stop happening shortly.

When triangulating the results of the three instruments used, a major agreement was found between the responses of the three types of agents: teachers and assistants, trainers and principal (Figure 9).

Regarding Level 1. Satisfaction, the three agents reported participants' satisfaction for the contents of the modules evaluated. The trainers used the participant's high interest for asking questions and resolve doubts as an indicator showing that they were satisfied.

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[1] The real names of the people mentioned in the interview have been changed to protect their anonymity.

| Level<br><br>Agents | Preschool teachers Assistants<br><br>*Instrument: Survey* | Principal<br><br>*Instrument:*<br>*Semi structured interview* | Trainers<br><br>*Instrument:*<br>*Semi structured interview* |
|---|---|---|---|
| **Level 1.**<br>**Satisfaction** | Satisfaction about the contents of the training. | Satisfaction of the teachers and assistants about the contents of the training | Teachers' and assistants' satisfaction during the training observed |
| **Level 2.**<br>**Learnings** | Learnings according to the list of topics | *Not evaluated* | Learnings according to the list of the topics observed |
| **Level 3.**<br>**Pedagogical adequacy** | *Not evaluated* | Teacher training schedule adapted to make it compatible with the teachers' and assistants' school hours schedule. | The content of the topics was deepened when doubts in teachers and assistants were detected. |
| **Level 4.**<br>**Transfer of training** | Positive transfer mainly detected<br><br>*Transfer barriers:*<br>-Lack of time<br>-Principal's lack of support | A more positive transfer detected in assistants than in teachers.<br><br>*Transfer barriers:*<br>-Personal barriers | *Not evaluated* |
| **Level 5.**<br>**Impact** | *Not evaluated* | The technical language used among teachers and assistants was balanced.<br>The relationship between teachers and assistants improved visibly. | *Not evaluated* |
| **Level 6.**<br>**Profitability** | *Not evaluated* | The teacher training was profitable mainly for assistants, especially those ones with short experience (0 to 5 years). | *Not evaluated* |

**Figure 9.** Triangulation of results

Likewise, both for trainers and for the principal, it was a very positive effect to unite the teachers and assistants in a same training.

About Level 2. Learning, both educators and trainers recognized that they had learned. The most mentioned by educators with regard to module III were: learning to identify the interests from children when planning; applying the strategy of "*recognition versus reinforcement*"; adequate behavior controlling strategies and to identify their role during their teaching practice. The trainers concurred to the previous answers.

About module IV, again both agents responded in a similar way: the planning and the children anecdotal diary were the most mentioned learning contents.

On regards to Level 3. Pedagogical Adequacy, the trainers responded in a similar way to the principal: module III and IV contents were respected, but when there was a greater interest from the participants, that subject was deepened. The three trainers externalized that in order to transfer the training, it was going to be necessary an institutional support, namely, a principal's support, mentioning with emphasis that the participants' follow-up would be an important task, to achieve the complete success of the training.

However, the principal mentioned that a Pedagogical Adequacy was made regarding their work schedule, to be able to facilitate the participants eating and resting time between their working hours and the training sessions. She also said that not all the training's contents agreed with the way of working at the kindergarten. Nevertheless, she was open to the changes produced by the new learnings, as long as they were not against the mission and vision of the institution.

In Level 4. Transfer of Training, the results did not coincide between the principal and the participants. Although all of them said they had transferred contents of the training and mentioned them, the principal was honest when mentioning that she had not seen much transfer, because she had not had time to observe them all, but only some. She said she saw some changes; in particular, among assistants with few years of experience (0 to 5 years).

The results showed that the principal can serve as an agent to contrast the transfer of training results from the participants, but in a limited way, since she is unable to observe the everyday work of the teachers and assistants.

Finally, as for the transfer barriers' indicator when triangulating the results, they did not coincide. Again, the principal mentioned that the only barriers that could be faced were personal barriers. For instance, weakness of will to change. Whereas participants mostly mentioned "*lack of time to make changes*" and "*principal's lack of support*". This was probably related to the different perceptions that both, principal and participants, have about the teaching practice of the other.

## 5. Conclusion

This study focused its attention on evaluating a preschool teacher training, with the aim to identify the transfer of training obtained while assessing the model used. Results showed that the use of *the holistic model for training evaluation* (Pineda, 2002) was appropriate to measure the teachers' satisfaction of the training, the learnings and the transfer of training, the pedagogical adequacy, the profitability and the impact of the program evaluated. For it was possible to observe learning and a positive transfer (Tejada & Giménez, 2007) into the teachers' practice. It also allowed a satisfactory evaluation from all agents involved in the training.

The results show that *the holistic model for training evaluation* is recommended to use in a preschool education context, because it allows to evaluate the transfer of training perceived by the different agents involved from distinct levels of information, providing a comprehensive view of the entire evaluation process of the training.

In order to minimize the organizational barriers (Pineda, 2002; Doherty, 2011) of the training transfer expressed by the teachers, it was suggested both to the teachers and assistants and the kindergarten's principal to establish an agreement, regarding the time in which teachers should carry out the transfer of the training as well as the principal's follow ups to the teachers' practice through observations, suggestions to their planned children's evaluations, educator's journal and anecdotal records; additionally, motivating the possibility to establish time and space within the working day to support the performance of the teachers.

These suggestions were made following the claim that once the transfer's barriers have been identified, teachers should become drivers of a successful transfer of training (Meyer, Lees, Humphris & Conell, 2007). The follow-ups given to the transfer of the training will also be key to guarantee the continuous success of it. Alike, a positive aspect observed in all teachers was that they were in favor of making changes into their teaching practice, so the principal was told to take advantage of this to support them in the transfer's process.

In their own words, they expressed their motivation about the contents of the modules of the training. After it, they felt more confident in their teaching practice: understanding the importance of planning, the new panorama of teaching and learning and the importance of facing new changes. Regarding the assistants, they understood better the work that teachers perform.

With regard to the teachers, they became aware about the advantages of planning based on the children's interests, recognizing that time was needed to transfer these new learnings and that the organization of their planning is an important component to avoid relapsing in the daily routine. As for the assistant educators, they accepted that this training had helped them in a significant way, even though it was not their responsibility to do the planning, write the evaluations of the children, writing the anecdotal record nor the educator's diary. The training allowed them to know

what these instruments meant, what they consisted of and how they were elaborated. They became more willing to support the work of the teacher they worked with, as well.

Finally, during the session that was held to return the results of the study, as González, De la Garza & De León (2017) suggest, it was recommended to take advantage of the *Technical Advisory Boards* understood as a space and time to exchange and strengthen the transfer of training experiences between teachers, assistants and the principal.

The study also showed that concerning kindergartens with teachers and assistants working together, when both attend the same training, a powerful work relationship between them is achieved. The positive transfer that the teachers and assistants made, shows that there is no possibility of improvement in preschool's trainings without going through the qualification of the people involved at all levels. Thus, confirming the contributions of Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart (2004).

Zabalza & Zabalza (2011) consider that nowadays no one doubts about the importance of receiving a good preschool education during the first years. This requires excellent educators with a good education program. Additionally, active participants in children's lifelong learning, who are always looking for useful and quality trainings that could strengthen their teaching practice.Thus, this study advocates for the promotion of preschool teacher' trainings and the grasp on the need for the evaluation of the transfer of trainings; one that attends to the needs and interests of the participants. It is the only possible way in which to obtain an even greater success.

This research demonstrates the advantages of taking into consideration the preschool professional's interests in developing trainings. Likewise, it should become obvious that the evaluation of transfer of training is essential to know the impact of trainings in teachers and assistants of preschool education. Thus, facilitating the insight on the profitability of the training.

## 6. References

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