

Challenges Faced by Novice English Language Teachers during Induction Period

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English

Submitted by
Kalyan Singh Saud

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
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Declaration

I hereby declare that this study entitled **Challenges Faced by Novice English Language Teachers during Induction Period** is based on my original research work, no part of it was earlier submitted for the candidature of research Degree to any University I have duly acknowledged all the sources of information which have been used in the thesis.

Kalyan Singh Saud

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Recommendation for Acceptance

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Dedication

I would like to dedicate this thesis to my family, Gurus/Gurumas, relatives and friends who consistently persuaded me to complete it thesis. Without all of your support and continual encouragement, I would not have been able to reach this milestone.

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Kalyan Singh Saud

Abstract

The research entitled **Challenges Faced by Novice English Language Teachers during Induction Period** was an attempt to identify the challenges faced by novice English Language teachers in during induction period, to identify the general practice of teacher induction for developing professional skills in our contexts and last one objective was to suggest some implications. The researcher used sample through the use of purposive sampling procedure. For this study, the researcher administered questionnaire for those thirty teachers. The collected data were interpreted and analyzed both descriptively. The main findings of the study, it was found that the challenges of anxiety between expected professional performances and learning on the job change of location, handing different curriculum, context, getting to new resources language problem psychological problem, keeping students interested towards learning and to know the student's differences, time management, job performance, curriculum, classroom and situation. It was found that 40% agreed and 30% strongly agreed an induction for TPD plays a vital role in helping the teachers to investigate their existing practice and replace them with new ones. It was found that all of the teachers 50% strongly agreed and 40% agreed believed that an induction for TPD provides a way of collaborating with other teachers in exploring teaching issues. It was found that a large number of the teachers' induction program has not launched formally but some institutions have been practicing this informally. It is newly emerged concept in Nepal especially in the context of teaching.

This thesis is divided into five chapters. This includes firstly table of contents. Then first chapter includes background of the research, statement of the problem, objectives of the study, research questions, significant of the study, operational definition of the key terms. Similarly, the second chapter is related to the review of theoretical literature, review of empirical literature, implications of the review and conceptual framework for this study. Likewise, third chapter deals with methods and procedures of the study under which design of the study, population sample, sampling procedure, data collection tools and techniques, data collection procedures, analysis and interpretation procedure, ethical considerations are mentioned. In the same way, the fourth chapter consists of results and discussion of the study. Finally, the fifth chapter includes conclusion and implication. Recommendation of the study at policy related, practice related, further research related are suggested and with included references and appendices.

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List of Symbols Abbreviations

%	:	Percentage
A	:	Agree
CUP	:	Cambridge University Press
DA	:	Disagree
DEO	:	District Education Office
Dr.	:	Doctor
e.g.	:	For example
ed.	:	Edition
ELT	:	English Language Teaching
Mr.	:	Mister
N	:	Neutral
NQT	:	Newly qualified teachers
No.	:	Number
OUP	:	Oxford University Press
p.	:	Page
pp.	:	Pages
Pdf	:	Portable Document Format
Prof.	:	Professor
Reg.	:	Registration
SA	:	Strongly agree
TSC	:	Teacher Service Commission
TPD	:	Teacher Professional Development
T. U.	:	Tribhuvan University
UK	:	United Kingdom

Chapter I

Introduction

This present research is entitled **Challenges Faced by Novice English language Teachers during Induction Period**. This chapter consists of the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, and delimitation of the study and operational definition of the key terms.

Background of the Study

Teacher induction is a professional development program that incorporates mentoring and is designed to offer support, guidance, and orientation for beginning teachers during the transition into their first teaching jobs (Ingersoll and Smith, 2004). These programs help beginning teachers through their first year of teaching by supporting ongoing dialogue and collaboration among teachers, which accelerates the beginning teacher effectiveness and increases student achievement. A teacher induction program can have a positive impact on beginning teacher performance. Teachers induction program help to new and beginner teachers become competent and effective professionals in the classroom. For an education program to implement an induction program successfully, that education program must be able to support participating staff and provide a supportive context for these staff. Teacher induction helps beginning teachers develop an understanding of the school environment, community and culture. Induction programs of teachers' education which takes place during the critical period at the beginning of the newly qualified teachers in teaching career, usually the first year after qualifying as a teacher.

An induction program “can consist of a larger system of support /help that often includes mentoring but also includes additional supports such as help with curriculum planning and professional development.” (Potemki&Matlach 2014, p.1), when entering into the field of education throughout their entrance into the field of education. When an effective induction program is implemented in school, teachers feel supported which, consequently results in a higher rate of teachers remaining in the field. Similarly, in the words of Golds (1996, as cited in Griffin, Winn, Otis-Wilborn, & Kilgore, 2003, p. 8) “Teacher induction is instructional and psychological support that should be provided to novice teacher.” Thus, teacher induction refers to the process of providing assistance, guidance and support to the novice teachers and to make familiar them with new teaching environment by adopting different techniques. Thus induction, we can develop knowledge of professional practice, capacity to access

the needs, awareness of future responsibilities, dedication to the profession and ability to maximize the use of resource available around.

Wong (2004 d) mentions, “what motivates and creates leadership is a structural, sustained, intensive professional development program that allows new teacher to observe others, to be observed by others, and to be part of networking or study groups where all teachers share together, grow together, learn to respect each other’s work, and collaboratively become leaders together”. With the guidance of trained, experienced teachers, beginning teachers learn best practices, plan lessons, reflect on their teaching and apply what they have learned in their classroom. Similarly, Feiman-Nemser (2001) defines “Beginning teachers’ induction period is very important in view of their further career. Teachers from their professional identity construct a professional practice and often decide to stay in the profession or to leave it”.

About the concept of teacher induction Tickle (2000, p.1), state “There is a widely view that a continuum or bridge is necessary in the professional development, development teachers, linking initial training, entry into fulltime teaching and subsequence longer-term learning. The central span of that bridge is usually referred to as the period of induction-the first year of employment as a teacher”. The most challenging period for the teachers to become a professional in his teaching is the beginning or early period of their career which is also known as critical period.

The aforementioned citations clarifies that induction program is one of the aspects of teacher development. Teacher development is a continuous process, which is usually compared and contrasted with teacher induction. Teacher induction and teacher development both contribute to teachers’ professional growth that accords transformative and dynamic change in teachers teaching skill. Induction program for new teachers are the tools to slow teachers turnover. They aim to develop teacher practice and improve student learning. Induction is to orient, assist and guide beginning teachers so that they remain in profession and grow into capable practitioner. In this sense, induction is the foundation of a coherent and sustained professional development process. Thus, induction program should focus on the subject matter knowledge, pedagogical skills, curriculum understanding and practice implication of the curriculum. Induction is a bridge which links employee initial knowledge with professional or real practice.

In the context of Nepal induction program has taken as an orientation program to the newly qualified teachers. Education Act (1972), Teacher Service Commission (TSC, 2001) and Education Rule/Regulation (2003) are silent about teacher’s

induction program for newly recruited. There is District Education Office (DEO) as a responsible body for recruitment and monitoring, so that it is understood that DEO needs to conduct the teacher induction program. DEO are conducting the teacher's induction program, it is recognized by the system and all districts are following it. But Bhandari (2013) and Yadav (2015) state that in our Nepalese context. Still the induction programs are not in practice formally but similar types of other activities can be found in some private schools in informal way though the terminology may not be exactly induction. Teachers induction has not been systematized yet though there are some symptoms of initiations right now there are no modalities of teacher's induction program are conducted, in case very few modalities are conducted.

Statement of the Problem

New teachers have a host of unique challenge associated with entering the profession beyond instructive in the classroom, such as translating theory from teacher preparation programs into practice, developing classroom management skills and many time, accomplishing these tasks in a relative isolation. Many researchers have shown that most of the Nepalese teachers from the community aided schools are lagged behind from their professional and personal development. More especially the novice teachers usually get difficulties in the early phase of their career. When they face difficulties, they expect some sort of guidance and that type of guidance is termed as induction. But many schools are not obliged to provide induction programs for beginners. Some schools do have such a program but there is no systematic information regarding their features and their impact on novice teachers. To address these challenges, our country should need to use induction program to help new teachers and provide them critical support for their effective teaching career. Teachers begin their careers through varying pathways. Teachers who are recruited from the mainland, in addition to being new to the profession, lack the cultural understanding of the norms in their new communities, lack experience and pedagogical knowledge that are critical for new teacher. In addition to lack of preparation many beginner teachers become dissatisfied with their jobs because of the overwhelming tasks they are required to manage. While they find that they do not have sufficient materials they also report lacking support from parents, administration and colleagues. Other complains include low salaries, high pressure and limited input in decision-making. These factors make it difficult to retain quality teachers who can provide all students with the educational opportunities they deserve.

To address these challenges, our country also needs to use induction program to help new teachers transition into a school and provide the critical support these teachers need to being an effective teaching career. Comprehensive, high quality of

teachers effectiveness, reduce teacher turnover and improve students learning. But most of new teachers are not receiving induction program in reality. This senses the problem going to the challenges faced by novice English language teachers during induction period. This study has addressed this issue.

In this study researcher will try to find out challenges faced by novice English language teachers during induction period. Likewise, researcher will all attempt to identify the challenge faced by novice teachers in their induction phase. Many research works have been done in the field of teacher professional development in the Department of English Education under Tribhuvan University (T.U.). Sigdel (2017) studies show that teacher induction is very important and useful for novice teacher for solving different kinds of teaching and learning challenges. So it is necessary in Nepal. So the teacher induction program one of the major requirement for the professional development. This helps to uplift their teaching career and make their future. So, it is crucially important to carry out a study on the challenges faced by novice English language teachers during induction period more especially for the teachers of the public school.

Objectives of the Study

Objectives are the mandatory while conducting any research. So, this research study will have the following objectives:

- i. To identify the challenges faced by novice English Language teachers during induction period.
- ii. To identify the general practice of teacher induction for developing professional skills in our context.
- iii. To suggest some pedagogical implications.

Research Questions

The questions are guided by the objectives of any study. This research includes following research questions:

- i. What are the challenges faced by novice teachers in their induction?
- ii. What is the general practice of teacher induction for developing professional skills in our context?
- iii. What are the roles of teachers' induction for their professional development?

Significance of the Study

This research aims to focus on to identify the challenges faced by novice teacher in their induction phase and to identify the general practice of teacher induction for developing professional skills in our context. This research is significant to newly appointed teachers to make their induction period lively. Due to the lack of induction in their early year of career, they are victimized with different problems regarding classroom management, teaching learning activities along with administrative aspects. So, this study is expected to be important to disclose and overcome the problems of teachers that are emerged due to the lack of induction programs. Similarly, it is equally significant to those who are researching different issues regarding teacher's induction program, teacher's perception on teacher induction program.

This study sought to provide information regarding current teacher support offered to teachers during their induction period, policy maker or school administrations can use this information to present their teachers with the best form of induction program in hopes to improve teachers work conditions and provide an overall increase in teacher retention. Feiman-Nemser (2001), "Teacher do an important job and efficacy can have a lifetime influence on the young students they teach." Most of new teachers will agree that the first year of learning new curriculum, honing on classroom management skills and identifying effective instructional strategies is challenging and can be discouraging. It is therefore important to understand what supports can be provided for new teachers so they will continue in this profession. Feiman-Nemser (2001) suggest that providing teachers with support like induction programs, mentoring and high quality professional development increase the rate of teacher retention and also improve teachers instructional practices.

This study is certainly providing useful information to policy makers and school for developing good induction programs or for improving existing induction programs. This study will also be beneficial in many ways such as achieving of goals, objectives of teaching, appropriate selection and use of teaching methods and techniques. Finally, it is helpful for teachers, students, stakeholders, textbook writers, syllabus designers and teacher trainers. Both pre-service and in-service teachers will update themselves with the finding of this study and try to reflect on their own teaching. Likewise, this study is very significant for the novice researchers who want to hold their researchers and gain insights in the field of teacher professional development through self- monitoring.

Delimitations of the Study

The study had the following delimitations:

- i. This study was limited to the challenges faced by novice English Language teachers during induction period.
- ii. This study was limited to basic and secondary level novice English language teachers of Darchula district.
- iii. The study was follow purposive non-random sampling technique to select sample from population.
- iv. The study was limited to the thirty novice teachers with fifteen different schools of Darchula.
- v. The data was collected through open-ended and close-ended questionnaire.

Operational Definition of the Key Terms

Induction Period: In my research, induction period refer to the transition phase from the student to be the regular certified teacher position.

Induction Program: This term in this study, means an in-service training program organized to prepare novice teachers for certain standards by introducing the realities of teaching profession.

Induction: induction is commonly known as the process of introducing a new teacher into the profession.

Novice Teacher: In my study this word means a newly graduate teacher who has only the experience of teaching of less than a year.

Chapter II

Review of Related Literature

This chapter deals with the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

Theoretical literature is a concept, beliefs and system about the topic. This section includes the following theoretical reviews on induction program.

Professional Development

“Teaching can be complex ambiguous and filled with dilemmas requiring ongoing learning” (Mahmood, 2013, p.79). Therefore, professional development or in-service prep days are imperative for teacher growth and effectiveness. Professional development is a systematic support that assists teachers in increasing their pedagogy practices such as behavior management, curriculum development, development appropriate instruction, constructing learning environment, through collaborative meeting and in order to increase teacher confidence. When teachers have an increase in self-confidence, they display a greater of self-efficacy and self-determination. Research suggests that teachers who demonstrate confidence in their ability to be a teacher are more likely to be satisfied with their work. Thus allowing them to feel more comfortable in their job and remain in the field of education, Professional development to be effective, it should be ongoing, individualized address issues pertinent to teachers expansion of knowledge and be offered at a convenient time for teacher professional development includes both formal and informal means of helping teachers master new skill, widen their knowledge and develop an innovated insight into their pedagogy, their practice and their understanding of their own needs since a teachers professional development is an aspects of his or her personal development as a whole.

The Concept of Induction

The term induction as defined by Cole and McNay in Buchner (1997, p. 88) is derived from a Latin word *inducere* meaning to guide, to introduce or to initiate, especially into something demanding, select or of special knowledge. The term induction may also mean: introduction, orientation, initiation, training and support. Within the teaching profession induction is often viewed as the extension of professional preparation for teaching or as an introduction to a set of required skills

and practices not learnt during training (Dowding 1988, p.18). The induction process is a formal phase of introduce the novice teachers into the practice of teaching in a more advanced, effective and professional manner. It is an extension of teacher preparation meant to sustain and support teachers who have already completed an initial program of teacher training. Furthermore induction is the period for improvement and transition, and a process whereby novices are supported to demonstrate competences during their first year of teaching. Its main objective is to support beginning teachers and provide them with the skills and the knowledge they will need as they play their new roles of being teachers.

Concept of Teacher Induction Program

Generally, the term induction refers to the orientation/introduction of program. It is derived from Latin word *inducere* which means to introduce to guide or initiate especially into something demanding secret or special knowledge. So, it is the process of introducing someone to new job. Similarly, regarding the concept of teacher induction Tickle (2000, p.1) states that:

There is widely view that a continuum or bridge is necessary in the professional development of teachers, linking initial training, entry into fulltime teaching, and subsequent longer-term learning. The central span of this bridge is usually referred to as the period of induction the first year of employment as a teacher.

Thus induction is the support guidance and assistance provided to novice teachers and school administrator in the early stages of their career. It encompasses orientation to the workplace, socialization mentoring and guidance through beginning teacher practice. Those programs are designed to train support and retain new teachers. In this regard, Tickle (2000, p.2) further states:

A process in which the capital already vested in entrants by the time they become teachers can be extended by way of systematic and sensitive provision for their further professional development, in according with the need for transformative and dynamic dispositions towards educating which they will need to share with more seasoned colleagues.

So, induction is a formalized process to support and retain new teachers. Induction programs for new teachers are the tools to novice teacher turnover. They strengthen teacher practice and student learning. They assist, guide and orient new teachers. So it is the foundation for professional development of them (new teachers).

Teacher induction provides opportunities to novice teachers to collaborate with other experienced teachers in the classroom. This shows the importance of teacher induction. Wong et al.(2005, p. 379) state that “Induction is a highly organized and comprehensive form of staff development involving many people and components , that typically continues as a sustained process for the first two on five teachers of teachers career”. It is in real sense associated with the early stages of their teaching. It is for capitalizing on the potentialities and strength new teachers. It is planned activity or program for supporting further investment in the learning of new teachers. Mentoring is often a component of the induction process.

Components of Teacher Induction Program

Induction is a systematic and structured process that must start before first day of school. According to Wong (2002a, as cited in Joshi, p. 129), all effective induction programs have three basis components:”Comprehensive, Coherent and sustained.” Similarly, Camp et al. (1992, p. ii, as cited in Gill, 2010, p. 89) state some of the components of induction program as follows:

- J **Systematic administrative support:** Establishing learned mentors so that each beginning teachers can work closely with a veteran teacher in the same subject and level.
- J Detailed orientation structured around a specific set of topics and research based beginning teacher handbook,
- J **Structured mentoring program:** schedules for new teachers and their mentors having the gives the new teachers easy access to their mentor.
- J **Peer support group:** establish a peer support where new teachers have the time to regularly with new teachers to discuss relevant issues.
- J **Ongoing series of in-service workshops:** Beginning teachers’ workshops and training are professional development opportunities that are specifically designed for the beginning teacher.
- J Coaching in reflection and certification courses for teachers with provisional or emergency certificates,
- J **Professional development plan individualized to the beginning teacher:** provide ample workshop, training and professional development for beginning teachers that continuous beyond the first year. These opportunities give new teachers vital information on topics relevant to their first year in the classroom.
- J **Support teams:** The purpose of the support team is to link the beginning teacher with a network of veteran teachers, in addition to their mentor, that they can rely on for assistance and guidance.

So, induction process should have these three components: training, support and retaining.

Steyn (2004, p. 81) contends that the transition from students teacher to newly qualified teacher can be problematic. The best way of developing newly qualified teachers is to have a clear understanding of their problems and adopt constructive staff induction programs that can train and sustain them in their job. Furthermore, beginner teacher often feel like strangers in schools even if they have spent much of their lives as students as well as students teachers for this reason the influence of early experiences in the induction of novice teachers neither overlooked nor underestimated. Steyn (2004, p. 83) provides the following aspects as components of a good staff induction programs.

-) **Matters relating to the Schools:** This aspect includes the school culture, vision, values policy, resources and other services offered by the school.
-) **Matters relating to the Staff:** This aspect includes an understanding of the school organizational structure, work allocation, job requirements for staff and sound interpersonal relationships.
-) **Matters relating to teaching and the school's curriculum:** Academic area polices teaching paradigms as well as effective tuition skills and techniques require attention.
-) **Matters relating to Students:** Dealing with individual differences in the classroom communicating with learners and dealing with learners who have behavioral problems often creates critical challenges to beginners.
-) **Matters relating to teachers- parent relationship:** Difficulties in working and communicating with parents are common among novice teachers. Thus information on teacher-parents relationships is provided.
-) **Matters relating to physical and financial resources:** This aspect acquaints beginner teachers with school building and resources such as teaching materials and equipment. It also provides necessary information and skills in financial management.
-) **Matters relating to administration:** The administrator work load, such as marking attendance registers completing assessment forms and checking classroom inventory often causes frustration and stress among beginners

teachers. However, this aspect provides teachers with idea, knowledge and skills in administrative matters.

The main aim of induction program is to strengthen teachers practice and improve students learning. It encompasses orientation to workplace, socialization, mentoring and guidance through beginning teacher practice. It is a planned investment in the learning of new teachers. Mentoring is often a component of the induction. The beginning teachers or newly qualified teachers (NQT) should be with initial training before they enter into full time teaching. Teacher induction program is very important for the novice teachers.

Roles and Responsibilities in Teacher Induction Program

In induction program, all concerned people from different angles should support NQT in acculturating into profession. In this program school head teacher, induction tutor/mentor, and the governing body have equal joint effort from their sides. According to Holmes (2003, as cited in Sharma and Shrestha 2013, pp. 93-96), there are different responsibilities of different people that should play in teacher induction program can be mentioned as follows:

The Newly Qualified Teachers (NQTs)

New teachers should take an active role in all aspect of induction process some of them are as follows:

-) NQT must make career entry profile available to head teacher and induction tutor/mentor as early as possible and use it as a basis for induction period and NQT should be actively involved in the planning of his or her induction period, taking increasing responsibility for his or her professional development as the induction period progresses.
-) NQT must raise any concerns found during the period of induction, NQT must keep copies of all induction reports and records of monitoring and NQT should participate fully in the schools induction program and to undertake the elements of the project.
-) NQT should work collaboratively as part of the school team, NQT should accept responsibility for seeking help and advice and NQT should maintain the schools professional ethos in terms of appearance and conduct.

-) NQT should learn from the established good practice of teachers in the school and/or elsewhere and NQT should consider the professional feedback of the principal, mentor and other staff who advise about teaching and learning.
-) NQT should be responsibilities therein thoroughly prepared for all lessons and to have long and short term planning available and up-to-date and NQT should accept and give feedback in a constructive, open and professional manner.
-) NQT should attend professional development sessions and contribute to group learning by participating fully and NQT must be aware of the continuum of professional development and his/her own. The purpose of induction

The main purpose of teacher induction is to integrate newly appointed teachers into school situation within the student time (Heyns 2000, p. 161) the following objectives the teacher induction necessary in schools.

-) **Orientation:** Integrating beginner educators into the teaching profession.
-) **Psychological support:** Enhancing the personal and professional welfare of beginner teachers.
-) **Teaching skill:** Acquiring and developing the necessary knowledge, skill and attitudes for the classroom situation.
-) **Philosophy of education:** Developing reflective practice skills and a commitment to continuous professional development.
-) **Fear and insecurity:** Reducing the turnover which follows when beginner teachers fail to cope and having negative feeling towards the profession.
-) **Realistic educator expectations:** Assisting educators in crating realistic expectations of the profession.
-) **Job satisfaction and a positive attitude towards the school:** Creating a supportive school situation which may contribute to educators job satisfaction and their motivation.

Induction prepares beginner teacher to face the challenges and daily pressures experienced in teaching. From day one, novice teachers take on the same responsibilities as the experienced teachers. They are expected to perform veteran teachers unfortunately, novice teachers often feel incapable because they possess

insufficient knowledge and skills to do their jobs well with neither past experience nor training to rely upon, they gradually feel unwanted and unappreciated.

Types of Teacher Induction Program

Induction is used to identify a unique time of intense learning and anxiety which beginning teachers typically experienced in their first year of teaching. The term is used to describe the transition from learning to practice. This is a process of socialization where teachers are placed in an occupational setting alongside their professional colleagues. They receive messages about what it means to be a teacher and these messages influence their practices and how they eventually identify themselves. Induction implies an organized and structured program which offers a variety of supports to novice teachers. Seyfarth (1996 as cited in Kempan 2010, p. 51) distinguishes between three categories of induction programs. They are discussed briefly as:

Orientation Program

Once an offer of employment has been extended and accepted, the final stage in procurement function is concluded. The individual has then to be oriented towards the job and the organization. The idea is to welcome the candidate, make him feel at home in the changed surroundings and to introduce him to the practices, policies and purposes at the organization. The necessity of an induction program is that when a person joins the school. He/she is a stranger and is bound to feel shy, insecure and nervous. Induction leads to reduction of such anxieties. Orientation program are aimed at providing new teachers with essential information. During orientation the new staff members may be introduced to staff members and have his/her time table and tasks explained. This program is very short in duration.

Performance Improvement Program

At this stage, induction is conducted by the foreman. This program conducts for the improving the instructional effectiveness of beginning teachers. Orientation to district curriculum, conversation with subject area specialist and assistance in preparing a professional development plan mentoring program are included in this category. Every novice teacher should know, (a) the people who work with him/her. And (b) this works him/she is responsible for.

Induction Program for Certification

The purpose of induction program for certification is to find out whether the novice teacher is reasonably satisfied with the job. Guidance and counseling efforts

are made to remove the difficulties experienced by the newcomer. It is conducted with the aim to provide assistance, guidance and orientation to the NATS, it helps them to enhance and uplift their professional career. Beginning teachers are required to demonstrate the mastery of specified teaching competencies in order to receive a permanent teaching for certificate an assessment and assistance team is assigned to work with one or more beginning teachers.

Characteristics of Teacher Induction Program

Kearney (2011, p. 56) lists the following characteristics of teachers induction programs.

-) **Professional support:** Induction program provides the binning teacher with vital information on topics that are relevant to during their first year in the classroom.
-) **Collaboration with staff:** In induction phase the teacher collaborating with other teachers in exploring teaching issues, makes the teachers more studies.
-) **External meeting or seminars:** Enhanced feeling of competency supports and motivation.
-) **Induction as part of larger school, district or state based program of learning**
-) **A thorough orientation to the profession:** Orientation program are aimed at providing new teachers with essential information.
-) Frequent and sustained interaction with a well- trained and skilled mentor and ongoing professional development specifically designed for new teachers similarly, opportunities to observe skilled teachers.
-) Ongoing formative assessment of performance oriented to a set of teaching standards and summative assessment of performance oriented to a set of teaching standards

Similarly, Britton, Paine, Pimm&Raizen (2003, as cited in Kessel, 2010. p. 14) suggests that comprehensive induction program consists the following characteristics.

-) Close contact with more experienced teachers, collegial relationship with peer and reflecting, inquiring research oneself and others.
-) Observing other teachers and being observer and timing and sequencing of opportunities.

Role of Induction Program

Teacher induction is the most important program for newly appointed teachers for their adjustments in schools. New teacher induction program afford teachers

opportunity to understand teaching learning and to experience. Induction program become very popular nowadays. It is now accepted that a novice teacher receive the information needed to more successfully quickly as possible through teacher induction program. Teacher got different ideas about their professional knowledge, learning and learners, classroom and social culture, curriculum policies, principles and evolution policies and techniques. Wong and Wong (2010 b, p. 13-14) list the following role of induction program for novice teacher.

-) Higher retention of beginning teachers, increased levels of professional efficacy and satisfaction, improved teacher performance and earlier identification of weak teachers for assistance or terminations.
-) More varied and more complex instructional practice being used by teachers, more consistent use of instructional practice that lead to higher levels of students' achievement and improved ability of new teachers to engage in reflective practice and critical examination of their work.
-) Establishments of professional norms of collegiality and expectations for continued learning, adequate time and resources for implementation, opportunities for inductees to visit demonstration classrooms and reduced workloads, release time and placement in classes with less, rather than more, demanding students.
-) A strong send of institution commitment incorporating with strong administrator support and involvement and long term planning for improving teaching and learning aligned with the instructional philosophy of the school.
-) Practices aligned with professional standards as well as state and local students learning standards, the socialization of the teacher in the school culture, personal development and development of knowledge skills.

Challenges of Induction Program for Novice Teachers

Induction prepares beginner teachers to face the challenges and daily pressures experienced in teaching from day one, novice teachers take on the same responsibilities as the experienced teachers. They are expected to perform as well as veteran teachers unfortunately, novice teachers often feel incapable because they posse in insufficient knowledge and skills to do their jobs well. With neither past experience nor training to rely upon, they gradually feel unwanted and unappreciated.

According to Haugh, Erbes, O Rode and Terman (2004 as cited in Kempan ibid) present the following factors related to the challenges faced by novice teachers.

Teaching Practices

Apart from finding teaching demanding, novice teachers also find it difficult to apply their knowledge and skill that they learnt from pre-service training to the specific context of the classroom and school.

Expectations

Novice teachers enter the teaching profession with strong service attitudes, dedicated to helping students when these expectations are not met; they experience a sense of failure, which leads to disillusionment.

Difficulty work assignment and work load

Novice teachers are encountered with different responsibilities such as subject knowledge, time management and extra-curricular duties compare to their experienced friends. That time novice teacher leads to negative emotion, fear and anxiety.

Reality shock

Reality shock refers to the distress experienced by the novice teachers due to inadequate pre-services preparation. They feel in a new environment and they have to deal with unknown student, new curriculum, new staff and new rule and regulations of school.

Isolation

Novice teachers have lack of support from their colleagues and are afraid of for help for fear of appearing incompetent. This experience has geographic, social and professional isolation.

Inadequate Resources

Novice teachers when the appointed newly then, they feel lack of teaching materials, text book and lack of different resources. They report on the poor working conditions in schools.

To be more specific teaching teachers face many challenges like challenges in classroom management, time, content, extra-curriculum activities management, collecting the required materials, adjustments in a new culture, tackling the student, knowing the student background and delivering the content in effective way.

Different researchers have shown that most of the teachers leave school during their first period of teaching because of the difficulties and complexities they face in

their early days in schools, regarding the role of teacher induction. The early year of teaching face many challenges, difficult work assignment, unclear expectations, feeling of isolation, lack of skill, experience and content knowledge, reality shock and more other. Some challenges of induction program for novice teachers as follows:

Feel Personally Isolated

In addition to feeling of professional isolation living in small, geographically remote communities can also lead to feeling of personal isolation. Beginning teachers who are new to the community have to adjust to the culture of their community while simultaneously adjusting to the demands of the teaching profession.

Feel Professionally Isolated

Teaching at a school with few staff and few opportunities to connect with colleagues can sometimes translate to feeling of professional isolation for novice teachers. Some teachers in school may lack opportunities to collaborate with colleagues, especially other early-career teachers facing similar issues.

Teach Multiple Courses Grades Levels and Subjects

Routinely have to prepare for and teach multiple levels, classes or courses every school day. Their class loads frequently span multiple grade levels and may even involve teaching multiple subjects. Learning to manage this work load can be daunting for novice teachers.

Importance of Teacher Induction Program

Induction is a help or guidance provided to the novice teacher in the early stage of their profession. It is beneficial not only to new but also fruitful for mentors, administrators' school and community. Ingersoll and Strong (2004) list the importance of teacher induction programs as follow:

-) Improved knowledge and classroom performance and enhanced competence in managing discipline problems.
-) Increased awareness of state and local curriculum standards, improved ability to relate to parents and more academically effective use of classroom time.
-) Enhanced feeling of competency supports and motivation, increased job satisfaction, renewed commitment to their students learning and increased staff stability.

Review of Related Empirical Literature

In this section of literature review, I have reviewed some of the research studies carried out in the field of teacher professional development. Some of the significantly useful literatures are reviewed as follow:

Bhandari (2013) carried out a research on “Role of induction for teachers’ professional development”. The main objectives were to find out the practices and needs of induction for teachers’ professional development in Nepalese context and for to explore the problems faced by novice teachers due to lack of teacher induction programs. The populations for this research were all novice teacher, head teacher and experts. Thirty novice English teachers, ten teachers from each district of the Kathmandu valley, five head teachers and five experts were taken as sample. He used purposive non-random sampling to select the sample for the completion of his study. Tools for data collection were questionnaires and interview schedule. The findings of this research that; there is great role of teacher induction for the professional and personal development of the teachers. It becomes for the career advancement of the teachers since it provides practical knowledge about their profession.

Yadav (2015) conducted a research entitled, “Current practices of teacher induction for professional development”. The main objective of this study was to find out the current practice of teacher induction in Nepal. The populations for this study were all novice English teachers and the principal who was teaching in different schools of Kathmandu valley. The sample of this study was fifteen secondary levels English teachers that were selected through purposive non-random procedure. He used structured interview for the data collection. In this study he found out that newly appointed teachers were aware of concept teacher induction which can involve different professional development activities. It was practiced in some private schools and the academic coordinator works as an expert there.

Pathak (2016) carried out a research entitled, “Novice teachers’ perceptions on induction program”. The objectives of his study were to find out novice teachers perception on induction program and to suggest some pedagogical implications. He used the survey research design in order to accomplish the objectives of the study. The populations for this research were all secondary level novice English teachers. The samples were forty novice secondary level English language teachers of Kathmandu valley. He used non-random sampling strategy for selected population. He used questionnaire to gather required information from selected respondents. Open-ended and close-ended questions were formulated. His study founded that novice teacher’s perception the importance of induction program resides on providing lifelong learning

skill to the novices promoting their professional growth, interacting with other colleagues on professional issues and to providing opportunity in their teaching career.

Budhathoki (2017) carried out a research entitled, “Teachers’ perceptions towards teacher training for professional development”. The main objective of his study was to find out the role of teacher training for the teacher professional development and identifying the perceptions on the teacher training for professional development. He used survey research design. The populations for this research were all English teachers of Salyan district. He used non-random purposive sample of the study was thirty teachers. He used questionnaire including both close-ended and open-ended questions as the research tool. The study found that the teachers viewed the teacher training as the most essential, inevitable and important way and strategy of teachers professional development as it develops certain knowledge, skills and attitudes in the teachers for making their teaching learning activities effective.

Sigdel (2017) carried out a research on, “English teachers’ perception on teacher induction”. The main objectives of this study was to find out the English teachers perceptions on teacher induction and to found out the support that novice teachers got in their initial phase and to identify the challenges faced by English teachers in their induction phase. He used the survey design in order to accomplish the objectives of the study. The population of this study was all secondary level English teachers and for thirty English teachers from eight schools of Khotang district. He used purposive non-random sampling for the completion of this research. Questionnaire including both open-ended and close-ended questions were the research tool for data collection. This study found that induction is very important and useful for novice teacher for solving different kinds of challenges but induction is not sufficient for professional or career development.

Munshi (2018) carried out a research on, “Induction programs, teacher efficacy and inquiry practices in novice teachers.” with the main aim of this study to identify the influence of induction programs on first year teachers. She used survey research design to accomplish this study. The researcher selected eight teachers from secondary level teachers for data collection. The data collection procedures were using interview, questions and observation as tools. The major findings of this research mentors play an important role in helping novice teachers to engage in inquiry and to reflect on the outcomes of their effort in ways that support their growing sense of self-efficacy as professionals.

Shrestha (2018) conducted a research entitled, “Teachers experiences of teacher professional development (TPD) training: A narrative inquiry.” The main objective of her study was to explore the teachers’ experiences of TPD training in terms of perceptions and practically. The populations of this research all English teachers and sample population of her study was five primary level English language teachers of Dhading district using non-random purposive sampling strategy. She used semi-structured interview and informal conversation as data collection tools. She had analyzed the data using thematic approach. The major findings of her study were all the teacher have their own expectation, before taking TPD training but their expectations were not achieved during the training. Furthermore, her study also revealed that the primary teachers found practicing the skills, methods and strategies learned from TPD training in real classroom challenging.

BC (2019) carried out research entitled, “Role of head teachers in the professional development of English teachers”. The main aim of this study was to explore head teachers roles in the professional development of English teachers in terms of: opportunities given, co-operation and support and creating working atmosphere and to list the professional development opportunities for teachers. It was a narrative inquiry research design based on three English teachers and three head teachers from different schools of Lalitpur district. She had used purposive sampling strategy to select the sample for this study. In this research, she had used interview with head teachers and written narratives from the English teacher were used as research tools to collect data from her study. She came with the findings that head teachers were very positive about his/her role, co-operation support for the professional development. The head teachers’ roles were found to be responsible person, co-operatives, provide continuous encouragement and feedback to teachers’ professional development. And head teachers were found to be frustrated because teachers should play the vital role for English teachers’ professional development.

Keshi (2019) has also done research on, “Need of induction program for novice teacher: A narrative study”, with the main objectives of find out the need of induction program for the novice teachers. She used narrative inquiry research design. In this study populations were all English teachers and five teachers were selected as a sample from three different schools of Kathmandu valley. Sample of the study were selected by using purposive non-random sampling procedure. She used semi-structured interview was main tool for data collection. Through this study she found that induction program is very beneficial for the novice teachers for their professional development. Induction program like: orientation program to newly appointed teachers at deputed school that provide them different kinds of content knowledge,

pedagogical knowledge, transmit the culture of learning and improve novice teachers performance. Induction program has developed the sense of co-operation and mutual understanding between teacher and teacher, teacher and students. It means this program has developed positive attitudes towards teaching profession.

Singh (2019) carried out a research on the “Teacher induction for professional development: Female perspectives”. The main objectives of the study were to explore the female teachers’ perspectives about induction for their professional development and to find out the current practice of teacher induction in Nepalese context. It was a narrative inquiry research design based on six newly appointed female English teachers of secondary level of Kathmandu valley. She used purposive sampling procedure to select female English teacher for study. She had used semi-structured interview and formal and informal conversation as the research tools for data collection. From her study she came with the findings that female teachers know about induction. They experienced lack of confidence, nervousness and difficult to manage the classroom. They stated that teacher induction is necessary for professional development to develop self-confidence, feel confidence, adjust in new environment, develop pedagogical, and deal with student and others member appropriately. All female teachers faced the problems during induction.

Paudel (2021) carried out research entitled, “Strategies Adopted by Secondary Level English teachers for their professional development: A Narrative Inquiry”. The main aims of this study were to identify the strategies adopted by secondary level English teachers for their professional development and to explore the challenge faced by secondary level teachers while applying those strategies. It was a narrative inquiry research design based on five English teachers of five community schools Sindhupalchok district. She had used non-random purposive sampling strategy to select the sample for this study. In this research, she had used in-depth interview from different five community schools of Sindhupalchok district. The English teachers were used as research tools to collect data from her study. This study was found that most of the teachers have practiced new strategy through the help of internet's, journal, and workshops training. They believed in applying different teaching strategies according to the level and abilities of the students.

Implications of the Review for the Study

It is very important to view the previous researches because it expands the ideas about how to carry out a research in systematic way. One of the most important roles of the literature review is to more general the researchers’ knowledge and skills related to the new issue to be investigated. It helps to bring clarity and focus on

research problem, improve methodology and contextualize the findings. Similarly, it provides insight about objective research questions and other important aspects of research.

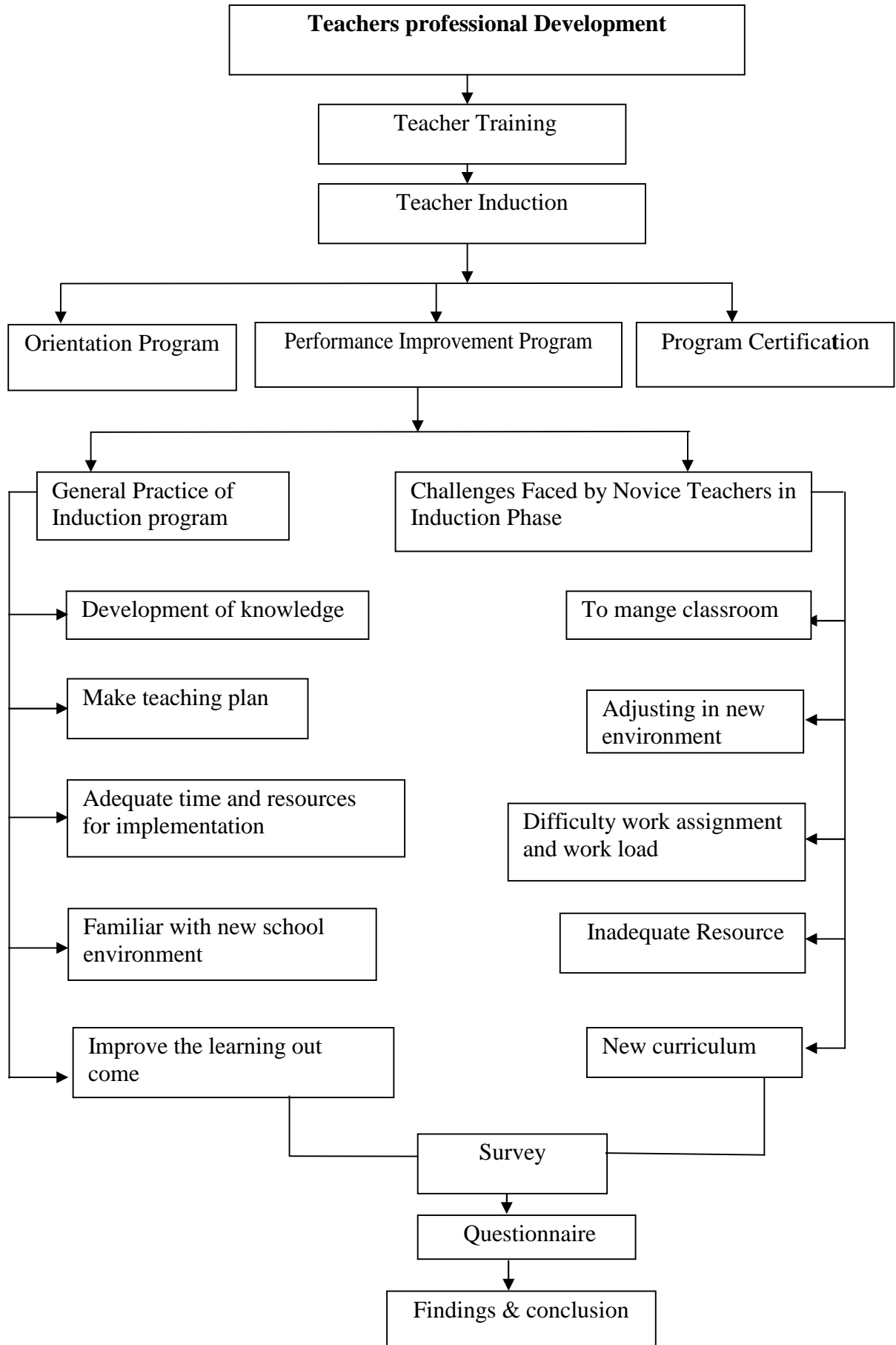
Literature review the main focus is to examine and evaluate what has been before on a topic and establish the relevance of the information to our own research. To select the research that is able to new topic. In they are of TPD, I have reviewed some possible researchable topic which have helped me to come up known the gap between what has already been found out and what has not said yet. It shows that any research topic gets background knowledge from the literature review as all problems may not be research topic.

First I came to select this area after going through these different studies on professional development. They became supporting sources for me to select this topic. Similarly, I reviewed some of the previous empirical research carried out in the central Department of English education, T.U. After reviewing these studies, I have gathered ideas and knowledge regarding how I should proceed ahead. Firstly the research studies carried out by Bhandaris work (2013) the researcher gets the good idea in setting research questions. Similarly, Yadav (2015) entitled “Current practices of teacher induction for professional development” it helped me to develop the concept that there are issues regarding the teacher induction in Nepal like issues related in adjustment, classroom management. Likewise, Keshi (2019) conducted research on “need of induction program for novice teacher: a narrative study.” And this study helped me about methodology and to design the conceptual framework. Tickle (2000), Wong (2005) and Joshi (2017) provided me detail input and also provided insights and information about teacher induction, training development and so on, which ultimately helped me to explore the theoretical concept on my study and helped me know about English teacher perceptions on the teacher induction. Similarly, from Bhandari (2013), I got information about practices and needs of teacher induction. And finally, Pathak (2016) helped me in data collection tools, select populations and sampling procedures.

Reviewing all above mentioned research works I updated myself with research process and methodological tools which are very beneficial to my research work. Above review helped me in writing the theoretical literature about the challenges faced by novice English language teachers during induction period. These all literature reviewed works helped me with speedy idea about the ways of organizing the different components of a research and provided me the guidelines, references and citations and also to select appropriate research design and tool for data collection. Finally, the foregoing research works are great value for my research.

Conceptual Framework

Conceptual framework is the narrative or graphic form of any research represents through a diagram. It is important representation of the different variables and their relationship with researchers thought or understanding. The research topic on, Challenges faced by novice English Language teachers during induction period, for the systematic completion of this research study, the researcher will follow the following Conceptual Framework.



Chapter III

Methodology/Methods and Procedures

This section deals with the methodology and procedures adopted by the researchers to achieve the objectives of this study. To specify, the research design and method of the study, population, sample, sampling procedure, research area, data collection tools and techniques, data collection procedures and also data analysis, interpretation procedures and ethical considerations have been included in this section of the study.

Research Design and Method of the Study

Research is a systematic investigation that is designed to answer questions. In another words, research is a process of findings something new from the existed data. There are various research designs in practice at present situation. Each and every research design has unique significance in its own place. It is assumed more important to be a strong attachment among goals, objectives topic and nature of the study and research design. The research should be very careful about selection of research design while carrying out ant sorts of research design while carrying out ant sorts of research works. So, I had used survey research design for this research. Survey research is one of the research procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors or characteristics of the population. Regarding gathering data Cohen, Manion and Morrison (2007, p. 205) write as "... surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events. Thus, surveys may vary in their levels of complexity from those that provide simple frequency counts to those that present relational analysis." Data collection in survey research is attained by asking individuals questions. The questions can be faced discussion or in written form or by phone, carrying a survey is one the primary research. It gathers primary data directly from the sources. This research is used to gather opinion, beliefs and feeling of the selected groups individuals. This sort of research is basically applied in the census or population sampling process. Similarly, according to Nunan (1992, p. 140) the main purpose of a "survey is obtain a snapshot of conditions, attitudes and events at a single point of time". That is to say data in survey research is collected in a cross sectional manner to overview a phenomenon, event or issue. A survey consists of a predetermined set of questions that is given to a sample with a representative sample that is, one that is representative sample that is

large population of interest, one can describe the attitudes of the population from which sample was drawn.

Population, Sample and Sampling Strategy

The population of the study was all novice basic and secondary level English language teachers of Darchula district. The sample was thirty novice basic and secondary level English language teachers from fifteen schools were selected as the sample for this study. The sample population was selected through purposive non-random sampling.

Study Area/Field

It is impossible to include all the population in the study because of the time and other characters. Therefore, researcher had selected the fifteen schools from Darchula district. It means the area of this study was Darchula district. The field of this study was the teacher induction and role of induction for teacher professional development.

Data Collection Tools and Techniques

In this research, required data was collected through questionnaire. Questionnaires were both open-ended and close-ended items which are used as the tools of data collection.

Sources of Data

Both primary and secondary sources of data were adopted to collect the data for this study. Data is the part of information, it helps researcher to give reason and draw possible findings.

Primary Sources of Data

The fundamental bases of the study are the primary sources of data. Thirty novice English teachers are from fifteen schools especially from basic and secondary level in Darchula district. The primary sources of data are collected by administering a questionnaire including both open-ended and close-ended questions.

Secondary Sources of Data

Secondary data was from various articles, book, reports, research studies, dictionaries, internet related to the study area, books and approved in the Department of English education T.U. and also related websites.

Data Collection Procedures

In order to, collect primary data for this study. The researchers had followed the following procedures:

- a. First I visited different secondary schools and established rapport with the concerned people.
- b. Then, I requested the concerned people for the permission to conduct research.
- c. Getting permission I requested them for the list of informants.
- d. After that I fixed the time for data collection.
- e. Then, I distributed questionnaire to them and collected.

Data Analysis and Interpretation Procedures

The systematically collected data had been analyzed and interpreted by using appropriate tools and methods. The data obtained from the different basic and secondary level novice English teachers had been interpreted and analyzed descriptively and statistically. Other tools like tables and charts have also been used analyze the collected data.

Ethical Considerations

An ethical consideration is one of the most valuable ornaments of the research. Every respondent has their right to privacy. I had informed the purpose of the study and value of their participation. In this research, I had not been use the data for the sake of other purposes without permission of the respondents except for research. I had not made any manipulation in collected data, I had not do any harm to informants while collecting data and will have not been analyzed data subjectively rather, I had pay attention on accuracy, honesty and truthfulness of data in this study. Similarly, I had not plagiarized the sources rather I wrote thesis by giving proper citation and references and try researcher best to make the research original. Moreover, I followed all the values and norms and academic writing.

Chapter IV

Results and Discussion

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. All the data have been presented, analyzed and interpreted under this topic. The data were collected with the use of questionnaire consisting of a set of fifteen close-ended questions and ten open-ended questions. The questions were constructed being based on the objectives of the study. The data were collected from basic and secondary level teachers from different schools.

I arranged the questions thematically into two groups to meet the objectives of the study. The collected data were analyzed, interpreted and discussed under the two main headings:

- i. The challenges faced by novice English Language teachers during induction period.
- ii. General practice of teacher's induction for developing professional skills in our context.

The participants were asked fifteen close-ended questions. The teachers were asked to respond close-ended questions related to the role of carrying out induction of teacher's research through frequency rating scale of four frequencies: strongly agree, agree, disagree, and neutral. Similarly, in the third set, the teachers were asked to agree or disagree with the roles of carrying out an induction for TPD. Similarly, a subjective question was asked to make the research more reliable and convenient. The data have been presented through the help of tables.

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation of data have been done both statistically and descriptively.

Induction program provides orientation to the novice teachers about their duties and responsibility.

Analysis of Data Obtained Through Closed-Ended Items

Different fifteen closed-ended items to the administered from thirty English language novice teachers with fifteen different school of Darchula district. The data obtained from those questions forms with novice teachers' responses have been analyzed and results have been made according.

Table 1
Novice teachers about their duties and responsibility

Statement	SA		A		DA		N	
	No.	%	No.	%	No.	%	No.	%
Novice teachers about their duties and responsibility	12	40	8	26.6	5	16.67	5	16.67

(SA=Strongly Agree, A=Agree, Disagree, Neutral)

Table1 shows that Induction program provides orientation to the novice teachers about their duties and responsibility among participants 40%, 26.6%, 16.67%, and 16.67% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers. Most of the participants strongly agree because an orientation, guidance and support to the novice teachers. It includes all the process and activities to induct and prepare novice teacher into the profession for the professional development.

Effective induction program stop the dropout of the novice teachers.

Table 2
Dropout of the novice Teachers

Statement	SA		A		DA		N	
	No.	%	No.	%	No.	%	No.	%
Dropout of the novice Teachers	15	50	9	30	3	10	3	10

Table 2 shows that effective induction program stop the dropout of the novice teachers among participants 50%, 30%, 10%, and 10% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers. For the development of professionalism, we need different kinds of training programs, workshops, seminars, induction programs and so on. The concept of induction is not

so old; it was first appeared in the field of military in the USA. . Effective induction program stop the dropout of the novice teachers.

Induction session assigns assist in easing the transition into teaching.

Table 3
Easing the Transition into Teaching

Statement	SA		A		DA		N	
	No.	%	No.	%	No.	%	No.	%
Easing the Transition into Teaching	13	43.33	9	30	2	6.67	6	20

Table 3 shows that induction session assigns assist in easing the transition into teaching among participants 43.33%, 30%, 6.67%, and 20% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers. Induction program helps to develop self-confidence level and makes them familiar with the possible challenges in their profession. More than this, it helps to maintain good relationship with school, community, students. There is not any formal practice of teacher induction in Nepal. So, it is very difficult to find research works conducted in the field teacher induction. Therefore, I have taken help from some foreign research studies, different books and some online materials.

The Primary Purpose of the Induction Program

The primary purpose of the induction program leads towards the d option of survey area. According to participants the information, advice, guidance should be presented for novice teacher from beginning. Orientation: Induction programs provide orientation to the novice teachers about their new duties and responsibilities. It helps to integrate new educator into the teaching profession.

Psychological support: Another purpose of teacher induction program is to support newly appointed teachers psychologically which helps to enhance professional development. Teaching skills: Induction program helps to develop tackling power of classroom challenges. Philosophy of education: Similarly, the next purpose of this program is to provide them philosophy of education. It helps to develop reflective practice skills and commitment to continuous professional development. Fear and insecurity: The next purpose of this program is to reduce fear, anxiety, insecurity and stress of the newly appointed teacher. Staff turn-over: Induction program helps to

reduce the turn-over rate of novice teachers when they couldn't cope with the problems and when they feel negative towards their profession. Realistic educator expectations: Induction program help novice teachers to assist educators in creating realistic expectations of the profession

Teacher induction is not seen as a long term process, but as a remedy for deficiencies in the initial phase

Table 4
Remedy for deficiencies in the initial phase

Statement	SA		A		DA		N	
	No.	%	No.	%	No.	%	No.	%
Remedy for deficiencies in the initial phase	10	33.33	16	53.33	1	3.33	3	10

Table 4 shows that teacher induction is not seen as a long term process, but as a remedy for deficiencies in the initial phase among participants 33.33%, 53.33%, 3.33%, and 10% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers. Through induction, we can develop knowledge of professional practice, capacity, awareness of future responsibilities, dedication to the profession and ability to maximize the use of the resources available in their surroundings. The induction programs should focus on the subject knowledge, curriculum understanding, pedagogical skills and the practical implication of the curriculum.

Induction program in Nepal

Most of the induction program should be conducted for novice teachers and experienced teachers. Induction program can be conducted for students, for experienced teachers, for novice teachers and for experts. Induction is a comprehensive process of sustained training and support for sustained training and support for new teachers. It is multi-year process of designed to train and acculturate new teachers in the academic standards.

Reasons for Induction Program for Novice Teachers

Induction program are very important for novice teachers for improving the quality of institutions. 90% novice teachers focus on it. Induction program is conducted for solving the problems in the initial phase of teaching career, for their

professional development, for improving the quality of institutions and for the better results of the students.

Main Supporter in the First Year of Teaching Career

For improving the quality of institutions Colleagues and co-workers the induction program is conducted. In teaching career, in the first year colleagues and co-workers head teacher and school management committee can be helpful to generate experienced teachers.

Induction program helped me to fulfill my goals and expectations as a newly appointed teacher.

Table 5
Goals and expectations as a novice teacher

Statement	SA		A		DA		N	
	No.	%	No.	%	No.	%	No.	%
Goals and expectations as a newly appointed teacher	9	30	9	30	2	6.67	10	33.33

Table 5 shows that induction program helped me to fulfill my goals and expectations as a newly appointed teacher among participants 30%, 30%, 6.67%, and 33.33% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers. Induction involves the time and activities that occur for the first 1 -6 years that lead to complete socialization and acceptance as competent teachers into the profession. In this stage, the teachers focus upon the needs of the learner and how they can effectively use the subject matter to assist the learner in meeting their goals and capacity.

Reasons for Induction Program

For Performance improvement induction program was conducted as expressed by 90% teachers. While searching the reasons of induction program, orientation program, performance improvement program, induction for certification and teacher professional development program are observed. Induction is seen a career in the field of education specialization. Induction focuses a specialized knowledge base obtained through both academic study and practical experience, and it is a field of work where membership is based on entry requirements and standards.

Components of Comprehensive Induction Program

New teacher orientation, Support teams, Mentoring relationships the induction program is conducted in Nepal. New teacher orientation, support teams and mentoring relationships. It helps socialize beginning teachers into the profession creating life-long learners who use collegial relationships to improve their teaching. It promotes career learning and professional development. Mentors are the most important component of the induction program. Induction programs have other integrated components as well such as classes towards an advanced degree, demonstrating classrooms, mentoring, debriefings, workshops, assessments, portfolios, social events, visitations and sharing sessions.

The effectiveness of beginning teacher is improved through participation in cooperative activities with other new teacher.

Table 6
Participation in cooperative activities with other new teacher

Statement	SA		A		DA		N	
	No.	%	No.	%	No.	%	No.	%
Participation in cooperative activities with other new teacher	9	30	14	46.66	2	6.67	5	16.67

Table 6 shows the effectiveness of beginning teacher is improved through participation in cooperative activities with other new teacher among participants 30%, 46.66%, 6.67%, and 16.67% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers. Induction provides guidelines to the teachers in their professional practices and helps them to acquire knowledge, skills and experiences for their professional development. It helps the teachers to be more resourceful, confident and successful in his/her field.

Table 7
Positive Attitude towards the school

Statement	SA		A		DA		N	
	No.	%	No.	%	No.	%	No.	%
Satisfied with their profession and develop positive attitude towards the school	10	33.33	12	40	2	6.67	6	20

Table 7 shows the induction helps novice teachers to be satisfied with their profession and develop positive attitude towards the school among participants 33.33%, 40%, 6.67%, and 20% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers. The induction that a newly teachers receives in the first year in the profession can really influence his or her attitude to, and opinion of, teaching profession for same, it Is the main factor in whether they remain in teaching and it certainly forms the foundation of their further professional development.

Induction program was held for me to overcome the challenges faced in classroom management, students' behavior, schools culture and pedagogical skills.

Table 8
Classroom management, students' behavior, schools culture and pedagogical skills

Statement	SA		A		DA		N	
	No.	%	No.	%	No.	%	No.	%
Classroom management, students' behavior, schools culture and pedagogical skills	10	33.33	10	33.33	2	6.67	6	20

Table 8 shows the induction program was held for me to overcome the challenges faced in classroom management, students behavior, schools culture and pedagogical skills among participants 33.33%, 33.33%, 6.67%, and 20% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers. Mainly it is carried out large number of population to find out large number of population to find out peoples attitude, opinions, behavior or belief in certain event, situation or phenomena. In this type of research design, generalization of the finding is

focused. It is a general or superficial study of an issue or phenomena and data are collected from relatively large number of population using certain sampling procedure and data are analyzed, interpreted and generalized to the whole group. In this type of research, information is collected using pre-formulated questions in a pre-defined sequence in structured sequence.

Assistance Induction program

Induction program helped to adjust in the school culture, establish the rapport with students and establish the relationship with administrator and co-workers.

Teachers Awareness of Induction for TPD and its Procedure

The ten opened-ended questions were asked to the teachers to identify what is teacher induction program and its procedure in their view. Based on their responses, the data have been presented: It can be short-term or long-term on the basis of the nature of the job. These types of programs develop awareness and functions as the bridge between theoretical knowledge and practical knowledge. In the word of Gold (1996, as cited in Griffin et al. 2003, p.8), “Teacher induction is instructional and psychological support that should be provided to the novice teachers”. Thus, teacher induction is the process of providing guidance, support, and assistance to the novice teachers to make them familiar with their new teaching environment by adopting different techniques.

Analysis of the Information Obtained from the Open-Ended Items

To make the research more convenient, the participants were asked ten open-ended questions related to the role of teachers’ induction in their professional development. The responses that were provided by the participants are presented as follows:

Most Important Aspects of the induction program

An induction program is a help or guidance provided to novice teachers in the early phase of their profession. It is beneficial not only to new but also fruitful for mentors, administrators, schools and communities.

The dominant theme generated from the answers of the respondents when participants were asked. The question, which was asked to the respondents, was what are the most important aspects of your induction program? This question was asked to the thirty respondents who had given their opinions and ideas differently. While doing the survey, they have presented a variety of ideas, among them the common ideas of

participants are presented as: *Learning new teaching strategies, managing the classroom, being a competent teacher, building good rapport with students, creating the sound environment of School, finding out the meaningful resources, Learning different strategies to incorporate into the classroom, Instructional strategies and classroom management strategies help the overall learning environment in the classes, making connections with the students, make learning to mean and try to open different approaches to meet the needs of students, managing time effectively.*

With the help of aforementioned ideas provided by the respondents, the most important aspects of induction programme are: teaching and learning strategies, classroom management, time management and selection of teaching materials.

Most of the teachers are pretty close to the meaning and importance of teacher induction program. They know that the induction programme is very effective and meaningful for the new comers whereas some teachers are unknown about the programme. Statistically speaking, the 70% of teachers have a clear idea of this programme.

The teacher faced challenges in the induction phase

The dominant theme generated from the answers of participants, when asked about what are the challenges teachers faced at the beginning of their teaching career? They have presented various challenges. The common challenges are presented as: *managing the classroom, adjusting to the new school environment.*

The aforementioned points depict the challenges of the novice teachers while entering into the teaching profession. They have particularly faced problems or challenges relating to classroom management and adjustment in a new environment. Besides the above mentioned points they also have challenges as anxiety between expected professional performances and learning on the job, change of location, handling different curricula, contexts, getting to new resources, language problems, psychological problems, keeping students interested in learning and knowing the students' differences.

Roles of Teacher Induction for Teacher's Professional Development

The participants were asked to list out any five roles of teachers' induction for teachers' professional development considering their own experiences. The responses that they have presented are as follows: *to make familiar with the school environment, to help in classroom management, to make strong relationships with school-related authorities, to make teaching plans, to find suitable methods, to manage the classroom, to improve the learning outcomes, to manage time, to develop knowledge*

and skills, to utilize resources for effective teaching, to improve teachers' performance, to increase levels of professional efficacy and satisfaction and higher retention of a beginning teacher.

The aforementioned responses depict the various roles of the programme in order to develop the professionalism in novice teachers primarily focusing on the various aspects such as teaching methods and strategies, classroom and time management, improving learning outcomes, development of knowledge, skills and familiarity with the new school environment.

Problems faced due to lack of teacher induction

The participants were asked to list out any three problems that they had personally faced due to the lack of teachers' induction. In response to the question, they have presented the following responses: *problems related to classroom management, problems related to school rules and regulations and problems related to adjusting in a new environment.*

It is obvious that every new programme might have some drawbacks and challenges while conducting or implementing in the real context or situation. The same is very true to the teacher induction program where novice teachers have faced various challenges or problems. They have faced various problems in terms of course nature, management, evaluation system and adjustment. This shows that teacher induction is mandatory for novice teachers.

Satisfaction with an induction program

The participants were asked a question as-are you satisfied with induction programs which are conducted in Nepal? If yes how? In response to the question, they have presented their responses as: *to help new teachers adjust in a teaching environment, to build good rapport, to make teachers trained, to develop professionalism, to use different skills in teaching, to advance novice teachers career, to make teacher knowledgeable and skilful, to manage the classroom and handle the students properly and to be responsible and dedicated to the profession.*

The aforementioned responses show that the novice teachers are satisfied with the programmes conducted in Nepal for the betterment of such teachers. Such programmes help them develop all dimensions that are required for novice teachers. They develop various skills and aspects from adjustment to professionalism and from classroom management to effective learning outcomes.

Ways of supporting TPD by Teachers Inductions

The participants were asked a question as how do teachers' induction programs support teacher professional development? Elucidate it considering your context. The responses that are presented by the respondents are as: *to be familiar with new methods/techniques and technology in teaching, to make the cooperating teaching-learning environment, to promote teaching, collaboration, to be familiar with the new environment, to meet new colleagues and new rules.*

The responses that are provided by the respondents reveal that the programmes support teachers in different dimensions of professionalism. It includes techno friendly methodology, collaboration and cooperation in teaching and establishing new relationships in academia. Such programmes function as a problem solvent. They also make a teacher confident, punctual and profession oriented.

Ways of helping novice teachers through the induction program in their early teaching career

The participants were asked a question as how can the induction program help novice teachers in their early teaching career? In response to this question, the participants have incorporated different arguments to justify the importance of the programme. Their responses have various themes as it makes them confident, skilful, professionally sound, knowledgeable and trained or competent in their profession.

After analyzing the responses of all thirty selected teachers, the following major reasons are found as the reason to justify. They are as: *to help promote the personal and professional well-being of novice teachers, to help improve teachers' performance by providing subsequent training and to help retain competent teachers in the profession by strengthening their confidence and competence.*

The aforementioned responses show the importance of the programme for novice teachers in the beginning phase of their career. It helps them with enhancing their personal and professional aspects, also improving and strengthening their competence, performance and confidence. So, this programme is very important for novice teachers as it provides opportunities to learn, train retain and enhances skills in their teaching career. It also gives a policy-making concept and increases the level of the novice teachers to regulate the class/students well.

Means and Resources for Novice Teachers

The participants were asked a question as- is an induction program necessary for novice teachers? The participants have responded positively to this question as: *to use methods and strategies effectively, to identify the students' level, to help manage the*

classroom, to provide appropriate guidance for effective teaching, to train them about society and culture where they are going, to build a positive attitude in their teaching career, to help remove hesitation and cultural shock, to motivate them in teaching and to make them confident.

The responses mentioned above depict the necessity of the programme for novice teachers. It is necessary for various reasons such as development of artisticness in teachers, making effective teaching, assimilating and developing positive attitude.

Areas for increment professional learning to be more effective

The participants were asked a question as-what areas do you need more support or professional learning to be more effective? In response to this question, they have responded as: *curriculum-related management, psycho-sociological aspect, behavioural aspect, assessment, classroom teaching & learning and ELT classroom problems.*

The aforementioned responses show the scenario of multilingual contexts in which the induction programme is mandatory for novice teachers in different areas such as curriculum implementation, understanding the nature of society or community and understanding the teaching scenario.

Novice Teachers' advice to the policy makers

A question was asked to the participants as-what advice would you like provide to the policymakers about teachers' induction? In response to this question, they have responded as : *conduction of the programmes, making practical policies, distribution of the formed policies to every school, making the policies to facilitate the novice teachers, involvement of teachers in policy-making, making policies in local scenario, developing policies in bottom-up approach, effective implementation and induction of the programmes*

The aforementioned points hint to the government or concerned authorities that they should conduct induction programmes every year in order to flourish novice teachers. The policies should be made practical and based on the local realities with the help of bottom-up approach. Teacher induction is necessary every year for teachers and learners.

Thus, induction programmes are far better for enhancing and developing the novice teachers. Such programmes are largely helpful for teacher professional development and played the role of change-agent in the domain of teaching and learning.

Chapter V

Conclusion and Implications

This chapter deals with findings, conclusion and recommendations of the study.

Findings

It deals with the summary of findings of the study. On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized below in two sections.

A. The Findings Related to the Teachers Induction for TPD

-) It was found that induction program has not launched formally, but some institutions have practicing this program informally.
-) Induction program provides orientation to the novice teachers about their duties and responsibility among participants 40%, 26.6%, 16.66%, and 16.66 are strongly agree, agree, disagree and neutral respectively for induction of novice teachers.
-) Effective induction program stop the dropout of the novice teachers among participants 50%, 30%, 10%, and 10% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers.
-) Induction session assigns assist in easing the transition into teaching among participants 43.33%, 30%, 6.67%, and 20% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers.
-) Teacher induction is not seen as a long term process, but as a remedy for deficiencies in the initial phase among participants 30%, 53.33%, .99%, and 10% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers.
-) Induction program helped me to fulfill my goals and expectations as a newly appointed teacher among participants 30%, 30%, 10%, and 30% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers.
-) Effectiveness of beginning teacher is improved through participation in cooperative activities with other new teacher among participants 30%, 46.66%, 6.67, and 16.66% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers.
-) Induction helps novice teachers to be satisfied with their profession and develop positive attitude towards the school among participants 33.33%,

40%, 6.67%, and 20% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers.

-) Induction program was held for me to overcome the challenges faced in classroom management, students behavior, schools culture and pedagogical skills among participants 33.33%, 33.33%, 6.67%, and 20% are strongly agree, agree, disagree and neutral respectively for induction of novice teachers.
-) Majority of the teachers were aware of carrying out an action research, its initiator, purposes and nature. However, most of them were aware of the proper sequence of carrying out novice teachers.
-) In our context teacher induction is rare availability of trainings to the teachers on novice teachers. It was found that most of the teachers involved in discussion regarding classroom for novice teachers. It was found that there were no usual workshop and seminars organized regarding novice teachers.
-) It was found that induction program is newly emerged concept in Nepal especially in the context of teaching.

B. The Findings Related to the General Practice of Teachers Induction for TPD

-) An induction program for TPD plays a vital role in helping the teachers to investigate their existing practice and replace them with new ones.
-) Participants (50% strongly agreed and 40% agreed) believed that an induction for TPD provides a way of collaborating with other teachers in exploring teaching issues.
-) Participants (50% strongly agreed and other half of them 50% agreed) believed that an induction for TPD encourages the teachers to be the researchers to solve role of novice teachers.
-) Majority number of the participants (62.5% agreed and 12.5% strongly agreed) that induction provides an impetus to the teachers to be updated with role of novice teachers.
-) Participants (57.5% agreed and 32.5% strongly agreed) accepted that an induction for TPD helps the teachers to bring changes in their teaching styles and methods.
-) Participants (80% agreed and 20% strongly agreed) supported that induction research makes the teachers more studies and enthusiastic.
-) Participants opined that induction for TPD plays significant role for TPD by encouraging them towards research, keeping them up to date with newly

introduced methods and techniques, showing their weaknesses in teaching profession.

Conclusion

The study was mainly concerned challenges faced by novice English Language teachers in their induction period and practice of teacher's induction for developing professional skills in our context. It was found that the challenges of anxiety between expected professional performances and learning on the job change of location, handling different curriculum, context, getting to new resources language problem psychological problem, keeping students interested towards learning and to know the student's differences, time management, job performance, curriculum, classroom and situation. The second research question was concerned with the teachers' general practice of teachers' induction for their professional development. It was found that a large number of the teachers' induction program has not launched formally but some institutions have been practicing this informally. It is newly emerged concept in Nepal especially in the context of teaching. Most of the teachers viewed that there was rare availability of trainings and no usual workshop and seminars organized regarding novice teachers. The most important research question was how the teachers perceive about the role of induction for TPD. It was found that the most of the teachers agreed that an induction for TPD gives teachers a heightened sense of professional awareness, encourages them to identify their problems and solve themselves; it also develops confidence in the teachers understanding about teaching. Similarly, All of the teachers believed that an induction for TPD provides a way of collaborating with other teachers in exploring teaching issues, makes the teachers more studies and enthusiastic and encourages the teachers to be the researchers for TPD. They opined that induction for TPD plays significant role for induction by encouraging them towards research, keeping them up to date with newly introduced methods and techniques, showing their weaknesses in novice teachers.

The teachers lacked of the trainings regarding the TPD in their professional career. Most of the challenges faced by new teachers are connected to the inherent weaknesses of the education system; lack of and congested classroom; and not enough textbooks, instructional materials and equipment. Teachers also thought that it is costly, difficult and tedious work. But induction is really interesting, cheaper and easy task if the teachers develop their culture of carrying out it. Similarly, most of the teachers collaborated with colleagues to solve their classroom problems. From this, induction for TPD can be said as the major way to create collaboration among the teachers for bringing changes in their teaching styles, methods and techniques. Indeed, an induction for TPD awakens the teachers to keep them abreast with new teaching

and learning methodologies, correct their misconceptions about teaching and introduce newly developed techniques for novice teachers.

Recommendations

The recommendations of the findings have been presented under the sub-headings: recommendations in policy related, practice related and further research related.

Policy Related

The following recommendations have been suggested for the policy level on the basis of findings and conclusion of the study:

-) Induction program should be included in teacher education courses as a major strategy for TPD because it is encouraging and motivating strategy.
-) The teachers did not get chances to be familiar with induction for TPD and its procedures. So, the policy of organizing different seminars, workshops and trainings on role of induction should be determined for TPD.
-) Training packages should be designed in addressing the teachers' perceived challenges and difficulties of carrying out.
-) The schools should develop a trend of identifying the weaknesses of the current methods and techniques and replacing them with new ones.
-) Novice teacher developed policy should be in such a way that the novice teacher should be made convince in the point that teachers professional development tasks place only after getting all the aspects of professional expertise.
-) For formulating the policy regarding the teachers' professional development/expertise, the teacher and training agencies should pay the attention on its relevancy.
-) For getting the insight about the understanding of novice English teachers to the aspects of professional expertise so that the concerned authority will be able to formulate the policy to expand their horizon of understanding.

Practice Related

The following recommendations have been suggested for the practice related on the basis of findings and conclusion of the study:

-) The school administration should encourage the teachers for carrying out an induction for novice teachers.

-) The schools should develop a trend of identifying the weaknesses of the current methods and techniques and replacing them with new ones.
-) The different concerning departments and authorities should organize workshops, seminars and trainings for novice teachers.
-) Teachers should collaborate with their colleagues for carrying out schooling for TPD.
-) While conducting novice teacher development program teacher should be made clear and convinced about all the aspects of classroom activities.
-) For lunching the need based training package and other programs for novice teacher's professional development.

Further Research Related

As this research study has also been prepared with the help of previously carried out research studies. It also will be used while carrying out the research on teachers training skills, technique and its transferring level in the classroom in general and particular. Its finding and conclusion can be also be utilized as the document for literature review and many more in future. The following recommendations have been suggested for the further research level on the basis of findings and conclusion of the study:

-) The researchers who are interested in this study area they can study on Policy of novice teachers for TPD.
-) The researchers can study on the effectiveness for induction for TPD.
-) The researchers can study about the Role of novice teachers for Solving Classroom Problems and Challenges in Nepalese Context.

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Appendix I
Participant Consent Form

Dear Respondents,

I would like to invite you to take part as one of the respondent in my research entitled **Challenges Faced by Novice English Language Teachers during Induction Period** under the supervision of Dr. Ram Ekwāl Singh, Reader, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. The purposes of my research are to find out role of teachers induction for their professional development and to identify the challenges faced by novice teachers in their induction phase. I hope that you will co-operative me for my research study which is invaluable contribution to accomplish this work. The honest information you provided will be kept highly confidential and will be used only for this research purpose.

Researcher

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Kirtipur, Kathmandu
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Appendix II
Questionnaires

Teacher's name:

Name of school:

Address:

Qualification:

Level:

Date:

Signature:

Set-A

Please tick () to the alternative that best indicates your response.

1. Induction program provides orientation to the novice teachers about their duties and responsibility.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Neutral
2. Effective induction program stop the dropout of the novice teachers.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Neutral
3. Induction session assigns assist in easing the transition into teaching.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Neutral
4. What is the primary purpose of the induction program?
 - a. General support/guidance.
 - b. Orientation to the school/district.
 - c. Promote standards based teacher.
 - d. Provides information, advice coaching and feedback to the beginning teacher.
5. Teacher induction is not seen as a long term process, but as a remedy for deficiencies in the initial phase.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Neutral

6. Induction program are conducted in Nepal...
 - a. For students
 - b. For experienced teachers
 - c. For novice teachers
 - d. For experts
7. Induction program are very important for novice teachers of Nepal.
 - a. For solving the problems in the initial phase of teaching career.
 - b. For their professional development.
 - c. For improving the quality of institutions.
 - d. For the better results of the students.
8. Who supported you most in the first year of teaching career?
 - a. Colleagues and co-workers.
 - b. Head teacher
 - c. School management committee
 - d. All of the above
9. Induction program helped me to fulfill my goals and expectations as a newly appointed teacher.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Neutral
10. Which of the following induction program was conducted for you?
 - a. Orientation program
 - b. Performance improvement program
 - c. Induction for certification
 - d. Teacher professional development program
11. Which of the following is the component of comprehensive induction program?
 - a. New teacher orientation
 - b. Support teams
 - c. Mentoring relationships
 - d. All of the above
12. The effectiveness of beginning teacher is improved through participation in cooperative activities with other new teacher.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Neutral

13. Induction helps novice teachers to be satisfied with their profession and develop positive attitude towards the school.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Neutral

14. Induction program was held for me to overcome the challenges faced in classroom management, students' behavior, schools culture and pedagogical skills.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Neutral

15. Induction program helped me a lot.

- a. To adjust in the school culture.
- b. To establish the rapport with students.
- c. To establish the relationship with administrator and co-workers.
- d. All of the above

Set-B

Please provide the response in your own words for the following questions:

1. What are the most important aspects of your induction program?

.....
.....

2. What are the challenges teachers faces in the beginning of the teaching career?

.....
.....

3. List out any five roles of teacher induction for teacher's professional development.
Write based on your experience.

.....
.....

4. List out any three problems that you had personally faced due to lack of teacher induction.

.....
.....

5. Are you satisfied with induction programs which are conducting in Nepal? If yes, how.

.....
.....

If not, write down the any three suggestions for the improvement of induction programs.

.....
.....

6. How do teachers inductions support teacher professional development? Give your reason.

.....
.....

7. How can the induction program help the novice teachers in their early teaching career?

.....
.....

8. Is induction program necessary for the novice teachers?

.....
.....

9. In what areas do you need more support or professional learning in order to be more effective?

.....
.....

10. What advice would you like to provide to the policy makers about teachers induction?

.....
.....