

**HEAD TEACHERS' EXPERIENCES OF NOVICE ENGLISH TEACHERS'
PREPARATION FOR PRIMARY LEVEL**

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Sahadev Kaphle has completed this thesis entitled Head teachers' Experiences of Novice English Teachers' Preparation for Primary Level under my guidance and supervision.

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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Abstract

The thesis entitled 'Head Teachers' Experiences of Novice English Teachers' Preparation for Primary Level' is aimed to find out the support of head teachers to novice regarding pedagogy and the problems faced by head teachers while recruiting novice teachers. Keeping the objectives in consideration, 10 head teachers and 5 primary teachers from different schools were sampled through non-random purposive sampling procedure. In-depth interview was used as a primary tool of data collection. After analysis and presentation of data, it has been found that novice teacher needs effective mentoring; principal leadership plays key role in retaining novice teachers and the novice teachers' attrition degrade the quality of education. This thesis consists of six chapters. Chapter one is introductory part which includes background of the study, statement of problem, research questions, significance of the study, and delimitation of the study. Similarly, chapter two includes review of the related literature, thematic review, and literature gap. The third chapter deals with methodology which includes research design. Data collection tools, sources of data, and work plan. Likewise, chapter four includes data analysis and presentation which includes novice teacher needs, reasons for teachers' attrition, professional preparedness of novice teachers, impact of novice teachers' attrition, and principal leadership. Similarly, chapter five has discussion under which novice teacher needs effective mentoring, and principal leadership plays the key role in retaining novice teachers are mentioned. Chapter six includes conclusions and implications at three different areas i.e., pedagogical implications, policy implications, and further research. Finally, the references and appendices are included.

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CHAPTER I: INTRODUCTION

This is a study entitled 'Head teachers Experiences of Beginner Teachers' teacher Preparation for primary level in Sunsari district. This chapter contains of the background of the study, statements of the problem, research questions, objectives of the study, significance of the study, and delimitations of the study.

Background of the Study

The first year of teaching is problematic which has some association with the teacher shortages and retention problems that occur globally (Shanks et al., 2022). The most problematic aspect of the first-year induction process is not that the concrete procedures were not communicated, but rather that the institutional culture's undocumented rules and attitudes were not transmitted. To develop and use the knowledge and abilities acquired during basic teacher training and to build good attitudes toward teaching as a career, a teacher's early years of teaching experience are crucial. The importance of effective induction procedures for new teachers is widely acknowledged, but despite "the high probability that solid induction programs represent one of the most cost-effective preventative strategies around," Coolahan (2002) contends that there has typically been a lack of cogent policy on its implementation. It is often known that the introduction of recently trained teachers into full-time teaching poses some challenges. Starting teachers are frequently "thrown in at the deep end," with a full teaching load and related duties. She or he can feel alone, anxious, and apprehensive because they frequently have few, if any, support networks to lean on. Poor induction can have major repercussions, according to research (Steyn, 2004). However, new instructors who have access to a support structure are able to get past their first issues with lesson preparation and management and concentrate on student learning far sooner than those who do not (Bezzina, 2006). The purpose of induction is the further develop in newly qualified teachers (NQTs) of those skills, knowledge, attitudes and values that are necessary to carry out those roles

effectively. Induction forms a bridging process between their initial teacher education programme (i.e. pre-service phase) and getting fully established as a confident and competent practitioner.

The introduction and novice teacher support programs were initiated long ago in developed countries. The advent of Early Professional Development Schemes, which are implemented in the second and third year of teaching and act as a bridge between induction and continuing professional development, is one intriguing development that has occurred in the UK. While in Northern Ireland what is covered and developed can be submitted for accreditation towards postgraduate qualifications, teachers in Wales get financing for this (Bezzina, 2006).

One of the most recent changes in France is that during their first two years of employment, newly qualified teachers must attend the University Institutes for Teacher Training (IUFM) for at least five weeks of training (Cros & Obin, 2003). Chinese instructors are placed on "probation" during the first year of their careers. Compared to "experienced" teachers, they have a lighter workload; however, it should be noted that even experienced teachers have a relatively "light" load, with 6 to 12 lessons per week. This is intended to help teachers become acclimated to the school environment and to give new teachers more time for preparation (Kearney, 2014).

In Japan, the boards of education provide induction training for beginning teachers (Smith, 2022). This takes place at education centers and within schools (internship training programs) under the guidance of an experienced teacher selected by the school head (San, 1999). However, this type of support mechanism is rarely seen in most of the schools in Nepal.

Statement of Problem

Expecting to change the world, new instructors come into the classroom (Oakes et al., 2018). Although they have an incredible amount of enthusiasm and energy for teaching and learning, nearly half of them will sadly not make it through their first five years of teaching. A tiny percentage won't even make it through the first year. New teachers' desire or willingness to stay in the field is negatively impacted by the excessive demands and duties imposed on them. Compared to most other occupations, teacher attrition rates are noticeably higher (Plunkett & Dyson, 2011). Almost half of all novice teachers leave the profession within their first 5 years of teaching ((Inman & Marlow, 2004; Smith & Ingersoll, 2004). Not only do these high attrition rates affect student learning, they place financial hardships on schools due to the high costs of recruiting, hiring, and training efforts that are required to fill classroom positions with high quality teachers (Brewster & Railsback, 2001; Lesnick et al., 2010; Wong, 2004).

Research Questions

The following research questions were used in the study:

- i. How do head teachers support novice teachers in pedagogy?
- ii. What are the problems faced by head teachers while recruiting novice teachers?
- iii. What strategies can be taken to retain novice teachers to retain in their profession?

Significance of the study

The results of this study benefit educational leaders in their efforts to support beginning teachers through the induction process with the purpose of increasing job satisfaction and reducing high teacher attrition rates. Our country's new teacher turnover rate is high which I have experienced myself as a head teacher. In an effort to decrease the high

teacher turnover rate of new teachers, schools in Nepal can focus on escalating and developing new teacher induction programs, specifically the elements and factors that most positively associate to teacher job satisfaction and the retention.

Definition of Terms

The following definitions of terms are provided to ensure meaning and understanding of the study:

1. Attrition: The number of employees leaving a particular profession.
2. Beginning Teacher: Nepal identifies beginning teachers as those holding an initial license and who have less than 3 years of teaching experience.
3. Induction: A “system wide, coherent, comprehensive training and support process [for beginning teachers] that continues for 2 or 3 years and then seamlessly becomes part of the lifelong professional development program of the district” (Wong, 2004, p. 42).
4. Job Satisfaction: How well workers are satisfied with their job duties and working conditions.
5. Mentoring: Formal and informal interactions between novice teachers and veteran teachers to facilitate professional growth of new teachers

Delimitations of the study

- i. This study was limited to 10 private schools of Itahari Sub-metropolitan, Sunsari, Nepal.
- ii. The sample size of the study was 5 novice or beginning teachers and 10 head teachers of 10 private schools.

CHAPTER II: LITERATURE REVIEW

Thematic Review

This chapter reviews the literature relevant to the present study. In the thematic literature review, different themes have been introduced. The themes are guided by the research questions. These themes included job satisfaction, novice teachers' induction program, head teacher's role in supporting novice teachers, novice teachers experience in their new job, head teachers experience of dealing with novice teachers. It discusses the research gap, and the final section of the chapter is the conceptual literature review that schematically presents the summary of the present study.

Head teachers experience of supporting novice teachers

Researchers and educators have advocated over the past several years that beginning teacher induction and mentoring programs play an important role in the development and preservation teachers (Andrews & Martin, 2003). There has been much research done on the function of head teachers in classrooms, as well as how their leadership affects new teachers and the atmosphere of the school (Uchida et al., 2022). Previous research examined the dynamics between classroom teachers and principals. For instance, Cheng and Szeto's (2016) study discovered that principals played a crucial role in fostering teachers' feeling of leadership. Proficient principals utilize an extensive array of tactics to foster educators' sense of independence and impact their degree of dedication to the school and overall job satisfaction (Drago-Severson, 2012).

When executive staff members demonstrate traits such being readily available to support, promoting collaboration among teachers, and keeping an eye on their daily activities, instructors are more devoted to the school (Hulpia & Devos, 2010). According to Hallam et al. (2015), principals play a crucial role in schools when it comes to developing mutual trust among students when employing collaborative techniques for teaching and learning.

Principals can also keep teachers motivated to work toward the shared objective of raising students' academic performance in academically underperforming schools (Finnigan, 2010).

Head teachers are the main support for the novice teachers. Head teachers are considered to provide adequate guidance and support to them. Zavelevsky et al. (2022) in Israel found that collegial relationships between teachers, Mentoring policies, and Principal-teacher relationships have supported novice teachers to adjust in new teaching environment. Likewise, earlier study (Youngs, 2007) found that head teachers supported novice teachers in acquiring curricular knowledge, planning instruction, and reflecting on practice. However, a study (Menon, 2012) in Cyprus found that novice teachers did not receive sufficient support from their head teachers and in some cases. The above literature clarifies role of head teachers in supporting novice teachers in different contexts but there is limited literature in Nepal so, there is a need in exploration of this area.

Novice teachers' job satisfaction, retention and drop out

Administrators face a challenge in maintaining a teacher pool and offering new teachers staff development programs. Administrators, for whom the recruitment, selection, and training of teachers constitute significant time and financial commitments, have acknowledged that teacher retention is a concern (Davis, 2015). 10% of inexperienced teachers leave the classroom after one year, and 50% move schools or depart after five years (Redding & Henry, 2018).

The working environment, student demographics, and teacher attributes that affect teachers' decisions to remain in their current schools, transfer to another school, or leave teaching have been the subject of previous studies on teacher retention (Allensworth et al., 2009; Boyd, Grossman et al., 2011; Ingersoll & May, 2012; Ladd, 2011). Research has consistently linked job satisfaction among teachers to both retention and departure rates (Culver, Wolfle & Cross, 1990; Perie & Baker, 1997; Ingersoll, 2002). According to these

studies, educators who are content and happy with their jobs appear to be less likely to quit. Gardner (2006) asserts that there are both internal and external elements that are connected to teacher job satisfaction. These include opinions and perceptions of teaching and the workplace held by teachers, such as whether they believe their salary is adequate and whether they feel supported by administrators. They also include job attributes like the level of education they teach (elementary, middle, or high school) and the kinds of classes they teach (general music, band, orchestra, or chorus). Teacher characteristics like age, sex, ethnicity, years of experience, and educational attainment have also been found to be associated with varying levels of job satisfaction and attrition rates (Docker, 2012).

Strong head teacher leadership can support teacher retention when it comes to working circumstances for teachers, especially in situations where student and teacher characteristics indicate that turnover is probable (Miller et al., 2020). In Chicago, for example, Allensworth et al. (2009) investigated the effects of principal leadership and other school factors on the retention of beginning K–12 teachers. Teachers who expressed high levels of trust in their principal, thought of their principal as a great instructional leader, and claimed to have significant influence over school choices were more likely to have better retention rates, according to the authors. A quantitative investigation on the impact of teachers' perceptions of their working circumstances on retention was carried out by Ladd (2011) on 22,941 elementary school teachers, 9,101 middle school teachers, and 10,829 high school teachers in North Carolina. Ladd (2011) found that no other working condition indicator, such as teacher empowerment, time, professional development, mentoring, or facilities and resources, was a better predictor of teachers planned and actual departures than the caliber of school leadership.

Other working conditions, such as higher levels of faculty decision-making influence throughout the school, higher teacher salaries, the school's behavioural climate, and

mentorship, induction, and professional development programs, have also been linked to teacher retention in addition to administrative support (Ingersoll, 2001; Ingersoll & May, 2012; Kelly, 2004; Kelly & Northrup, 2015; Loeb et al., 2005; Ronfeldt & McQueen, 2017; Smith & Ingersoll, 2004). For instance, Ingersoll and May (2012) investigated the predictors of retention for math and science teachers through a quantitative study that used the nationally representative Schools and Staffing Survey (SASS) and the corresponding Teacher Follow-Up Survey (TFS) for the 2003–2004 and 2004–2005 school years. The authors discovered that three factors were linked to teacher retention: (a) schools with fewer levels of discipline issues among students; (b) higher levels of faculty decision-making authority throughout the school; and (c) professional development that concentrated on pedagogical methods and content delivered.

Strategies to incorporate for professional development and retention

The educators of tomorrow will be the ones hired today. The success of a whole generation of pupils will depend on their performance. Offering them a thorough, well-thought-out professional development program will guarantee their success (Wong, 2004). More and more studies support the idea that the best indicators of students' performance are their teachers and the quality of their instruction. To put it briefly, head teachers have an obligation to guarantee improved instruction in order to raise student accomplishment. To do this, shrewd administrators ensure that all recently hired teachers have access to a new teacher induction program, which seamlessly integrates into the school's lifelong, sustained professional development program. According to studies, professional development programs that are structured, ongoing, and focused enable new teachers to observe others, be observed by others, and participate in study groups or networks where teachers exchange ideas, develop as a community, and learn to value one another's work. These programs also help to

keep teachers engaged in their field (Darling-Hammond, 2020; Eberhard et al., 2000; Joiner & Edwards, 2008).

Similarly, research on teacher attrition rates identifies nine factors—salary, teaching assignment, paperwork, extracurricular activities, class size, student behavior, special education requirements, administrative recognition, and administrative support—that are associated with a novice teacher's decision to quit. An induction-oriented pre-service program and a campus induction program with an effective mentor component can both support a teacher's journey toward effectiveness (Eberhard et al., 2000; Warsame & Valles, 2018).

Literature gap

The above literatures show the role of head teachers in retaining the novice teachers in job, strategies to support novice teachers, problems caused due to drop out in different parts of the world. However, very limited literature is found in context of Nepal. Therefore, there is a gap in literature.

CHAPTER III: METHODOLOGY

This chapter discusses the methodology employed in carrying out this dissertation with particular attention to the research design adopted to carry out this study. Furthermore, it discusses philosophical considerations of the study, population, sampling, and participants. This chapter included tools and techniques that can be used to collect data from participants.

Qualitative Research

This applied qualitative study examined the difficulties faced by new teachers, as well as how principals assist them, what kind of assistance new teachers receive, and which support techniques they believe to be most successful. My objective was to find head teachers' experience of beginner teachers' preparation, induction and early professional development. I employed qualitative research methodology (phenomenological approach) to carry out this research because it explored the experience of head teachers in a natural setting attempting to make sense in terms of the meanings they brought as suggested by Creswell and Miller (2000). It is because qualitative research design best explores the perceptions and the experiences of people sharing their frame of reference.

It is because my purpose was to interpret and document an entire phenomenon from an individual's viewpoint or frame of reference. Moreover, the reason behind choosing this approach was that head teachers' experience of beginning teachers' preparation, induction and early professional development could be explored through in-depth interviews and observation in a natural setting (Denzin & Giardina, 2022).

Research Design

I followed the interpretative research paradigm as I tried to investigate head teachers' experience of beginning teachers' preparation, induction and early professional development within their frame of reference (Denzin, 2017). Because head teachers and novice teachers' experience and perception could only be understood and interpreted by the researcher sharing

their frame of reference (Neuman & Robson, 2014), I interpreted head teachers' experiences and I believe that head teachers' experience towards early mentoring, induction and preparedness will be different. After all, their experience would have multiple interpretations because they could have their subjective interpretation of reality.

Data Collection

Tools for Data Collection

I used in depth interview as a tool for primary data collection from respondents.

Sources of Data

Both primary and secondary sources of data were used. The primary data were collected from the head teachers and novice English teachers from private schools of Itahari sub-metropolitan city. The samples included 10 head teachers and 5 novice English teachers.

Work Plan

Table 1

Work Plan

SN	Activities	Weeks for Completion
1	Preliminaries studies	3
2	Finalisation of tools for data collection	3
3	Data collection	5
4	Cleaning and transcription of data	7

5	Completion of the first draft	5
6	Completion of the final draft of the dissertation	5
Total		28 weeks

CHAPTER IV: DATA ANALYSIS AND PRESENTATION

This chapter analyses data collected from the participants. The data collected in-depth-structured interviews have been categorized and themes were generated. Based on the research questions, themes were generated.

Novice Teacher Needs

The data obtained from this study found that the school and mentors assigned to novice teachers should attend to the needs of those new teachers in multiple ways. If these demands go unfulfilled, the inexperienced educator might decide to quit. This study found that in order to succeed, novice instructors require professional help in the form of curriculum alignment, behavior management, compliance coaching, and school policies. Based on their observations, the majority of respondents felt that having mentors on hand, encouragement school administrators, time for teamwork, smaller class sizes, required supplies, increased compensation, and parental participation are all important in keeping new teachers in the classroom.

New teachers require continuous assistance. When they receive assistance during their first year of teaching, they appear to cherish the experience more. (P9)

We require prompt and continuous assistance. The mentors' availability and time are crucial components of a successful mentoring program. Teacher retention may be boosted by the time spent with mentors monitoring new instructors and vice versa.

(T3)

Ongoing mentor support is more beneficial to new instructors. There are many variables that might affect a teacher's decision to quit or stay in the field; still, encouragement of student-teacher interaction, higher levels of teacher satisfaction, and administrative support are crucial variables that can affect a teacher's decision to stay in the field. (P2)

The above remarks reflect that along with the influence of administrative support, the ability to lead, and the strength of autonomy in the classroom, the work environment has an impact on teachers' job satisfaction. Even important details like the mission and goals of the school as well as the leadership in place can support new teachers in carrying out their duties more successfully. Acquiring this essential knowledge and developing teaching and learning skills are crucial components in enhancing the caliber of teacher qualities in the classroom.

Reasons for Teachers' Attrition

The data obtained from in depth interview and observation notes revealed that the cause of teacher attrition categorized as task-related elements, individual factors, social environmental factors, and socioeconomic conditions. The majority of participants stated that time management, parent involvement/family concerns, and individualized education came in order of importance. Two teachers identified assessment and lesson planning for a particular subject as challenges, while one teacher listed special education issues, incorporating developmentally appropriate practice, large class sizes without extra assistance, kindergarten transition, and motivation.

It was really problem to handle students of kindergarten. I had no idea how to deal with their behaviors. (T1)

I had problem in setting question for standard test and I had bitter experience as many students failed in my subject. I was called by Principal and later only found out that the question was complex for students. (T2)

Some teachers enter teaching just to pass out their leisure time. Mostly they are from faculties like science and management. When they enter class, they lack teaching procedures. They face difficulty in imparting their knowledge as they are not trained or had not done micro teaching and practice teaching. (P5)

Some join this profession after being rejected in other jobs and later they quit this profession when their salary expectation is not met. (P1)

Beginning teachers often perceive challenges such as classroom management, adapting to school culture, meeting the needs of diverse learners, and balancing work-life responsibilities and also fostering student's participation. They may also feel overwhelmed with lesson planning, assessments, and effectively integrating technology into their teaching practice. Additionally, lack of experience and support can lead to feelings of isolation and professional uncertainty. (P6)

Administrative decisions that are taken without the involvement of teacher which lead to major changes in a his /her work environment, and that are not supportive, can burn out teacher. (P7)

The aforementioned statements demonstrate that one of the main sources of stress is the disruptive behavior of the students. Teachers may find the procedure tedious when students lack motivation to learn, and behavioral problems in the classroom can deplete a teacher's confidence. Likewise, classroom management presents another difficulty for first-year students. Inadequate assistance and a loss of autonomy are two more significant factors that contribute to teachers' discontent. Being unable to work alone can lead to disengagement, which is one of the main reasons why so many instructors quit their jobs. Teachers are professionals, and persistent meddling and restrictions from division staff and administration can lead to a sense of helplessness and, worse, animosity. A teacher may get disengaged from their profession if administrative choices are made that drastically alter their working conditions and are not encouraging. Administration turnover also impacts student behavior, lowers teacher morale, and produces inconsistencies in the classroom. It is crucial that educators acknowledge that they are on the verge of burnout and act to address the issue when they feel helpless and overburdened.

Professional Preparedness of Novice Teachers

The data obtained from this study revealed that inexperienced teachers are not equipped with the abilities needed to manage diverse student populations and learning styles in the classroom. The majority of participants agreed that to overcome the difficulties of classroom teaching, theoretical knowledge alone—without practical experience in the classroom and classroom modelling of professional practice—is insufficient. According to this study, variations in teacher preparation programs may cause new teachers to feel underprepared. One finding of this study was that teachers lack the necessary skills to work with students who have special needs or parents from diverse ethnic backgrounds.

The most common issue teachers were struggling with was classroom management/dealing with difficult children. (P1)

While some teachers agreed that college preparation highlighted variety among students, they did not address how to individualize education for some of those students. (P5)

To lessen practice shock, teacher induction programs focus primarily on addressing low self-efficacy, stress, and burnout that new teachers must deal with. (P6)

The above remarks cleared that diversity among students was discussed in the course, but how to individualize instruction for some of those students was not covered.

Mainly the beginning teachers have to cope with low self-efficacy, stress, and burnout so teacher induction program can reduce practice shock.

Impacts of Novice Teacher Attrition

The study's results demonstrated that a high incidence of teacher attrition is a major factor in the country's teacher shortage. This study also discovered that a teacher shortage brought on by high teacher turnover resulted in a decline in educational quality.

The fact that attrition forces schools to hire less qualified, inexperienced instructors to fill the hole left by frequent vacancies is one of the main problems related to it. (P2)

Due to the large ratio of inexperienced instructors and staff turnover, a school's reputation among local families may start to deteriorate as a result of the teacher shortage. This is another sneaky side effect of the issue. (P7)

Teacher instability has an impact on student learning, institutional knowledge, organizational performance, and school effectiveness. (P1)

The aforementioned statements demonstrated how student performance and school morale suffer at increased attrition rates. Not just for the pupils in a new teacher's classroom, but for all students in the school, high teacher turnover rates have a detrimental effect on student progress. Costs associated with replacing teachers, such as those for recruiting, hiring, training, and separation.

Principal Leadership

The study's results demonstrated that teachers and school leaders are key players in creating a culture in schools that supports professional growth. Principals of schools need to have the following general qualities in order to lead their institutions: building rapport with teachers, parents, and students; developing and communicating a shared vision and objectives; encouraging the leadership of power-sharing and assigning duties. This study also discovered that the principal of the school plays a guiding and consulting role in achieving professional growth.

The school principal's expertise and experience in the field play a significant influence in the leadership role that teachers play in their professional development. (P1)

Principal play a critical role in the quality of instruction through their recruitment, development, and retention of teachers and in ensuring that professional development enhances teachers' occupational growth and the needs of the students. (P3)

Teachers' professional development is linked to the school principal's role who should have features such as responsibility, communication, and impartiality while maintaining open communication channels with teachers. (P5)

The above remarks stated that principal plays an important part in new teacher induction by creating a culture of safety, conferring regularly with teachers and mentors, making new teachers feel valued, and providing emotional support. Principals are responsible for improving working conditions for new teachers.

CHAPTER V: DISCUSSION

The opinions and experiences of head teachers and novice teachers regarding the needs of novice teacher, their preparedness, job induction, retention are covered in this chapter. The following sub-themes are covered in this chapter: novice teacher needs effective mentoring, principal leadership plays the key role in retaining novice teachers, the novice teachers attrition degrades the quality of education.

Novice Teacher Needs Effective Mentoring

Results indicated that inexperienced educators require efficient mentoring. According to Wang and Odell (2002), the mentor is supposed to offer technical support, psychological support, and advice on local laws and policies. As an experienced educator, the mentor should be able to support the learning of the new teacher and provide for his or her needs while upholding the curriculum and guaranteeing that students are learning in a way that is both efficient and meaningful. On three separate levels—professional, social, and emotional—new educational professionals require assistance. In her summary of mentoring roles, Kram (1984) distinguished between two general categories: "career functions" and "psychosocial functions." Psychosocial functions of a relationship are those that improve a sense of well-being, whereas career functions are those that improved "learning the ropes" and becoming ready for development in an organization. Among the psychosocial functions described by Kram are role-modeling, counseling, friendship, acceptance, and confirmation. Zey (1984) described the most useful function of mentoring as sponsorship. The mentor puts his or her reputation on the line by actively promoting the protégé and by giving him or her important responsibilities. Mentors use their organizational influence to provide an opportunity for the apprentice to gain exposure and visibility in the organization.

Principal Leadership Plays the Key Role in Retaining Novice Teachers

The study's conclusions demonstrated that among the most crucial elements influencing teachers' decisions to remain in the classroom or pursue their career are the leadership and support of their principals. When they perceive that administrators are supporting them, teachers are more inclined to stay in the classroom. In fact, studies indicate that when it comes to decisions to stay at or leave a school, principle support may be more important than even teacher workload. This help can come in a variety of forms, such as offering guidance and emotional support. Lower teacher attrition rates have also been linked to school administrators that provide instructional tools, teaching materials, and professional development opportunities to their instructors.

Schools with lower teacher turnover rates make sure that their teachers have access to adequate funding and communication channels so they can meet every student's learning needs. Bringing on and keeping exceptional educators and principals is vital to the success of next generations. Research on the subject for decades has shown how important it is to have strong and stable school leaders in order to develop a workforce of teachers. Studies have also found that a principal's leadership style is associated with teachers' decisions to leave the school or profession.

The Novice Teachers Attrition Degrades the Quality of Education

The results showed that teachers' decision to leave the teaching profession in favour of other careers had a significant impact on educational quality. The quality of education suffers as a result of teacher attrition. The men and women who work as teachers in the educational system in any given nation are a direct reflection of that nation's educational system's excellence.

Previous studies also showed that teachers are leaving the profession at increased rates. The demands of time-consuming work, seemingly unrelated to the craft of teaching, are wearing teachers out.

The single most important determinant in student achievement and other significant outcomes is having a highly qualified teacher in front of the children (Darling-Hammond 1999; Ladd and Sorensen 2016). A considerable amount of the diversity in student achievement can be explained by effective teachers (e.g., Ladd, 2011; Murnane & Phillips, 1981; Sanders & Rivers, 1996; Clotfelter, Ladd, & Vigdor, 2007; Darling-Hammond & Youngs, 2002). Even for those teachers who stay in the classroom, high teacher attrition and turnover have a detrimental impact on student achievement for all students in the school (Ronfeldt, Loeb, and Wyckoff, 2013; Jackson and Bruegmann, 2009; Kraft and Papay, 2014; Sorensen and Ladd, 2018). Teachers' effectiveness is also negatively impacted. Student achievement would rise and the costs associated with high teacher turnover would be reduced if educators stayed in the classroom until retirement. This would be advantageous for both staff and students. The nation will have more money to invest in educational supplies and resources if the costs associated with recruiting, preparing, and supervising new teachers are decreased.

CHAPTER VI: CONCLUSION AND IMPLICATIONS

Conclusion

To lessen stress, burnout, and hopefully lower turnover, educators must design coping mechanisms for the many demands of the teaching profession. The high turnover rate in this field is due to the widespread belief among educators that teaching is a "sink or swim" situation in which they are unable to cope with the constant demands (Hultell et al., 2013).

Teachers have the highest turnover rate of any profession (Riggs, 2013), thus it's important to have policies in place to keep them in the profession. While reasons like unruly conduct, a loss of autonomy, insufficient support, and rising expectations are important contributors to teacher burnout, there are numerous published studies that offer strategies to help instructors lessen the stress these problems cause and, ideally, boost their self-efficacy. Some tactics include self-reflection on one's strengths and weaknesses, goal-setting and devising ways to make things better, engaging in physical activity and pursuing a hobby, receiving autonomy and support from the authorities, and building resilience by making use of protective factors in one's life. Being in a profession where so many outside influences are involved, such as teaching, is tough and will always cause stress. Providing understanding and solutions to assist educators overcome hardship is the most important factor in keeping them on staff and lowering turnover.

Implications

Implications for Practice

Implications for Practice: School and Division Administrators

Implications for practice arising from this study lie in the following areas:

Professional development, planning and preparation time, accessing resources, mentorship and induction programs.

Implications for Policy

School Divisions should ensure they implement policies in the following areas to put in place formal mechanisms to create and implement

1. Mentoring and induction programs for new teachers.
2. Increased planning and preparation time for novice teachers

Implications for Further Research

It was a qualitative investigation. It serves as a foundation for additional in-depth qualitative study aimed at exploring the "why" behind the difficulties mentioned here. It will assist future qualitative research investigate why inexperienced teachers found planning and preparation, measuring student learning, obtaining teaching resources, and differentiating instruction to be the most difficult. Qualitative research ought to document the feelings that inexperienced educators experience both when they receive inadequate help and when it is given. When discussing the roles, values, and beliefs of novice instructors in relation to the issues they confront, qualitative studies should be employed.

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Appendies

Sample Response from Head Teacher: 1

How long have you been leading this position?

I have been leading this school as principal for over 15 years.

What is the most challenging factor in leading school?

Among wide range of challenges, some notable ones include dealing with less motivated teachers, parents and students. The top level challenge, however, is managing the whole school to create a harmonious environment for learning.

How do you support novice teachers?

I try to create a welcoming environment for them, offering support in both pedagogical (if required) and psycho-social spectrum. Preferably, I provide positive feedback and encourage collaboration and teamwork among them.

What are the problems faced by head teachers while recruiting novice teachers?

On my desk, there are various challenges. Among them, the most recurring are:

- Novice teachers lack in practical classroom experience and effective teaching strategies.
- They prone to change or leave the profession due to stress, job dissatisfaction and/or better opportunities elsewhere.
- The novice teachers also require more intensive trainings and mentoring.
- They are less motivated towards teaching due to economic sophistication

What are the reasons for quitting teaching job by novice teachers?

There can be numerous reasons why a teacher quits the job. However, the common ground for them—to my knowledge—is the better career opportunities. I would like to enlist some of them:

- Stress and anxiety,
- personal growth opportunities
- Job security
- Family cause and so on

What are the factors motivating teachers to drop out of the teaching profession in the first stages of their professional career (the first five years), with reference to their personal characteristics (personal story, socioeconomic and occupational background) and the characteristics of the educational institutions in which they work?

Not all teachers share the same personal stories, but many face similar challenges that lead them to leave the profession. Some might initially think that teaching is an easy and well-paying job, but they shortly realize it's extremely demanding and end up leaving. In our context, many teachers are drawn to government jobs like bureaucracy positions or permanent government school teachers because of better pay and future security. Working in private schools in reality doesn't offer that benefit.

Many of our teachers have master's degrees, yet their earnings aren't enough to support their families. Consequently, they look for better opportunities in foreign countries like Korea or Japan (and even some in the Gulf Countries). Others have left teaching to start their own businesses or pursue different careers. This frustration often arises from a lack of professional development support, job security, and future prospects in their current roles.

In Nepalese society, there's often a single earner who has to meet all the family's needs. With the cost of living rising rapidly, the cost of health services climbing high, the salaries teachers earn are insufficient to cover even basic expenses. They can't sleeve up to the economic burdens they daily face. Moreover, some teachers value their personal freedom and dislike the constraints of the job, instigating them to leave.

What is the declared policy in the educational system on the systemic level (the Ministry of Education), on the district level (supervision), on the municipal level (departments of education in the local authorities), and on the institutional level (schools), in all that pertains to the issue of teachers dropping out of the teaching profession and how does it help them cope with it?

I am not well acquainted with all those in details, yet there are several policies issued in the federal level to the local level. The federal level, MoE supports with managing the teachers' license, teaching in Education Faculties, professional development programs such as in-service trainings and Continuous Professional Development and Teachers' Professional Development programs. Similarly, Local Training Sessions and Customized Trainings are also organized by the local levels.

However, it does not relate regarding the private schools. The government provides no funding or support system for CPD and TPD for private school teachers. If only the government had addressed to the private school teachers (as the private school education is supporting in imparting education under the government acts and regulations), the teacher drop-out rate might be lower I guess.

How does teacher turnover affect student learning?

Teacher turnover can significantly affect students' progress and learning. The most important part is adjustments of class schedules. Frequent changes in teachers can distort the continuity of instruction, building upon previous lessons and maintain the same learning pace. The students might be in constant anxiety and motivation disruption. They might not be as motivated as with the former one struggling to cope with the way of presentation and techniques applied.

What policies can make teaching a more attractive long-term career and reduce teacher turnover?

The policies can make teaching learning more effective and attractive career and reduce teacher turnover.

- Salary Increment
- Other benefits
- Professional development
- Mentorship
- Incentives and other remuneration
- Teacher Recognition program

What are the impacts of the teacher shortage on various members of the school community?

Teacher shortage has wide range impacts on various members including community, students, existing teachers, administration, parents and so on. The students will be deprived of the greater opportunity of the subject matter exposures prompting to the lower academic progress and gaps in building attitudes. Similarly, the impacts would last on their psycho-emotional health too.

The existing teachers will face workload and down-feeling. There is a high chance of being dissatisfied looking at the turnover of their colleagues. The administration will face the challenge of recruiting new teachers, and whole school operational tensions. The parents would worry about their children's progress at large. After all, the turnover results bad at economic spectrum. The poorly educated workforce can affect the local economy and business and as a whole, the public perception towards schools and education system will have the negative impacts.

What could faculties of education and school divisions do?

For the current scene, the faculty of education takes a hold to upbringing the future teachers fostering the abundant morale of being a teacher and becoming a teacher forever.

The faculty of education can work together to address the teacher shortage by following ways:

- Practical knowledge of profession and professionalism.
- Provide internship to the future teachers.
- Job oriented design of the courses.
- Give more focus on generating knowledge to passive consumer of the theories.
- Partnerships with schools and other institutions
- Financial aids and more deliberate scholarships
- Certification and fellowship programs.

What can be done for wellbeing in the teaching profession?

One of the crucial aspects of enriching the wellbeing of teaching profession is to align it to the income generation over mere salaried profession. It is today's need to have several branches of income rather being rigid to the notion of teacher and teaching profession—teachers should be only teachers. For this, various strategies can be spark to bring such a change. One of the strategies is to have a flexible schedule over 10-4 routine. Workload management, mentorship program and professional development trainings are also other things to accommodate. The teachers should get more supportive environment for bringing better outcomes. The policy makers should consider the consequences of the turnover. The teachers should have their voice in the decision making process.

Response 2

How long have you been leading this position?

13 years

What is the most challenging factor in leading school?

Teachers' instability

How do you support novice teachers?

By giving knowledge about:

Curriculum, Specification Grid, Teacher's Guide, Teaching Process

What are the problems faced by head teachers while recruiting novice teachers?

Lack of question formation what causes quality education

What are the reasons for quitting teaching job by novice teachers?

Salary

What are the factors motivating teachers to drop out of the teaching profession in the first stages of their professional career (the first five years), with reference to their personal characteristics (personal story, socioeconomic and occupational background) and the characteristics of the educational institutions in which they work?

Economic condition, low respect of the teaching profession, etc.

What is the declared policy in the educational system on the systemic level (the Ministry of Education), on the district level (supervision), on the municipal level (departments of education in the local authorities), and on the institutional level (schools), in all that pertains to the issue of teachers dropping out of the teaching profession and how does it help them cope with it?

Nothing yet.

How does teacher turnover affect student learning?

- a. Methods of teaching will be different
- b. It takes time to be created friendly environment between teacher and students.

What policies can make teaching a more attractive long-term career and reduce teacher turnover?

- a. Providing satisfactory salary, at least 10% more than other profession.
- b. Teaching Profession must be in first priority in government policy.

What are the impacts of the teacher shortage on various members of the school community?

- a. It is being barrier of quality education.
- b. Non-qualified teachers are being selected what is being slow poison for students' future.

What could faculties of education and school divisions do?

- a. Handsome salary must be provided.
- b. High respect should be given to the teaching profession.
- c. First priority should be given to the teaching profession in government policy.
- d. Job guaranty education policy should be made.

What can be done for wellbeing in the teaching profession?

Salary Satisfaction