

Teachers' Perception on Teacher Induction Program at Secondary Level

**A Thesis Submitted to The Department of English Education
In Partial fulfillment for the Master of Education in English**

**Submitted by
Monika Shrestha**

**Tribhuvan University
Faculty of Education
Department of Education
Kirtipur, Kathmandu
Nepal
2024**

Teachers' Perception on Teacher Induction Program at Secondary Level

**A Thesis Submitted to The Department of English Education
In Partial fulfillment for the Master of Education in English**

**Submitted by
Monika Shrestha**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2024**

**T.U. Regd. No.: 9-2-997-13-2013
Fourth Semester Examination
Exam Roll No.: 7528050/075**

**Date of approval of thesis
Proposal: 06 May, 2024
Date of Submission: 18 June 2024**

Recommendation for Acceptance

This is to certify that Miss. Monika Shrestha has prepared the thesis entitled Teachers' Perceptions on Induction Program at Secondary Level under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 19 June 2024

.....

Dr. Renu Singh (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur

Recommendation for Evaluation

This thesis has been recommended for evaluation from **following Research Guidance Committee.**

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Renu Singh (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Mr. Resham Acharya

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 6May 2024

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Tara Datta Bhatta

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

Dr. Renu Singh (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 4 July 2024

Declaration

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

Date: 18 June 2024

.....

Monika Shrestha

Dedication

This work is dedicated to my parents Binod Kumar Shrestha and Sunita Rajbhandari Shrestha, who always helped for many years of dedication in being the supportive parents for setting the perfect example of how life should be led.

Monika Shrestha

Acknowledgements

At first, I would like to express my sincere warm and heartiest gratitude and highest regards to my thesis supervisor **Dr. Renu Singh**, Lecturer, Department of English Education, Tribhuvan University, Kirtipur for her continuous guidance, supervision, cooperation, encouragement, inspiration, invaluable instruction and suggestions and feedback while doing my research. Honestly, I feel so lucky as well as advantaged to conduct my research under her guidance.

My sincere gratitude also goes to **Dr. Gopal Prasad Pandey**, Reader and Head Department of English Education, Tribhuvan University Kirtipur for his invaluable suggestions, recommendations and inspirations while conducting proposal viva. He always helped me administratively and academically to carry out this research work. His suggestions and comments helped me to carry out the research work in the form what it is today.

Similarly, I would like to express my gratefulness to **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, Tribhuvan University, Kirtipur for his genuine comments and suggestions during the viva of proposal of this research which helped me for carrying out this research.

In the same way, I am equally, thankful to my gurus and gurumas, **Prof. Dr. Tara Datta Bhatta, Prof. Dr. Balmukunda Bhandari, Prof. Dr. Anjana Wasti, Dr. Purna Bahadur Kandel, Dr. Madhu Neupane, Mr. Bhim Prasad Wasti, Mr. Ashok Sapkota. Mr. Guru Prasad Paudel and Mr. Khem Raj Joshi** at the Department of English Education, Tribhuvan University Kirtipur for their invaluable comments suggestions inspirational lectures and teaching during my study at university.

Likewise, I am also grateful to all who helped me directly and indirectly in research.

Furthermore, I would like to thank my family members for their kind support for my education.

Abstract

This research study **Teachers' Perception on Teacher Induction Program at Secondary Level** was conducted to explore the perceptions of secondary level English teachers on induction program and to suggest some pedagogical implications of teacher induction. I adopted survey research design to carry out this study. I conducted semi structured interview and survey to collect data for the research. In addition, I analyzed the data through thematic approach. After the analysis and interpretation of the data, it was found that there is a strong senses of dedication and pride in their profession driven by personal interest, passion for working with students, and a desire to contribute to society. Moreover, teacher induction is perceived as a crucial process which supports and empowers novice teachers. The study found that some teachers praise the induction program for providing sufficient orientation, mentorship and professional support, others highlight that there are rooms areas for improvement in program management. Furthermore, the study found the teacehrs face challenges of classroom management. The study highlighted that collaboration among teachers is crucial for enhancing their personal and professional development, improving student outcomes, and addressing challenges in teaching.

This thesis comprises five chapters. The first chapter introduces the study which contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms, Similarly, the second chapter includes the review of theoretical as well as empirical literature and its implication of the study. Additionally, it also consists of conceptual framework. Likewise, the third chapter contains the methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration. In the same way, the fourth chapter deals with the analysis and interpretation of the data. Eventually, the fifth one present the findings and conclusion of the study along with the policy, practice and further research related recommendations based on the study.

Table of Contents

<i>Declaration</i>	<i>vi</i>
<i>Recommendation for Acceptance</i>	<i>iii</i>
<i>Recommendation for Evaluation</i>	<i>iv</i>
<i>Evaluation and Approval</i>	<i>v</i>
<i>Dedication</i>	<i>vi</i>
<i>Acknowledgements</i>	<i>vii</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>x</i>
<i>List of Tables</i>	<i>xiii</i>
Chapter One: Introduction	1-5
Background of the Study.....	1
Statement of the Problem	3
Objectives of the study	3
Research Questions	4
Significance of the Study	4
Delimitations of the Study.....	4
Operational Definition of Key Terms	5
Chapter Two: Review of Related Literature	6-25
Review of Theoretical Literature	6
Concept of Teacher Induction	6
Key Components of Teacher Induction Programs	7
Benefits of Teacher Induction Programs	8
Challenges of Teacher Induction Programs.....	8
Features of Teacher Induction	8
Importance of Teacher Induction	9
Constructivist Theories: Mentoring and Social Interaction.....	9
Models of Induction.....	10
Review of Policy: Format of Teacher Professional Development	10
Difference between Induction and Mentoring.....	10
History of Teacher Education in Nepal	11
English Language Teaching Past and Present	12

Professional Development for Teachers	13
Early Attempts and Informal Practices	14
Development of Structured Programs	14
National Center for Educational Development (NCED)	14
Recent Efforts and Programs	14
Policy of Teacher Induction Program in Nepal	14
National Education Policy	14
Teacher Development Policy.....	15
Role of National Center for Educational Development (NCED)	15
Key Initiatives by NCED:.....	15
Teacher Service Commission (TSC) Guidelines.....	15
School Sector Development Plan (SSDP)	15
Collaboration with International Organizations	16
Implementation and Challenges	16
Practice of Teacher Induction in Nepal	16
Inservice Teacher Training Course.....	17
Empirical Review of Related Literature.....	17
Implications of the Review	21
Conceptual Framework of the Study.....	21
Chapter Three: Methods and Procedures of the Study	23
Design and Method of the Study.....	23
Population, Sample and Sampling Strategy	23
Research Tools	23
Sources of Data	24
Data Collection Procedures	24
Data Analysis and Interpretation Procedures	24
Ethical Consideration	24
Chapter Four: Analysis and Interpretation of Results	25-36
Analysis of Data and Interpretation of Results	25
Teaching as a Profession	25
Conceptualizing Teacher Induction	26
Practices of Teacher Induction in Community Schools.....	27
Challenges in the Classroom	28
Benefits of Collaboration with Staff	30

Importance of Induction	31
Challenges in Teaching	32
Strategies for induction	33
Findings	35
Chapter Five: Conclusions and Implications	36-39
Conclusion.....	36
Implications	37
Practice Level	37
Policy Level.....	37
Further Research Level.....	38
References	
Appendices	
Plagiarism Test Report	

List of Tables

Table 1: Familiarizing with Teacher Induction	31
Table 2: Importance of Induction	31
Table 3: Challenges in Teaching.....	33
Table 4: Strategies for induction.....	33

Chapter One

Introduction

This present study is based on **Teachers' Perceptionson Teacher Induction Programme at the Secondary Level**. The first chapter of this study consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

Teacher induction is a professional development program that includes mentoring and is designed to provide support, guidance, and orientation for beginning teachers as they transition into their first teaching jobs (Literacy Information and Communication System [LINCS], 2015). These programs are crucial in helping novice teachers adapt to a new workplace culture, offering them the opportunity to learn key information about the school, understand professional responsibilities, and foster a collaborative learning community.

According to Austin (1992, as cited in Demelash, 2018, p.3), the teacher induction period refers to the transitional phase between pre-service education and continuing professional development, encompassing the initial years of teaching. This period is critical as it provides a structured support system for beginning teachers, helping them to implement their education in practice and adapt to their new professional environments. The induction programs have the potential to elevate the teaching profession and foster a collaborative learning community (Austin, 1992; Demelash, 2018).

A supportive environment is invaluable for novice teachers. Harrison, Lawson, and Wortley (2005) highlight the importance of such an environment, stating that new teachers benefit significantly from the assistance and support provided during the early years of their career. Elliot and Pynchon (2005) also found that supportive programs increase teachers' job satisfaction, reduce their sense of isolation, and enhance their professional growth.

For an effective teacher induction program, it is essential to view teachers as adult learners in a workplace, recognizing that they have much to contribute to professional discussions and the direction of their chosen career (Harrison et al., 2005; Elliot & Pynchon,

2005). Treating them as such ensures that they are more engaged and committed to their professional development.

The need for teacher induction programs for novice teachers is paramount due to the unique challenges they face as they transition from pre-service education to full-time teaching. Novice teachers often encounter difficulties such as classroom management, curriculum planning, and navigating the cultural dynamics of their new schools. These challenges can lead to feelings of isolation, stress, and inadequacy, which may affect their performance and retention in the profession. Induction programs provide structured support that helps new teachers acclimate to their roles more effectively. Through mentoring, professional development workshops, and collaborative opportunities, these programs enable novice teachers to develop critical teaching skills, build confidence, and integrate into the school community. Furthermore, induction programs promote continuous professional growth by encouraging reflective practices and fostering a supportive network of peers and experienced educators. This holistic approach not only improves the teaching quality but also enhances job satisfaction and reduces turnover rates among new teachers. Therefore, investing in comprehensive teacher induction programs is essential for building a resilient and competent teaching workforce.

Conducting research on the need for teacher induction programs for community school teachers in Nepal is essential to address the specific challenges and contextual factors unique to the region. Community schools in Nepal often face issues such as limited resources, diverse student populations, and varying levels of teacher preparedness. Research in this area can provide valuable insights into the effectiveness of induction programs tailored to these conditions, helping to identify best practices and areas for improvement. By examining the experiences and needs of novice teachers in Nepal's community schools, policymakers and educational leaders can develop targeted interventions that enhance teacher support and professional development. Furthermore, such research can contribute to the global understanding of teacher induction by highlighting the successes and challenges in a developing country context. This can inform international efforts to improve teacher retention and effectiveness in similar settings. Ultimately, research on teacher induction programs in Nepal can lead to better educational outcomes for students and a more resilient teaching workforce.

Statement of the Problem

Despite the well-documented benefits of teacher induction programs in supporting novice teachers, community schools in Nepal often lack such structured support systems. This gap poses significant challenges for beginning teachers as they transition from pre-service education to their professional roles. Existing literature highlights the critical nature of the induction period, noting its importance in helping new teachers adapt to workplace culture, understand professional responsibilities, and foster a collaborative learning community (Austin, 1992; Harrison, Lawson, & Wortley, 2005; Elliot & Pynchon, 2005).

Research has consistently shown that effective induction programs increase job satisfaction, reduce isolation, and enhance professional growth among new teachers (Harrison et al., 2005; Elliot & Pynchon, 2005). However, the specific context of Nepali community schools—with their unique challenges such as limited resources, diverse student populations, and varying levels of teacher preparedness—necessitates a tailored approach to induction programs.

A study by Demelash (2018) emphasizes the transitional phase between pre-service education and continuing professional development as crucial for beginning teachers. Furthermore, LINCS (2015) underscores the role of induction programs in providing essential support, guidance, and orientation for new teachers. Given these insights, it becomes evident that there is a pressing need to explore the specific requirements and potential benefits of teacher induction programs in Nepali community schools. Therefore, this research aims to address this gap by investigating the perceptions of stakeholders, teachers, and parents regarding the implementation of teacher induction programs in Nepali community schools. By examining the experiences and needs of novice teachers in this context, the study seeks to identify effective strategies and best practices for supporting new teachers. This will not only contribute to the improvement of teacher retention and effectiveness in Nepal but also add to the global discourse on teacher induction in developing country contexts.

Objectives of the study

The following were the objectives of the proposed study:

-) To explore the perceptions of teachers on teacher induction programmes at community schools.
-) To suggest some pedagogical implications of teacher induction program.

Research Questions

This study is directed to answer the following questions.

-) What perceptions do English language teachers have regarding induction programme?
-) What kind of support do they receive from the induction program for applying in English language classes?
-) What are the problems faced by the ELT teachers?

Significance of the Study

The significance of this study lies in its potential to address a critical gap in the educational landscape of Nepal's community schools by exploring the implementation and effectiveness of teacher induction programs. The findings from this research will have several important implications: By identifying the specific needs and challenges faced by novice teachers in Nepali community schools, this study will provide valuable insights into how induction programs can be tailored to offer effective support. This can help new teachers navigate their initial years more smoothly, reducing feelings of isolation and stress, and enhancing their confidence and competence in the classroom. Effective induction programs have been shown to increase job satisfaction and reduce turnover rates among new teachers. By demonstrating the positive impact of such programs, this study can encourage policymakers and educational leaders in Nepal to invest in and prioritize teacher induction initiatives, ultimately leading to a more stable and committed teaching workforce. The study will highlight the importance of continuous professional development for teachers. By fostering a culture of reflective practice and collaborative learning, induction programs can help novice teachers develop their skills, stay updated with pedagogical advancements, and contribute to their overall professional growth. This will benefit not only the teachers but also their students and the broader educational community.

Delimitations of the Study

This study had following delimitations:

- a. The area of this study was limited to 15 community schools.
- b. It was limited to the survey research design.
- c. The survey sample confined to 40 English teachers from lower and secondary level teachers.

- d. It was limited to data collected through survey and semi structured interviews.
- e. This survey was conducted in 15 community schools located at Bhaktapur and Kathmandu district.

Operational Definition of Key Terms

English Language Teacher: Those teachers who are selected as an English teacher. Teacher Induction period: transitional period between pre-service preparation and continuing professional development.

Induction Program: Process of helping novice teachers to adopt in newly appointed teaching profession.

Professional Development: Professional development is a continuous process crucial for enhancing capacity of human resources working with different roles in any sort of organization.

Teacher Development: Teacher development refers to the growth of teachers which enhances individual's knowledge and skills required for professional development.

Chapter Two

Review of Related Literature

This chapter presents a comprehensive review of literature related to teacher induction programs. The literature review enhances and consolidates the knowledge base, linking the proposed study with existing research. It includes theoretical literature, empirical studies, implications for the current study, and the conceptual framework.

Review of Theoretical Literature

Concept of Teacher Induction

Teacher induction refers to the comprehensive support system provided to new teachers during their initial years in the profession, aiming to facilitate their transition into the teaching role, enhance their skills, and increase retention rates.

Ingersoll and Strong (2011) define teacher induction as the process by which a novice teacher becomes integrated into the professional norms and practices of teaching. It typically includes support and guidance from experienced colleagues, professional development opportunities, and various formative assessments and feedback mechanisms. Induction spans the first few years of a teacher's career, reducing the steep learning curve and helping new teachers develop a strong foundation for their teaching practice.

Similarly, Feiman-Nemser (2001) explains that induction encompasses processes and supports to help new teachers acclimate to the demands of teaching, adjust to the school culture, and develop their instructional practice. This includes mentoring, professional development, and a supportive school environment.

Moreover, Wong (2004) describes teacher induction as a comprehensive, coherent, and sustained professional development process designed to train, support, and retain new teachers, thereby enhancing their effectiveness and ultimately improving student learning.

Furthermore, Smith and Ingersoll (2004) highlight that induction involves both formal and informal elements, ranging from mentoring and orientation sessions to peer support and professional learning communities. In addition, Britton, Paine, Pimm, and Raizen (2003) state that induction includes mentoring, observation, feedback, and professional development,

focusing on mentoring relationships, classroom observations, constructive feedback, and ongoing professional learning opportunities.

Similarly, Richards and Farrell (2005) identify different views on teacher learning:

Skill Learning: Focuses on the development of different skills or competencies essential for successful teaching.

Cognitive Process: Emphasizes the nature of teachers' beliefs and thinking, and how these influence their teaching and learning.

Personal Construction: Focuses on the teacher's individual and personal contribution to their learning and development.

Reflective Practice: Teachers learn from experience through focused reflection on the nature and meaning of teaching experiences.

From these definition we can say that teacher induction is a holistic process designed to support new teachers through mentorship, professional development, and integration into the school culture, aiming to improve their effectiveness and retention in the profession.

Key Components of Teacher Induction Programs

Wang, Odell, & Schwille (2020) have identified the following key components of teacher induction.

Mentorship: Experienced teachers guide novices, significantly impacting new teachers' instructional skills and job satisfaction. Structured mentoring relationships and ongoing professional development for mentors are crucial.

Professional Development: (Desimone & Pak, 2022) say that Continuous professional development (PD) is essential for new teachers' growth. PD should be sustained, collaborative, and directly related to classroom practice . Practical, classroom-based strategies are most beneficial.

Peer Collaboration: Collaboration with peers supports new teachers' professional and emotional well-being. Collaborative cultures within schools enhance teacher retention and instructional quality.

Administrative Support: Strong support from school administrators is vital for the success of induction programs. Supportive leadership positively influences new teacher retention and job satisfaction (Grissom, Loeb, & Mitani, 2017).

Benefits of Teacher Induction Programs

Jones & Youngs, (2012) show the following benefits of teacher development.

Enhanced Teacher Efficacy: Induction programs boost new teachers' confidence and instructional skills, leading to improved teaching practices (Jones & Youngs, 2012).

Reduced Teacher Attrition: Effective induction programs significantly lower teacher turnover rates (Ingersoll & Smith, 2004).

Improved Student Outcomes: Students benefit from being taught by well-supported and prepared teachers, with positive correlations between induction programs and student achievement (Rockoff, 2008).

Challenges of Teacher Induction Programs

Smith & Ingersoll, (2004) point out the following challenges of teacher induction.

Resource Constraints: Limited resources can hinder the effectiveness of induction programs. Funding and resource distribution issues persist.

Inconsistent Implementation: Variability in program quality and execution can affect outcomes. Standardized, evidence-based practices across induction programs are needed .

Mentor Quality: The effectiveness of mentors varies, impacting new teachers' experiences. Ongoing training and support for mentors are essential .

Features of Teacher Induction

Teacher induction programs are characterized by various features designed to support novice teachers:(Vangrieken et al., 2017) list the following features of teacher induction.

Mentorship: Experienced teachers provide guidance and support, helping new teachers develop classroom management skills, instructional strategies, and professional identity.

Professional Development: Ongoing training opportunities focus on enhancing instructional techniques, subject knowledge, and classroom management, tailored to new teachers' needs.

Collaborative Learning Communities: New teachers are integrated into professional learning communities (PLCs) that promote collaborative learning and peer support.

Administrative Support: School administrators actively support novice teachers by providing resources and creating a supportive school climate.

Structured Orientation: Comprehensive orientation sessions introduce new teachers to school policies, procedures, culture, and expectations.

Formative Assessment and Feedback: Regular assessment and feedback mechanisms help new teachers reflect on and improve their practice.

Emotional and Professional Support: Induction programs offer both emotional and professional support, creating a supportive network for new teachers.

Importance of Teacher Induction

Teacher induction programs are critical for the professional development and retention of new teachers, offering numerous benefits that contribute to the overall effectiveness and sustainability of the teaching profession:

Improved Teacher Retention: Induction programs significantly reduce attrition rates, providing necessary support and mentorship to help new teachers navigate their first years.

Enhanced Teaching Effectiveness: New teachers who participate in induction programs demonstrate improved teaching practices through mentorship and professional development.

Improved Student Outcomes: Effective induction programs lead to better student achievement, as well-supported teachers are more effective in the classroom.

Constructivist Theories: Mentoring and Social Interaction

Constructivist theories emphasize the reconstruction of knowledge through social interaction. Vygotsky (1978) believes learners construct knowledge socially, based on their current or past knowledge. Social interaction plays a fundamental role in the development of cognition. Beginner teachers can interact with colleagues and students to construct their

beliefs and knowledge. Vygotsky's concept of the 'Zone of Proximal Development' (ZPD) suggests that beginner teachers are scaffolded to create learning. This idea concludes that beginner teachers need support, guidance, and assistance from mentors to develop their teaching practice.

Bruner (1994) emphasizes that scaffolded learning involves support provided by an expert or mentor, enabling learners to complete tasks that would not have been possible without such support. Mentors scaffold and support beginner learners in problem-solving, which is essential for novice teachers to flourish in their teaching careers.

Models of Induction

The **National Education Association (NEA)** mentions three types of induction models delimited by teacher preparation expert Barry Sweeny:

1. **Basic Orientation Model:** Introduces teachers to general district procedures, policies, and responsibilities.
2. **Instructional Practice Model:** Bridges the gap between theory and practice for new teachers.
3. **School Transformational Model:** Combines orientation and instructional practice models for continuous improvement of student learning.

Review of Policy: Format of Teacher Professional Development

The revised version (2080/07/12) of the Teacher Professional Development policy includes:

1. One month of certified teacher training and five days of refresher training.
2. In-service training: Managed and certified by the education training center.

Difference between Induction and Mentoring

Induction is a professional development program that provides support, and guidance for beginning teachers during the first phase of their teaching career, whereas mentoring is a tool of induction in which an experienced teacher guides new teachers during the training. The difference between mentoring and induction as mentioned in Teacher Induction and Mentoring by Literacy Information and Communication System (2015), are mentioned below:

Induction	Mentoring
Induction is a program that provides support to new teachers in their first year of teaching.	Mentoring is a part of induction in which experienced teachers support new teachers to develop knowledge and skills.
This is a formal program conducted in the respective area.	This is an informal program that takes place in a common workplace.
This program is organized by the school in collaboration with the local government.	Mentoring is learned on the job rather than in a certification program.
This is a separate program that includes all the subject teachers.	This is a joint practice related to a specific subject.

History of Teacher Education in Nepal

The history of teacher education in Nepal started with the establishment of the Basic Education Teacher Training Centre in Kathmandu in 1948 which provides training to the primary level school teachers. After the recommendation of the Nepal National Education Planning Commission (NNEPC) the Teacher Training Centre discontinued its functions in 1954 for the establishment of the College of Education in 1956 to provide two-year and four-year teacher education programs to the prospective lower secondary/ secondary level teachers of Nepal. Concurrently, Mobile Normal Schools ran a ten-month teacher training program for primary school teachers. These schools were later converted into primary school teachers' training centers (PSTTC) in 1963. Teacher educators for running these Centers and the College of Education was trained either in the USA or the Philippines.

Additionally, The National Education System Plan (NESP, 1971-76) brought a new impetus to teacher education making teacher training mandatory to obtain tenure in schools. All the institutions such as the College of Education, National Vocational Training Centre, and Primary School Teacher Training Centers came under the single umbrella of the Institute of Education (IOE) Under Tribhuvan University. This institute conducted both pre-service and in-service teacher training. During this period the IOE conducted fifteen varieties of training programs through its regular campuses and on-the-spot programs. The popular programs, apart from the regular degree-oriented teacher education programs conducted during this period taking into account the topographical and social structure of the country were: Women teacher training, remote area teacher training program, on-the-spot teacher

training program, teacher training through distance learning, and vocational teacher training program.

English Language Teaching Past and Present

The history of the English language in Nepal began when Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of the National Education System Plan (NESP). Until then English language teachers were not trained. It started only in 1971 when IOE of TU initiated B.Ed. program in English education. Even after so many years of English language teacher education program in operation, there is still a dire need for trained and efficient English teachers in Nepal. Regarding the English language proficiency of English teachers, Davies et al (1984,p. 7-8) state: "... the very obvious lack of English proficiency among teachers which leads to the total failure to provide 'comprehensible input' i.e to offer a model of spoken English which is always just a little above the students' group and at the same time contains a message which the students wish to understand." They also found that teachers' proficiency in English was not up to the level they were sought for. For example, the proficiency of English of the graduate teachers teaching English in Kathmandu was found below that of the tenth graders of a well-established private high school there. The situation outside the valley is even more deplorable.

In a survey of 300 English teachers in the country, Kerr (1994,p 4) found that "... the standard of written and spoken English amongst government school teachers ranges from grade two to grade four native speakers, with only a few exceptions." Her findings support what Davies et al (1984) found earlier. She also found that the standard of the teachers teaching English at private schools is also not satisfactory because their general proficiency range seems to be... from grade five to grade eight standard native speakers".

Most English teachers are not trained and whoever is trained also need retraining. There is no pre-service training for college and university teachers and they hardly get an opportunity to go for any in-service training. Some of them even lack the adequate linguistic competence required of them. Bhadra and Yadav (1988:71) state" There are quite a

few Tribhuvan University English teachers who lack adequate language and proficiency skills and experience, which are essential for effective English language teaching”.

Professional Development for Teachers

Teacher professional development refers to the process of making teachers competent at applying the knowledge and skills they have acquired in classroom practice. Professional development includes formal types of vocational education, typically, post-secondary or polytechnical training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs. These programs may be formal, informal, group, or individualized. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples of process skills are ‘effectiveness skills’, ‘team functioning skills, and ‘system thinking skills.

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual’s interest in lifelong learning and increasing their skills and knowledge.

Feiman-Nemser (2001) wrote “If we want schools to produce more powerful learning opportunities to teachers” (p.1014). The conventional approaches to professional development do not fit with the changing and developing learning requirements of both students and teachers. This needs to be a consideration in our current changing educational environment. To promote more powerful student learning and to aid in the transformation of the roles of teachers, professional development now calls for ongoing study and problem-solving among teachers where “teachers (are) construction of knowledge and transformation of culture” (p.1038)

Professional development is important to all teachers not only to learn new skills but also to develop new insights into pedagogy and their practice, and explore new or advanced understandings of content and resources. Professional development includes support for teachers as they encounter the challenges that come with putting into practice their evolving understandings of the use of technology to support inquiry-based learning. Current technologies offer resources to meet these challenges and provide teachers with a cluster of

supports that help them continue to grow in their professional skills, understanding, and interests.

Early Attempts and Informal Practices:

Historically, Nepal has had informal systems of mentoring and induction, often involving more experienced teachers providing guidance to novices within schools. This practice was largely unstructured and varied significantly between schools and regions.

Development of Structured Programs:

The 1980s and 1990s saw initial steps towards more formalized teacher induction programs. This was part of broader educational reforms aimed at improving teacher quality and retention. However, the efforts were sporadic and lacked a cohesive national policy.

National Center for Educational Development (NCED):

Established in 1993, the NCED played a crucial role in formalizing teacher training and induction programs. It aimed to standardize teacher education and provide consistent support for new teachers across Nepal.

Recent Efforts and Programs:

More recent initiatives have focused on structured induction programs, combining workshops, mentoring, and continuous professional development. Organizations such as the British Council have been involved in supporting these efforts through various projects and studies.

Policy of Teacher Induction Program in Nepal

The policy framework for teacher induction programs in Nepal is shaped by various government and educational initiatives aimed at improving the quality of education through effective teacher preparation and continuous professional development. Here's a detailed overview of the policy aspects:

National Education Policy

The National Education Policy outlines the government's vision and strategic plans for improving the education sector. It emphasizes the importance of teacher quality and

includes provisions for teacher training and induction programs as key components for achieving educational goals.

Teacher Development Policy

This policy specifically focuses on the professional development of teachers, including induction programs for new teachers. It aims to ensure that new teachers receive adequate support, mentoring, and training to enhance their teaching skills and integrate smoothly into the school environment.

Role of National Center for Educational Development (NCED)

The NCED, established in 1993, is responsible for the implementation of teacher training and induction programs. It develops curricula for induction training, organizes workshops, and provides resources for new teachers. The NCED's policies ensure standardized training across the country.

Key Initiatives by NCED:

Induction Workshops: Conducting workshops for newly appointed teachers to familiarize them with the teaching environment and educational policies.

Mentoring Programs: Assigning experienced teachers as mentors to support new teachers.

Continuous Professional Development (CPD): Offering ongoing training opportunities to ensure that teachers continue to develop their skills throughout their careers.

Teacher Service Commission (TSC) Guidelines

The TSC provides guidelines for the recruitment, placement, and induction of new teachers. These guidelines include the requirements for induction training that must be completed by newly appointed teachers as part of their probationary period.

School Sector Development Plan (SSDP)

The SSDP (2016-2023) outlines the government's strategic plan for the education sector, including teacher development. It emphasizes the need for effective induction programs to improve teacher performance and student learning outcomes. The initiation of SSTP are given below:

Standardized Training Modules: Developing and implementing standardized training modules for teacher induction.

Evaluation and Feedback Mechanisms: Establishing mechanisms to evaluate the effectiveness of induction programs and incorporating feedback for continuous improvement.

Collaboration with International Organizations

Nepal collaborates with various international organizations, such as UNESCO, UNICEF, and the British Council, to enhance its teacher induction programs. These collaborations often involve pilot projects, research studies, and the development of best practices that are integrated into national policies.

Implementation and Challenges

While the policy framework for teacher induction programs in Nepal is comprehensive, implementation faces several challenges:

Resource Constraints: Limited resources and funding can hinder the effectiveness of induction programs.

Regional Disparities: Variability in the implementation of policies across different regions due to geographic and socio-economic factors.

Continuous Monitoring and Evaluation: Ensuring consistent monitoring and evaluation to improve the quality of induction programs.

The policy framework for teacher induction programs in Nepal is designed to support new teachers through structured training, mentoring, and continuous professional development. These policies aim to improve the overall quality of education by ensuring that teachers are well-prepared and supported in their roles. Despite challenges, ongoing efforts and collaborations aim to enhance the effectiveness of these programs.

Practice of Teacher Induction in Nepal

The term “induction” is derived from the Latin word “inducer” which means a process of leading one into a new experience (Cherubini, 2007). Robison (1998) defines “induction as the introduction to an unfamiliar situation, an activity of a new kind” (p.3). Simply induction is the process of helping novice teachers to adapt to the newly appointed teaching profession.

Fideler and Haselkorn (1999) assert that induction programs “are designed to support, assist, train and assess teachers within the first three years of employment in public schools” (p.13). While conceptualizing, relates to teacher preparation, it has evolved and changed with increasing interest in the topic, it continues to be understood in wide terms as a supporting mechanism for teachers who are at the beginning stage of their career (Lawson, 1992).

Induction programs are considered as the lifeline of novice teachers (Bloom,2014). In developing countries like Nepal, the teacher induction program directly has an impact on the teachers to bring out the transformation in teaching and learning activities but the induction programs are not conducted as per the recommendation made in the guidelines. Some of the community schools have implemented the induction program in close coordination with municipalities and district education coordination units, however, a majority of school teachers are not exposed to the induction program. This has caused inefficient teaching and learning resulting in examination suppressed and traditional teaching.

Inservice Teacher Training Course

Center for Educational Human Resource Development is developing an entry-level teacher training course for new teachers. To get familiar with the latest technologies, approaches and methods that are being developed in the changing context of the dynamic world and use them in teaching and learning teacher preparation and development plays an important role. This course includes school curriculum, textbooks and teacher’s guides, educational planning, learning facilitation process, educational materials collection, construction and use, and student evaluation.

According to the Centre For Education and Human Resource Development (CEHRD, 2075 B.S). This training will be for seven days through a face-to-face method. 21 sessions will be conducted in seven days at the rate of three sessions per day. Each session will be 1 hour 30 minutes. The target group of this training will be novice teachers.

Empirical Review of Related Literature

Based on my title I have briefly reviewed different research which was conducted in the past.

Vanatta (2012) carried out a research on “Going from Good to Great: A Study of Teacher Induction Programs in South-Western Pennsylvania School Districts”. The goal of

this study was to identify effective research-based characteristics of teacher induction program and investigate how these characteristics are or are not utilized in the school district's teacher induction programs. For this study, the school districts were selected based on the number of new teacher hires in the 2011- 2012 school year and the district's per capita student expenditure. Three instruments were used to gather both quantitative and qualitative data for this study semi-structured interviews, an electronic survey, and a collection of the selected district's teacher induction program artifacts. The descriptive method blended with a multi-case design was used. By analyzing the data, she identified the characteristics within the five districts concerning desired changes to the induction programs and the types of programs used. The role of understanding the needs of the teachers, students, and community was imperative. Key findings of the study indicate that time is an essential factor when administering and participating in teacher induction programs; teachers and administrators frequently have different perceptions of the content of teacher induction programs; and research-based models are not utilized to the fullest extent within teacher induction program.

Bliss (2013) conducted a research on "First-Year Teachers' Perceptions of Effective Induction Program Components". The objective of this research was to investigate first-year teacher induction program; determine the type of support components included, whether from administrators, mentors, or colleagues; and identify which components first-year teachers perceived as most effective. The researcher used a descriptive, quantitative survey research design to investigate. The sample for this study was drawn from a population of first-year teachers across Texas school districts. Out of 1275 teachers in Texas, only 16.2 % responded to the survey, resulting in a final sample size of 149 teachers. Data were analyzed using the steps recommended by Creswell (2009). Data from the survey instrument were compiled using Statistical Package for the Social Sciences (SPSS) computer data analysis software. Her result indicated that the most effective mentor support components were treating mentees with respect and being accessible. Administrators were most effective when providing clear expectations, constructive performance feedback and help with discipline matters and parents. Colleagues were effective at integrating novices into the teaching community.

Kidd, Brown and Fitzallen. (2015) conducted a research on "Beginning Teachers' Perception of Their Induction into the Teaching Profession". The main objective of this mixed method study was to gain a deeper understanding of beginning teachers' experiences and the perceptions of their induction into the teaching profession and the support they received. The researcher adopted a mixed method approach and thus gathered both quantitative and qualitative data. The data were collected through online and hard-copy questionnaires. The target population of the study included all beginning teachers who

graduated within five years from the Faculty of Education, University of Tasmania. Although the target population had the potential to be large (over 1000 graduates). A key finding was that beginning teachers' perceptions of their induction are that the mentors' and induction programs are limited. Lack of support, work dissatisfaction and an informal entrance into the profession influence beginning teacher's career plans and thus teacher attrition.

Bierbaum (2016) carried out a research on "Beginning Teacher Induction in the State of Colorado". The purpose of the study was to gain a deeper understanding of teacher induction in the state of Colorado. The researcher adopted the survey research method for this study used a set of questionnaires to collect data and descriptive statistical analysis of the data collected. The intended sample included 179 school district superintendents and 17 BOCES (Boards of Cooperative Educational Services) executive directors. Surveys were sent to email addresses for each potential participant in which 90 participants opened the email and 37 participated in the survey. His research indicated that beginning teacher induction and its components were being implemented in numerous districts across the state of Colorado. In districts having 1000- 4999 students, the induction components provided were spread out. Four of the ten responding districts reported providing all nine induction components. One district reported providing eight of nine and two districts reported providing seven of nine components. Finally, three districts reported providing six of nine induction components.

Reames (2016) carried out a research on "The Effect of Teacher Induction Programs on Teacher Retention in Early Childhood". The objectives of this study were to identify what aspects of the induction process, if any, are being implemented in early childhood classrooms and as well as identify the most beneficial aspects of teacher retention. The researcher used survey research to collect data on early childhood teacher's experience during their induction period. He used a mixed-method survey research design the questions in the survey were both quantitative, Likert-scale, checklist, or simple yes/no questions, and qualitative, open-ended. The population for this study was targeted from an alumni database of 160 early childhood graduates. The sample consisted of 48 participants. He found that 90% of participants stated that their induction was used as a time for orientation into the school and whereas the remaining participants stated that their induction period provided emotional support as they entered into the field.

Hangul (2017) carried out a research on "An Evaluation of The New Teacher Induction Program In Turkey through the Eyes of Beginning Teachers". This study aimed to explore and compare beginning teachers' experiences and evaluations of the teacher induction program put into practice by the Turkish Ministry of Education. The research

design adopted by the researcher was a qualitative case study that seeks to understand participants' experiences and evaluations. A purposeful sampling strategy was used to get a deep understanding of the research topic. Data were collected in the province of Van, Turkey via semi-structured interviews. To select participants, a purposeful sampling strategy, namely snowball sampling was used, the number of participants was 8 with beginner teachers at their school sites. Through this research, she found that beginning teachers benefited from the new teacher induction programs to varying degrees: under the classroom practices component, beginning teachers prepared lessonplans, practiced classroom management, observed lessons, took notes, and grasped a bunch of teaching experience.

Munshi (2018) conducted a research on "Induction Programs, Teacher Efficacy, And Inquiry Practices In Novice Teachers". The main objective of this research was to identify the influence of induction program on five-year teachers. The participants of this study were seven sets of first and second-year teachers and their mentors engaging in the district-sponsored program. The data was collected using the survey, observations, and interviews. Through this research, she found that 50% of teachers leave the profession within the first five years. Furthermore, induction programs provide support for novice teachers in a variety of ways, such as administrative coaching, mentoring, professional development, additional classroom support, or modified schedules.

Sasser(2018) carried out a research on "Novice Teachers' Perception of Mentoring and Teacher Retention". The main objectives of this research were to determine the degree of importance that novice teachers place on various components of a mentoring program and which components have a relationship with teacher retention intention. The researcher used a quantitative correlational design to collect and analyze data using descriptive analyses. The target population was novice or induction-level teachers in one rural southeast school district. Out of 616 teachers, 45 were induction-level teachers in the district. The response rate was 40%, and the survey garnered 29 respondents. The data was collected through a questionnaire using Qualtrics via email. The data was analyzed by using the instrument SPSS. Findings indicate that novice teachers consider the perceived benefits and outcomes of the program as the most effective component of the program. Therefore, it is evident that novice teachers place value on participating in the mentoring program because they perceive it as being beneficial to their professional practice.

Dargan (2020) conducted a research on "Mentoring the New Teacher: The Influence of Induction program on Teacher Retention". The main objectives of this research was to find out how effective is teacher induction in California. The researcher adopted the cross-

sectional research design along with a survey of 16 Likert-type questions covering three topics each consisting of four questions. A total of 9375 teachers were assessed in the induction program survey. Out of 9375 teachers that were sent the survey, 8546 responses were received. The response rate comprised 91.1% of teachers. His result indicates that out of 8546 responses received, 6659 teachers reported either effective or very effective on the overall impacts of the induction program.

Implications of the Review

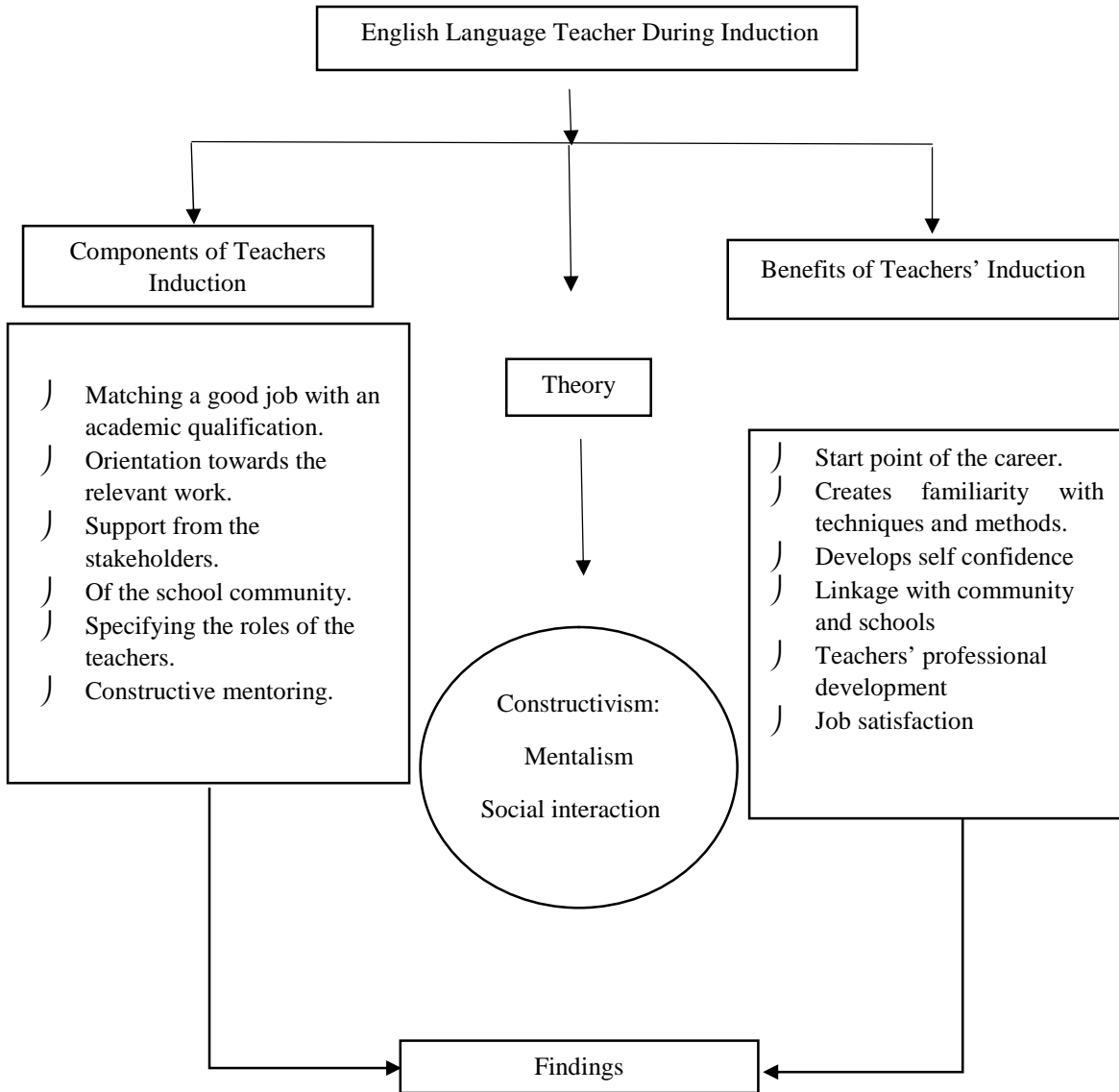
The literature review is one of the important aspects of research work. It helps to reach the destination in research for finding out new things and ideas. Likewise, it is important to review previous research as it provides insight into the objectives, research question, methodological procedures and other important aspects of research.

I have reviewed some of the theoretical works that are related to this study. I went through several books, articles, and journals which helped me to understand the topic more clearly. Similarly, I have reviewed empirical literature which is similar to my proposed study. As Tickle (2000) provides the concept of understanding teacher's induction. Similarly, the study of Saud (2022) helped me to know about research design, research problems, sampling procedures, data collection tools, literature review and other guiding principles. Moreover, Awasthi (2003) gave the concept of past and present situations of English language teaching in Nepal. Likewise, the study of Richards and Farrell (2005) helped me to get an idea of professional as well as teacher development. Similarly, the article by Munshi (2018) helped me to shape the conceptual framework of my study.

Conceptual Framework of the Study

A conceptual framework is the representation of understanding of theories by researcher or his/ her conceptualization of the relationship between different variables while carrying out this research, with the consultancy of different theories related to the study and literature review following the conceptual framework is developed.

Conceptual Framework



Chapter Three

Methods and Procedures of the Study

This section deals with the methodology and procedures used to achieve the objectives of this study. Mainly this section includes the design and method of the study, population and sample of the study, sampling procedure, tools for data collection, data collection procedure, data analysis and interpretation procedures.

Design and Method of the Study

Different research designs have been used by different researchers based on the nature of the research. According to Kothari (2004, p.31) "The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data". While carrying out this research I followed a mixed-method design, in which quantitative data was collected through open-ended and closed-ended questionnaires, and qualitative analyses were collected through semi-structured interviews used to know the teachers' perception of the induction program at the secondary level.

Similarly, According to Kalinger (1986, as cited in Ojha & Bhandari, 2013, p.2011) survey research is a kind of research, that studies large and small populations or universe by selecting and studying samples shown from the population to discover the relative incidence distribution and interrelationship of social and psychological variables".

Population, Sample and Sampling Strategy

For this research, the population of the study was secondary-level English teachers of Kathmandu and Bhaktapur government schools. The sample of the study was 40 secondary-level English teachers from Kathmandu and Bhaktapur Districts. Out of 40, 4 teachers were selected for the interview through a purposive sampling strategy.

Research Tools

To accomplish the objective of the study, I used an online survey form and semi-structured interviews to collect the data from secondary-level English teachers.

Sources of Data

I used both primary and secondary sources of data. I took interviews with the Five Secondary level English teachers, they were the primary sources and for the secondary sources of data, I went through the journals, articles, and online materials.

Data Collection Procedures

To accomplish the objective of the study, I followed the systematic procedure for data collection.

-) First of all, I prepared a set of questionnaires.
-) I went to visit the school and interact with the school administration and teachers.
-) Then, I meet with the participants as well as share the topic and purpose of my study.
-) I provided the questionnaire and requested them to manage time for an interview.
-) In the end, I took the interview and thanked them for their time.

Data Analysis and Interpretation Procedures

The data were analyzed and interpreted descriptively based on the thematic approach. I used a thematic approach to develop themes. And the data collected through the survey were presented in the table.

Ethical Consideration

Before collecting the data, it is necessary to inform the participants of the purpose of the study. I ensured all the participants that the information provided to them was kept confidential so that they felt comfortable while giving interviews. Every participant has the right to privacy. I did not use those data for other purposes.

Chapter Four

Analysis and Interpretation of Results

This chapter deals with the analysis and Interpretation of the data collected from the participants.

Analysis of Data and Interpretation of Results

The data collected from primary sources and research participants are analyzed and interpreted in this section. The data have been analyzed based on responses elicited data through the semi-structured interview. Firstly, I transcribed the recorded interview and developed different codes that are used as themes for the findings of this research.

Secondary-level English teachers who participated in this research are termed as Teacher A, B, C and D. The themes are interpreted below:

Teaching as a Profession

The teaching profession is one of the most challenging jobs in the present scenario, person choose this profession according to their interest and desires. In the context of Nepal teaching profession is a respectable profession though it is not financially satisfactory.

In this regard, Teacher A states: *I choose teaching as a profession because I want to see the students in different fields as well as I enjoy dealing with students and love to spend time with the students.*

Similarly, Teacher B says:

It is my interest from childhood. While I was in grade 6, I used to teach grade 4 students. So, it was my keen interest to deal with the students and to be with them.

Teacher C proclaims:

I was very interested in teaching because I like to share knowledge and skills with the students so that they can expand their horizons of knowledge.

Teacher Dexpresses:

I choose the teaching profession because it is an area of my interest as it helps in developing the future of society by educating individuals and exploring their talents among the pupils.

From these narratives, it's evident that the teachers' perceptions of the teaching profession are deeply rooted in personal interest, passion for working with students, and a desire to contribute to society by educating individuals and nurturing their talents. Each teacher articulates their motivations differently, but underlying themes include a sense of fulfillment derived from shaping the future generation, the enjoyment of interacting with students, and a commitment to sharing knowledge and skills.

The narratives also highlight the challenging nature of the teaching profession, particularly in the context of Nepal, where financial rewards may not be commensurate with the demands of the job. Despite this, the teachers express a strong sense of dedication and pride in their profession, viewing it as a noble endeavor that commands respect within society.

These perceptions provide valuable insights into the motivations and attitudes of secondary-level English teachers towards their work and underscore the importance of professional development programs, such as induction programs, in supporting and enhancing their teaching practice. By understanding teachers' perspectives, educational policymakers and administrators can design more effective induction programs that cater to their needs, ultimately leading to improved teacher satisfaction, student learning outcomes, and overall educational quality.

Conceptualizing Teacher Induction

Teacher induction is the process of helping novice teachers in the newly appointed teaching profession. As it helps to enhance teacher's personal and professional development.

In this regard, Teacher A says

Teacher induction is an inspiration to the teacher that may be provided by giving different training to the teacher related to the profession. Induction is an orientation program for new teachers before entering into the teaching profession as it helps to introduce newly appointed teachers to the staff.

Similarly, Teacher B states

Induction is a technique of inspiring teachers for better teaching careers. Teaching is a challenging job so an induction program helps to encounter those challenges to the new teacher.

Regarding this issue, Teacher C proclaims:

Induction program is a guidance or support provided to the new teacher. It helps to ensure job satisfaction among newly appointed teachers.

Teacher D states:

It is an opportunity that is provided to new teachers so that they could know the school environment. Those program helps to enhance the new job.

In conclusion, these verbatims collectively suggest that teacher induction is viewed as a crucial process aimed at supporting and empowering novice teachers as they embark on their teaching careers. It involves elements of training, orientation, motivation, guidance, and familiarization with the school environment to facilitate the personal and professional development of new teachers.

Practices of Teacher Induction in Community Schools

The practices of teacher induction in community schools encompass a diverse array of approaches and perspectives, as evidenced by the experiences and observations of teachers within this context. Regarding the practices of the induction program, teachers A, B and C state:

The school provided sufficient orientation about the school environment so that new teachers could adjust easily to that scenario. Through the induction program we got

the opportunity to work with experienced teachers as well as we got mentoring and professional support.

Teacher D proclaims:

There is no proper management regarding the induction program as I was newly appointed in this profession. There is a provision of professional development training which is beneficial for the teacher for uplifting their skills and knowledge.

In addition to this, regarding the role of principals in the induction program, All the respondents replied that the principal plays a vital role in the induction program as he/she inspires them and manages all the resources that are necessary for teaching-learning sessions. In this regard, participant A states

Principals help newly appointed teachers to adjust to the school environment effectively. Furthermore, the principal should know the individual's background so that it will be easy to introduce them to other staff and promote teachers' personal and professional development.

In conclusion, the narratives on teacher induction practices in government schools present a variety of perspectives. Teachers A, B, and C praised the induction program for providing sufficient orientation, mentorship, and professional support, facilitating their adjustment to the school environment. In contrast, Teacher D criticized the program's management but acknowledged the value of professional development training. All respondents agreed on the pivotal role of principals in inspiring teachers, managing resources, and facilitating their adaptation to the school environment. Overall, while some expressed satisfaction with the induction program, others highlighted areas for improvement, underscoring the importance of effective leadership in fostering new teachers' growth and development.

Challenges in the Classroom

Regarding the challenges, the English teacher faced different challenges in the classroom after engaging in their teaching career. In this context, Teacher A expresses

I find the problem in dealing with Guardians. The guardians are less conscious about the children's learning activities. Parents' participation affects the student's learning

activities. Parents do not understand their children's abilities and just they are expecting more. Some parents can communicate in their mother tongue only that makes it difficult to help the children in doing their homework.

Similarly, Teacher B opines

I face the problem in classroom management" As there are heterogenous students I lacked confidence. Sometimes I talk to my senior and junior teachers to solve such problems. There should be mutual understanding among the teachers so that it will be easy to cope with different activities in the school.

Whereas Teacher C responds

I see that students are not as disciplined as I expect' The students are not serious about their studies because guardians are not concerned about their future, simply there is a trend of going abroad or becoming Indian army so it is difficult to manage the classroom.

Similarly, Teacher D opines

Students are weak in English they are unable to communicate in English. As most of the students belong to the Magar community they always use their mother tongue instead of talking in English. Hence, they find it difficult to learn English.

In conclusion, we can say that Teacher A emphasizes the challenge of dealing with guardians who are less involved in their children's learning activities. The lack of parental understanding of their children's abilities and expectations for more without considering individual capacities complicates the teaching process. Additionally, language barriers, where some parents only communicate in their mother tongue, hinder support for children with homework, further impacting their learning.

Teacher C notes a lack of discipline among students, attributing it to the indifference of guardians towards their children's future. The prevailing trend of prioritizing careers abroad or in the Indian army undermines students' seriousness towards their studies, posing a significant hurdle in classroom management.

Teacher D identifies the difficulty in teaching English due to students' weak English proficiency, particularly among the Magar community who predominantly use their mother tongue. This language barrier impedes students' ability to communicate effectively in English and hampers their learning processes.

In a nutshell, these narratives highlight challenges ranging from parental involvement and classroom management to student discipline and language barriers. Addressing these challenges requires collaborative efforts among teachers, increased parental engagement, and targeted support to improve students' English proficiency and overall academic performance

Benefits of Collaboration with Staff

Collaboration is a process of working jointly with others to produce effective outcomes. A school culture of collaborative learning and teaching is key to a successful teacher. Teacher collaboration plays an important role in improving student outcomes in various ways; benefits students academically, socially and emotionally. Collaboration plays an important role among the teacher to enhance their personal and professional development.

The data collected through the Survey have been analyzed, interpreted and tabulated descriptively in detail under the following headings.

Familiarizing with Teacher Induction: The following table provides an introductory overview aimed at familiarizing readers with the landscape of teacher induction.

Table 3: Challenges in Teaching

Table 3 addresses teaching is a challenging task. Teachers faced different challenges while conducting teaching and learning activities. 50% of teachers strongly agreed that they faced problems in the classroom whereas 46.7% agreed regarding this view. Many teachers thought that behind these problems, the reason was the lack of teacher induction programs. 63.3 % of the teachers agreed with the aforementioned view whereas 20% strongly agreed, 13.3 % were undecided and 3.4 % disagreed.

Many teachers (96.7% combined) agree or strongly agree that teaching is a challenging task, with a significant portion (80%) acknowledging facing problems in the classroom. A majority of teachers (96.7% combined) agree or strongly agree that the lack of teacher induction programs contributes to these challenges. This suggests that teachers perceive induction programs as valuable resources for addressing the difficulties they encounter in their teaching roles.

Strategies for induction

The following table 4 presents a detailed examination of various strategies employed in teacher induction, providing insights into effective approaches for supporting new teachers.

Description of Items	Responses								Disagree
	Strongly agree		Agree		undecided		Strongly disagree		
Strategies for induction	No	%	No	%	No	%	No	%	
	13.3	%	63.3	%	8	%			

Table 4: Strategies for induction

Table 4 shows the quality of the teacher determines how well the teacher can maintain students' discipline in which 63.3 % of the teachers agreed and 13.3% strongly agreed whereas 8 % were undecided. In the same way, guardians should create an academic environment at home to support the novice teacher. 30% strongly agreed on this view whereas 53.3 % agreed. The above-mentioned factor shows that teachers as well as parents

play an important role in the overall development of the students. Collaboration with colleagues is fruitful for solving problems for the new teacher so that it will be easy to adjust to the environment where 26.7 % strongly agreed, 66.7 % agreed, 4.3 were undecided and 2.3 disagreed regarding this strategy. Similarly, by providing enough training, the teacher can encounter the problems raised in the classroom. 23.3 % were strongly agreed, 66.67 were agreed, and 10 % were undecided.

The majority of teachers (76.6% combined) agree or strongly agree that the quality of the teacher significantly influences their ability to maintain discipline in the classroom. This suggests that teachers recognize the importance of their competence in managing student behavior. Moreover, A significant portion of respondents (83.3% combined) agree or strongly agree that guardians should create an academic environment at home to support novice teachers. This indicates an understanding among teachers that parental involvement is crucial for the academic success and overall development of students. Furthermore, the data reflects a strong consensus (93.4% combined) among teachers regarding the benefits of collaboration with colleagues for problem-solving and adjustment to the teaching environment. This highlights the value placed on peer support and professional networking in the teaching profession.

In a nutshell, the data suggests that a combination of factors, including teacher quality, parental support, collaboration with colleagues, and ongoing training, are critical for successful teacher induction and the overall development of students. These findings emphasize the interconnectedness of various stakeholders in the education ecosystem and the importance of a holistic approach to teacher support. The data underscores the importance of teacher induction programs in addressing the challenges faced by teachers and facilitating their professional development and adjustment to new teaching environments. It also highlights the critical role of teachers in effective classroom management and the importance of cultural adaptation in diverse educational contexts. Furthermore, the data reflects a strong consensus (93.4% combined) among teachers regarding the benefits of collaboration with colleagues for problem-solving and adjustment to the teaching environment. This highlights the value placed on peer support and professional networking in the teaching profession. A large majority of respondents (89.97% combined) agree or strongly agree that providing adequate training for teachers can help them address classroom challenges effectively. This

underscores the importance of continuous professional development in enhancing teaching skills and addressing emerging issues in education.

Findings

This section deals with the major findings of the study revealed from the analysis and interpretation of the data.

-) Teachers express a strong sense of dedication and pride in their profession, driven by personal interest, passion for working with students, and a desire to contribute to society. Despite financial challenges, they find fulfillment in shaping the future generation and sharing knowledge and skills.
-) Teacher induction is perceived as a crucial process aimed at supporting and empowering novice teachers. It involves elements of training, orientation, motivation, guidance, and familiarization with the school environment to facilitate personal and professional development.
-) While some teachers praise the induction program for providing sufficient orientation, mentorship, and professional support, others highlight areas for improvement in program management. Principals play a pivotal role in inspiring teachers and managing resources for effective induction.
-) Teachers face challenges ranging from parental involvement and classroom management to student discipline and language barriers. Addressing these challenges requires collaborative efforts among teachers, increased parental engagement, and targeted support to improve students' English proficiency and overall academic performance.
-) Collaboration among teachers is crucial for enhancing personal and professional development, improving student outcomes, and addressing challenges in teaching. Providing adequate training and fostering a supportive school culture are essential for successful teacher induction and overall student development.

Chapter Five

Conclusions and Implications

This chapter includes the conclusion of the study revealed from the analysis and interpretation of the data and also provides recommendations related to the policy, practice and further research areas based on the findings.

Conclusion

The study underscores the importance of teacher induction programs in addressing the challenges faced by teachers and facilitating their professional development and adjustment to new teaching environments. It also highlights the critical role of teachers in effective classroom management and the importance of cultural adaptation in diverse educational contexts. Furthermore, the data reflects a strong consensus among teachers regarding the benefits of collaboration with colleagues for problem-solving and adjustment to the teaching environment.

Teacher induction programs are crucial for supporting novice teachers and ensuring their successful integration into the teaching profession. However, there are areas for improvement, particularly in program management and addressing challenges such as parental involvement and language barriers. Moving forward, educational policymakers and administrators should prioritize the enhancement of induction programs to better meet the needs of teachers and ultimately improve student learning outcomes. Additionally, fostering a culture of collaboration and providing ongoing training opportunities can further support teachers in their professional growth and development.

This research highlights the crucial need for teacher induction programs in the early stages of a teaching career. However, in the context of Nepal, these programs are not receiving adequate attention from relevant authorities, and there is no fixed schedule for their implementation. The quality of education craves on the effective execution of such training initiatives.

In this context, in-service training emerges as a pivotal component in the professional development of teachers, offering support from concerned authorities. The effectiveness of induction programs is paramount, as they assist teachers in setting up their classrooms more efficiently, ultimately leading to improved student outcomes.

While in many foreign countries, induction programs span over two years, in Nepal, the current policy entails monthly induction sessions, a stark contrast to the previous provision of only seven days. This duration falls significantly short in comparison to international standards. Therefore, there is a pressing need for more frequent and extensive induction programs in Nepal to instill positivity and confidence among teachers in their profession.

Implications

Based on the research findings on teacher induction for secondary-level teachers, the implications can be categorized into practice level, policy level, and further research level.

Practice Level

-) Schools and educational institutions should prioritize the implementation of comprehensive teacher induction programs. These programs should include training, orientation, mentorship, and professional support to assist novice teachers in adjusting to their roles effectively.
-) A culture of collaboration among teachers, encouraging them to share experiences, strategies, and resources should be fostered. Peer support networks can help alleviate challenges faced by new teachers and promote continuous professional development.
-) Increased communication between teachers and parents can lead to better student outcomes and a more supportive learning environment. Therefore, it should be done regularly,

Policy Level

-) There should be advocacy for policies that mandate the provision of comprehensive induction programs for all newly appointed teachers. These programs should be structured, consistent, and aligned with international standards to ensure effective teacher support and professional development
-) Irrelevant policies should be changed that extend the duration of teacher induction program in Nepal.

-) The duration of the program should be extended to provide ample time for new teachers to acclimatize to their roles and develop their teaching skills.
-) The government should allocate adequate resources and funding for the implementation of induction programs at the national level.
-) Schools should have access to the necessary training materials, professional development opportunities, and mentorship support to facilitate effective teacher induction.

Further Research Level

-) There is a need to conduct qualitative studies to delve deeper into teachers' perceptions, experiences, and challenges related to induction programs.
-) There is a need to explore how individual factors, such as cultural background and teaching context, influence the effectiveness of induction initiatives.

By addressing these implications at the practice, policy, and research levels, stakeholders can work towards enhancing teacher induction programs for secondary-level teachers in Nepal, ultimately leading to improved teacher effectiveness and student learning outcomes.

References

- Alhamad, R. (2018). Challenges and induction needs of novice english as a foreign language teachers in Saudi Arabia. *International Journal of Education and Literacy Studies*.
- Austin, J. (1992). *Teacher induction: The transitional phase between pre-service education and continuing professional development*. [As cited in Damelash, 2018, p.3]
- Awasthi, J. R. (2010). *Teacher education with special reference to English language teaching in Nepal*.
- Bierbaum, M.D. (2016). *Beginning teacher induction in the state of Colorado*. Dissertations. Paper 324.
- Bill, G. (1994). *Teacher development*. cited in Evans 2002, p.127
- Bliss, K. (2013). *First-year teachers' perceptions of effective induction program components*. Walden University.
- Briton, E., Paine, L., Pimm, D., & Raizen, S. (2003). *Comprehensive teacher induction: System for early career learning*. Kluwer Academic Publishers.
- Dargan, M. (2020). *Mentoring the new teacher: The influence of the induction program on teacher retention*. California State University, Northridge.
- Desimone, L.M. & Pak, K. (2022). *A good start in teaching: The effect of targeted professional development on teachers' instructional practices*. *Teaching and teacher education*, 112, 103626.
- Elliot, B., & Pyncheon, A. (2005). *Supportive programs for novice teachers*.
- Feiman-Nemser, S. (2001). *From preparation to practice: Designing a continuum to strengthen and sustain teaching*. *Teachers College Record*, 103 (6), 1013- 1055.
- Grissom, J. A., Loeb, S., & Mitani, H. (2017). Principal time management skills: Explaining patterns in principals' time, use, job stress, and perceived effectiveness. *Journal of Educational Administration*, 55(6), 705-722.

- Hangul, S. (2017). An evaluation of the new teacher induction program in turkey through the eyes of beginning teachers. *Journal of Education and Practice*.
- Head, T. (1997). *Defining teacher development*. Macmillan Heinemann ELT.
- Harrison, J., Lawson, T., & Wortley, A. (2005). *The importance of a supportive environment for no references*.
- Ingersoll, R. M. & Smith, T. M. (2004). Do Teacher Induction and Mentoring Matter? *NASSP Bulletin*, 88(638), 28-40.
- Ingersoll, R. M. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.
- Jones, N. D. & Youngs, P. (2012). Attitudes and experiences of induction support: Mentors and beginning teachers in U.S. high schools. *Teacher Education Quarterly*, 39(3), 53-73
- MOE. In-service Teacher Training Course. (2019). Ministry of Education, Science and Technology. Sanothimi, Bhaktapur.
- Khadka, K. (2021). *Prospect and Practice of Teacher Induction in Nepal*. *Marsyangdi Journal*, II, 119-128.
- Kidd, L., Brown, N. & Fitzallen, N. (2015). Beginning teachers' perception of their induction into the teaching profession. *Australian Journal of Teacher Education*.
- Literacy Information and Communication System (LINCS). (2015). *Teacher induction: A professional development program*.
- MoE, National Center for Educational Development (NCED) (2010). Kathmandu, Nepal
- Munshi, A. (2018). *Induction programs, teacher efficacy, And Inquiry Practices in Novice Teachers*. Disertations. 18.
- Pack, K. (2017). *Examining the evolution of a teacher induction program in a diverse, urban, Southeastern School District*. (Doctoral dissertation)

- Reames, H.R. (2016). *The effect of teacher induction programs on teacher retention in early childhood*.
- Richards & Farrell, T.S.C. (2005). *Professional development for languageteachers*. United States of America. Cambridge University Press. New York
- Rockoff, J. E. (2008). *Does mentoring reduce turnover and improve skills of new employees?* Evidence from teachers in New York City. National Bureau of Economic Research.
- Sasser, A. H. (2018). *Novice teachers' perception of mentoring and teacher retention*. Georgia Southern University, Statesboro, Ga.
- Saud, R. (2022). *Challenges of novice English language teachers during induction period*. An unpublished M.Ed. thesis, Tribhuvan University.
- Sharma, B., Shrestha, R. (2016). *Readings in English language teacher development*. Kirtipur: Sunlight Publication.
- Smith, T. M. & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.
- Tickle, L. (2000). *Teacher induction the way ahead*. Buckingham: Open University Press.
- Vanatta, J. (2012). *Going from good to great: A study of teacher induction programs in southwestern pennsylvania school districts*. University of Pittsburgh.
- Vangrieken, K., Meredith, C., Packer, T. & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education*, 61, 47-59.
- Wang, J., Odell, S. J., & Schwille, S. A. (2020). Effects of teacher induction on beginning teachers' teaching: A critical review of the literature. *Journal of Teacher Education*, 72(2), 132-146.
- Wong, H. K. (2004). *Induction programs that keep new teachers teaching*.

Consent Form

Dear respondent,

I would like to invite you to take part as one of the respondents in my research entitled “Teachers’ Perception of Induction Program at Secondary Level” under the supervision of Dr. Renu Kumari Singh, Lecturer, Department of English Education, Tribhuvan University. The purpose of my study is to find out the Teachers’ Perceptions of the Induction Program. The expected duration will be about 1 hour. The research tool mainly will be a semi-structured interview. Please let me know if you agree to participate in it. Your participation could enrich my data and result in the very area.

Researcher

Monika Shrestha

M.Ed. Fourth Semester

University Campus, Kirtipur, Kathmandu, Nepal

Hope for your positive consideration.

Signature

Name:

Date:

Appendices

Appendix A

General Interview Guiding Questions

1. Why do you choose teaching as a profession?
2. What do you understand by teacher induction?
3. How induction has been practiced in your school at present?
4. Why do you think an induction program is necessary?
5. What challenges do you face in the classroom?
 - i. Classroom management
 - ii. Student's discipline
 - iii. Dealing with guardians
6. Do you collaborate with other staff during school time? Why or Why not?
7. What is the role of the principal in promoting a teacher induction program in yourschool?
8. How do you solve these problems related to induction?

Appendix- B
Interview with Teachers (Transcribe)

Name:

Gender:.....

A: Good Morning mam, and thank you so much for accepting my request as a part of the research.

B: You are heartily welcome. It's my pleasure to be a part of your research.

A: Firstly, Why do you choose teaching as a profession?

B: Teaching is my best profession in comparison to other ones. I choose this profession because I want to see students in different fields as well as I enjoy dealing with students and love to spend time with them.

A: What do you understand by teacher induction, Mam?

B: I think induction is an inspiration to the teacher which is provided by giving different training to the teacher related to the profession. It helps to develop teachers' personal and professional development.

A: How induction has been practiced in your school at present?

B: At present, the school provided sufficient knowledge and information regarding the school environment to adapt easily to that scenario.

A: Why do you think an induction program is necessary?

B: An induction program is necessary to uplift the knowledge and skills of the teacher.

A: What challenges do you face in the classroom?

B: Regarding the challenges I found the problem in dealing with guardians as they are less conscious about the children's learning activities.

A: Do you collaborate with other staff during school time?

B: Yes of course. collaboration plays an important role in expanding the horizon of knowledge and it helps to solve different problems related to the teaching profession.

Appendix C

Survey Questions

1. I am familiar with the meaning and purpose of induction.
 - a. Agree
 - b. Strongly agree
 - c. Undecided
 - d. Disagree
 - e. Stronglydisagree

2. I get opportunity to adjust myself in new environment.
 - a. Agree
 - b. Strongly agree
 - c. Undecided
 - d. Disagree
 - e. Stronglydisagree

3. Induction refers to the act of acclimatizing in a new environment.
 - a. Agree
 - b. Strongly agree
 - c. Undecided
 - d. Disagree
 - e. Stronglydisagree

4. Teacher induction is very important for effective teaching and learning.
 - a. Agree
 - b. Strongly agree
 - c. Undecided
 - d. Disagree
 - e. Stronglydisagree

5. Teacher face different challenges in teaching when they are not participated in induction program.
 - a. Agree
 - b. Strongly agree
 - c. Undecided
 - d. Disagree
 - e. Stronglydisagree

6. Teachers are responsible for effective classroom management.
 - a. Agree
 - b. Strongly agree
 - c. Undecided
 - d. Disagree
 - e. Stronglydisagree

7. The ability of teachers to maintain students' discipline determines the quality of the teachers.
 - a. Agree
 - b. Strongly agree
 - c. Undecided
 - d. Disagree
 - e. Stronglydisagree

8. Guardians are the source for creating academic environment at home to support the novice teacher.
 - a. Agree
 - b. Strongly agree
 - c. Undecided
 - d. Disagree
 - e. Stronglydisagree

9. Collaborating with other colleagues regarding the solution of problems helps to adjust in new environment.
- a. Agree b. Strongly agree c. Undecided
d. Disagree e. Strongly disagree
10. Teachers can solve the common problem caused due to the lack of teacher induction by giving them enough trainings.
- a. Agree b. Strongly agree c. Undecided
d. Disagree e. Strongly disagree
11. Teachers should receive the support from the administration for enough induction.
- a. Agree b. Strongly agree c. Undecided
d. Disagree e. Strongly disagree
12. The different programs have been conducting for teachers' induction.
- a. Agree b. Strongly agree c. Undecided
d. Disagree e. Strongly disagree
13. Due to the lack of enough teacher induction programs, teachers face different snags.
- a. Agree b. Strongly agree c. Undecided
d. Disagree e. Strongly disagree
14. Teacher induction plays significant roles to create homely environment in work
- a. Agree b. Strongly agree c. Undecided
d. Disagree e. Strongly disagree
15. Teachers face the problems regarding maintenance of strategic teaching plan?
- a. Agree b. Strongly agree c. Undecided
d. Disagree e. Strongly disagree
16. Orientation program in the form of induction supports the teacher's to be adjusted in a new teaching culture.
- a. Agree b. Strongly agree c. Undecided
d. Disagree e. Strongly disagree

7/10/24, 10:55 AM

Summary Report

TEACHERS' PERCEPTIONS ON TEACHER INDUCTION PROG...

By: Monika Shrestha

Similarity Index

As of: Jul 10, 2024 10:54:57 AM
12,097 words - 112 matches - 66 sources**18%**

Mode: Summary Report ▾



Tribhuvan University
Faculty of Education
Center Library
Library

sources:

90 words / 1% - from 17-Feb-2024 12:00AM
elibrary.tucl.edu.np

60 words / 1% - from 27-Feb-2024 12:00AM
elibrary.tucl.edu.np

144 words / 1% - Internet from 23-May-2022 12:00AM
delhibusinessreview.org

144 words / 1% - Internet
[Bierbaum, Myra Desha. "Beginning Teacher Induction in the State of Colorado". Scholarship & Creative Works @ Digital UNC. 2016](#)

132 words / 1% - Internet from 06-Feb-2023 12:00AM
www.researchgate.net

60 words / 1% - Internet from 18-Jan-2023 12:00AM
core.ac.uk

101 words / 1% - Internet
[Reames, Heather Marie. "The Effects of Teacher Induction Programs on Teacher Retention in Early Childhood". LSU Digital Commons. 2016](#)

105 words / 1% - Internet
[Sasser, Alissa. "Novice Teachers' Perception of Mentoring and Teacher Retention". Digital Commons @ Georgia Southern. 2018](#)

91 words / 1% - Internet
[Hengul, Sukru. "An Evaluation of the New Teacher Induction Program in Turkey \(through the Eyes of Beginning Teachers\)". The International Institute for Science, Technology, and Education \(IISTE\). 2017](#)

51 words / < 1% match - from 26-Feb-2024 12:00AM
elibrary.tucl.edu.np

Printed by - Priti K.C.