

ENGLISH TEACHERS' PERCEPTIONS ON TEACHER INDUCTION

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

**Submitted by
Krishna Raj Sigdel**

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

2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Krishna Raj Sigdel** has prepared this thesis entitled '**English Teachers' Perceptions on Teacher Induction**' under my supervision.

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DECLARATION

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

Date: 21/02/2017

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Krishna Raj Sigdel

DEDICATION

Dedicated

To

My parents who struggled their entire life for me and teachers who made me what I
am today.

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Krishna Raj Sigdel

ABSTRACT

This present research entitled **English Teachers' Perceptions on Teacher Induction** aimed to find out English teachers' perceptions on teacher induction, to find out the helps that novice teachers got in their initial phase and to identify the challenges faced by English teacher in their induction phase. Keeping the objectives in centre, thirty English teachers both novice and experienced were selected as respondents through non-random purposive sampling procedure. A questionnaire including both open-ended and close-ended questions was the main tool for the data collection. The collected data were analyzed and interpreted descriptively and statistically in different sections. The major findings of this study are that induction programs are very important and useful for teachers to solve different kinds of challenges and problems. Most of the teachers found facing different problems like adjustment in new culture and society due to the lack of teacher induction in the first year of their teaching career. Most of the teachers viewed that they got the induction in the initial phase but a few teachers viewed that they did not get the induction which made them difficult to be familiar with the culture and society

This thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter contains the review of related of related literature namely theoretical literature, empirical literature and conceptual framework. Likewise, the third chapter deals with the design and methods of the study, population, sample, sampling strategy, research tools, sources of the data, data collection procedures and ethical considerations. And the fifth chapter of the study consists of finding, conclusion and recommendations in policy related, practice related and further researcher related. At last references and appendixes are included.

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ACRONYMS AND ABBREVIATIONS

B. Ed.	-	Bachelor in Education
B.S.	-	Bikram Sambat
BTTC	-	Basic Teacher Training Centre
COE	-	College of Education
DEO	-	District Education Office
EFL	-	English as a Foreign Language
e. g.	-	For example
ELT	-	English Language Teaching
etc.	-	et cetera (other similar things)
ETCs	-	Educational Training Centers
HT	-	Head Teacher
i.e.	-	that is/ that is to say
IOE	-	Institute of Education
NAT/NATS	-	Newly Appointed Teacher/Teachers
NCED	-	National Centre for Educational Development
NELTA	-	Nepal English Language Teachers' Association
NESP	-	Nepal Education System Plan
No.	-	Number
NQT	-	Newly Qualified Teacher
p.	-	Page
SLC	-	School Leaving Certificate
SMC	-	School Management Committee
TPD	-	Teacher Professional Development
TSC	-	Teacher Service Commission
T. U.	-	Tribhuvan University
US	-	United States

UNIT- ONE

INTRODUCTION

This present research entitled **English Teachers' Perceptions on Teacher Induction** is concerned with finding out the views of English Teachers of government schools on teacher induction.

This introductory chapter contains background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

The English language has become an inseparable part of the present day world because it has been used as a means of international communication. The use of English in information technology, media, business, etc. made it inseparable part in the present day world. So, the importance of English language is going high and the students of English are growing day by day. Most of the people in the world use at least two languages. According to Wardhaugh (2008 p.345) "in this modern globalized world mono-lingual identity is challenged".

In the context of Nepal, English is taught as a compulsory subject from one grade to bachelor level and it is taught as an optional subject in campus level. Teaching is the process of facilitating the learners where a teacher plays a role of facilitator, or mediator and helps the students to learn. English language, in Nepal, is used only in the academic scenario. There is no English speaking community outside the formal classroom in Nepal.

Being a professional in a profession is a challenging job. To become a professional in a profession, one should face many challenges, which come in their professional career. In Nepal, all most all the teachers of English are non-native speakers of English. So, teachers need to be given training to solve the challenges faced by them. There are different kinds of training, among them; 'Induction' is one, which is particularly given to the novice teachers in the first year of their career to solve the challenges faced by

the teachers in their career, which might be related to the profession or beyond that. This training is given to the novice to solve the problems for the establishment in their job and to go ahead. In other words, induction is a part of training which helps the teachers for professional growth. About the concept of teacher induction Tickle (2000, p.1), states “There is a widely view that a continuum, or bridge, is necessary in the professional development of teachers, linking initial training, entry into fulltime teaching, and subsequent longer-term learning. The central span of that bridge is usually referred to as the period of induction- the first year of employment as a teacher”. The most challenging period for the teachers to become a professional in his teaching is the beginning or early period of his/her career which is also known as ‘Induction Period’.

The term ‘Induction’ refers to the period of first year of an employee in an employment where a newly appointed employee tries to establish in his or her job. In other words, it is a formalized process to train, support, and retain new teachers. It is the support and guidance provided to novice teachers and school administrators in the early stage of their career. Moreover, teacher induction programs are the means to orient, assist and guide beginning teachers, so that, they can socialize in the school culture and develop professionally. Induction is a ‘bridge’ Tickle (ibid) which links employee initial knowledge with professional or real practice. The induction programs should focus on the subject matter knowledge pedagogical skills, curriculum understanding and the practical implication of the curriculum.

According to Feiman-Nemser (1991, as cited in Deruage 2007, p.9), induction is central to three main ideas and these ideas suggest that induction is:

- I. Unique teacher development phase where an individual makes the transition from being a student to becoming a teacher of students.
- II. Period of socialization into the means of the teaching, and
- III. Formal program of sustained support and professional development for teachers in their first few years.

Teacher induction is one of the aspects of teacher development. Teacher development is a continuous process, which is usually compared and contrasted with teacher induction. Teacher induction and teacher development both contribute to teachers' performance.

1.2 Statement of the problems

Teacher induction is a kind of training, which is an emerging and essential concept for the professional development of the teachers. Most of the Nepalese teachers, especially the teachers from the government aided schools are lagged behind from their professional and personal development. More especially, the novice teachers usually get difficulties in the early phase of their career. When they face difficulties, they expect some sorts of guidance. In this regard Kafle (2002 as cited in Yadav,2015.p 3)states;

In Nepal, a huge number of teachers join teaching profession without preparation. However, young people start teaching profession with hopes for life. But, very soon most of them fail to continue such hopes and becomes frustrated.

From this definition, we can understand that teacher induction is very important in the initial phase of teaching. With the lack of induction, many teachers get frustrated and some teachers leave the job in the first year of their career. Many research works have been done in the field of teachers' professional development in the Department of English Education under Tribhuvan University(T.U.). Still there is no research done in finding out the perceptions of English teachers on teacher induction. So, this research is based on finding out the perceptions of English teachers on teacher induction and also provides some pedagogical implications. Various studies show that the status of teacher induction/training is not satisfactory in Nepal. In this regard, teacher induction being one of the major requirements for the professional development of the teachers, which helps to uplift their teaching career and make their future. So, it is crucially important to carry out a study on the English teachers' perceptions on teacher induction

for the professional development more especially for the teachers of the government-aided schools. It is worthless to expect good outcomes from educational institutions without teachers' professional development. Lack of professionalism can cause a major problem for the improvement of teaching learning activities on Nepalese educational institutions such as infrastructure, pass rate of students, arousing the students' motivation, and so on.

1.3 Objectives of the Study

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

- I. To find out the English teachers' perceptions on teacher induction.
- II. To find out the support that novice teachers got in their initial phase.
- III. To identify the challenges faced by English teachers in their induction phase.
- IV. To provide some pedagogical implications.

1.4 Research Questions

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

- I. What are the English teachers' perceptions on teacher induction?
- II. What kind of support is needed for novice teachers?
- III. What are the challenges faced by English teachers in their induction phase?

1.5 Significance of the Study

Teacher induction programs play a pivotal role in the period of transition from students to teachers. In others words, teacher induction programs play very crucial role in novice teachers' professional development. It is assumed that the novice teachers who get such good induction program in their induction period, they will be good professional teachers in future. Good induction programs are assumed to contribute the prospective teachers for their professional development. Good induction

programs are of great significant not only for beginning teaches, but also for veteran teachers, head teachers, school administrators, and students as well.

As this study aims to find out the perceptions of English teachers on teacher induction, it will be significant to newly appointed teaches to make their induction period lively. Due to the lack of induction in their early year of career, they are victimized with different problems regarding classroom management, teaching learning activities along with administrative aspects. So, this study is expected to be important to disclose and overcome the problems of teachers that are emerged due to the lack of induction programs. Similarly, it will be equally significant to those who are researching different issues regarding teacher induction, teacher's perception on teacher induction. Likewise, this will certainly provide useful information to policy makers and schools for developing good induction programs or for improving existing induction programs. Finally, the students, teachers, textbook writers, syllabus designers, teacher trainers, etc. will also be significantly benefited from this study.

1.6 Delimitations of the Study

No study is without delimitations because all the people, places and areas in a field cannot be included in a small scale like this. So, this study included the government-aided schools. It incorporated within twenty-eight schools and thirty teachers including novice and experienced. Questionnaire was the tool for data collection and the population of the study was of Khotang district.

1.7 Operational definitions of key terms

I. Induction

Here, in this study, induction refers to a kind of training which is given to the teachers of Khotang District of Secondary level in their initial phase of the teaching career (i.e. first year).

II. Induction program

A kind of training organized to solve different kinds of problems faced by Secondary level teachers of Khotang District.

III. Newly Appointed Teacher (NAT)

Newly graduated/appointed teacher who has just started to teach (from the recruitment to one year). In this study, beginning, novice and NAT are taken as synonymously.

IV. Challenges

Problems or complications of teaching profession that may come inside the classroom or outside the classroom that the secondary teachers of Khotang district are facing in the first year of their teaching career.

V. Novice Teachers

In this thesis, novice teachers mean the new teachers who have less than one year of experience.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Related Theoretical Literature

Theoretical framework is a concept, belief, system about the topic. So, the theoretical aspect of the study includes the discussion of ELT scenario of Nepal, teaching as a profession, teacher development, induction, types of teacher induction, characteristics of teacher induction, goals, challenges, component of teacher induction program and teacher induction program in Nepalese context.

2.1.1 ELT Scenario of Nepal

English is worldwide language and contact language. Since English is world language, teaching of English takes place all over the world. It has gained status of international language because of its worldwide coverage. English language often called link language because it is used to communicate with the people who have different linguistics backgrounds. So, it is often called lingua franca as well. English is most dominant language in almost all areas i.e. in business, mass media etc. so, education is no exception. Today, the attraction of people towards English is dramatically increasing in Nepal. Talking about history, there is no long history of education in Nepal. The history of English language in Nepal goes back to the Janga Bahadur Rana, the first prime minister of Rana regime, established Durbar School in 1910 B.S. after his British visit. However, common people did not have access of English education. It was the first English school to teach English language in Nepal.

Later on, in 1942 B.S. Bir Samser made it public for common people. Awasthi (2003, p.22) writes:

English entered in the Nepalese education in 1954 when the Prime Minister Junga Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in the higher education until 1988 when Tri-Chandra College, the first college in the kingdom was established. The introduction of ELT in Nepalese education started only 1971 with the implementation of Nepal Education System Plan (NESP). Until then, English language teachers were not trained. In 1971, Institute of Education (IOE) of Tribhuvan University (T.U.) initiated the B.Ed. program in English education and thus, it started to provide teacher education for English language teachers.

There are different non-governmental organizations helping to promote English language teaching in Nepal. Nepal English Teachers' Association (NELTA) is an organization, which is working for the sake of the English teachers. It was established with the purpose of improving English of all people related to this sector. This organization conducts different kinds of workshops, seminar, etc. and it also publishes journals. Likewise, British Council and US Embassy are others organizations working for the professional development of teachers of English, which conduct different training programs and conferences to support English language teaching in Nepal.

2.1.2 Teaching as a Profession

Profession refers to an occupation or vocation, which requires specialized knowledge. A profession requires knowledge of some type of learning. A professional is one who follows an occupation as a means of livelihood or gain. The term professionalism is used to refer to practitioners' knowledge, skill and conduct. The collection of the conduct, qualities, skills, knowledge and attitude makes a profession. It includes training, skill, self-discipline, self-regulation, high social status and restricted status. Wallace (2010, p.5) states;

In profession, we can have a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulties in attaining it and public good it brings, but which is not simply engaged in for profit because it also carries a sense of public service and personal dedication.

This definition suggests that to become a professional, a person needs to have academic study, training, public good and dedication towards the profession. Nowadays, teachers are regarded as professional and teaching as a profession. Teachers as other professionals like doctors, pilots, too require a special type of skill or expertise in their respective jobs or fields. A teacher as a professional is necessarily responsible to bring change in students' performance and tasks after they received instruction by him. Teachers are the major elements of the entire education system and those teachers are placed at the heart of education system. Because of this, they have to be more professional in their jobs. Regarding this, Villegas-Reimers (2003, p.36) says:

Most of the people agree that professionalization of teacher is pre-requisite for successful improvement of the quantity of education (Holms group, 1986, Darling-Hammond 1999) and is, thus, of great interest of policy maker and educators. Fortunately, the tendency over the last and few years has been to begin accept teaching as a profession and consequently the transformation from the teaching training to teachers professional development.

In the context of Nepal, teaching is taken as a popular and prestigious job, yet it is not developed professionally. The meaning of profession has been taken narrowly in Nepal. Most of the teachers do not know the actual meaning of profession. Teaching is taken as a job for live hood. To become a professional teacher in teaching, one should

have specialized knowledge, pedagogical knowledge, skill, rigorous study and training, up-to-date knowledge in the context as well as national and international activities. Most of the teachers are unfamiliar with these terms. So, the teaching in Nepal has not been developed as a profession.

2.1.3 Teacher Development

Development means change and growth. Therefore, the term teacher development refers to the process of becoming the best kind of teacher. According to Richards and Farrell (2010, p.4) “development generally refers to the general growth not focused on a specific job. It serves a long-term goal and seeks to facilitate growth of teachers understanding of teaching and of themselves as teachers”. They present some of the goals of teacher development from developmental perspective;

- I. Understanding how the process of second language development occurs.
- II. Understanding how our roles change according to the kind of learners we are teaching.
- III. Understanding the kinds of decision making that occur during lessons.
- IV. Reviewing our own theories and principles of language teaching.
- V. Developing an understanding of different styles of teaching.
- VI. Determining learners’ perceptions of classroom activities.

Teacher development is bottom-up because it often involves examining different dimensions of teachers’ practice as a basis for reflective review. Teacher development is an unending process of learning in the in the teachers’ life. It means, it requires drawing on the teachers’ own inner resource for change. If it stops to keep on learning in one’s life, then, development does not occur at all.

Underhill (1988 as cited in Joshi, 2012, p.36) states:

Development means... keeping myself on the same side of the learning hence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I

am in a rut, then, so is my teaching, and then so are my students and learning from a rut is tedious, slow and uninspiring.

It means development cannot take place if someone getting into rut. Different problems occur in our day to day life and we should accept the problems which give us golden opportunities to explore our hidden potentials. Getting back from the problem create barrier in one's life and he or she never get such opportunities to fit new sense of life.

From the above description of teacher development, it becomes clear that it includes comparative longitudinal process of teachers' behavioural changes. Teacher development includes all the personal, professional and social development.

2.1.4 Teacher Training

Training is a formal procedure, which facilitates learning. It is pre-requisite phenomenon for handling any responsibilities. According to Richards and Farrell (2010, p.3), Training refers to the activities directly focused on a teacher's present responsibilities and is typically aimed at short term and immediate goals. It involves understanding basic concepts and principles as a pre-requisite for applying them for teaching and ability to demonstrate principles and practices in the classroom.

Training is a process, which consists of theoretical and practical aspects that help somebody to do something. In the case of teachers' training is a process to learn theories, which helps them to teach according to the methods and technique as, implied by those theories. Teachers are the nation builder in every country and societies. The importance of teacher profession lies in the fact that teachers produce other professional. As the teachers are important components of a whole educational process their performance play a vital role to change the entire society as per nation's or society's needs.

In the context of Nepal, different kinds of training were conducted and some of the trainings are running now. Awasthi (2003, p.17) writes,

When the Basic Teacher Training Center (BTTC) in Kathmandu established in 1948, with the view of training the primary teachers, this was the formal step of training in Nepal. College of education (COE) established in 1956, which provided two years and four years teacher education. NESP (1971-76) made the teacher training mandatory for teachers. During this period, IOE conducted 15 varieties of training program through its regular campuses and on the spot program. According to Awasthi (ibid), the trainings conducted in Nepal are given below:

I. Women Teacher Training

The program was launched in 1971 to give equal access for women and girls to education. Under SLC girls were given secondary education followed by pedagogical skills to enable them to teach in primary levels.

II. Remote Area Teacher Training

This program began at Jumla, a remote district of Nepal in 1973, considering the lack of teachers in the whole region.

III. On the spot training Program

With the view to giving primary teacher training to the teachers of urban localities, the IOE conducted ten on-the-spot teacher training program covering 21 urban centers.

IV. Teacher Training through Distance Learning

This program was launched in 1976 to provide a low-cost training to untrained and under qualified schoolteachers.

V. B-level (under SLC)Teacher Training

The Institute of Education (IOE) also conducted B-level (under SLC) primary teacher training-an exclusively in-service program. The program continued until the Ministry

of Education and Sports made decision to terminate ‘under-SLC’ teachers unless they pass SLC within a specified time period.

VI. Vocational Teacher Training Program

The Nepal Education System Plan (NESP 1971-76) stressed the need for vocational education at the secondary level and prevocational at the lower secondary level schools.

Talking about the current situation of training in Nepal. National Centre for Educational Development (NCED) is conducting different kinds of in-service teacher training. Likewise, Faculty of Education, T.U., School of Education, Kathmandu University (K.U), Mahendra Sanskrit University, Purwanchal University and Higher Secondary Education Board are conducting different types of pre-service teacher training.

In Nepal, often the content of training is usually determined by experts and is available in standard formats or through prescriptions in methodology books. Richards and Farrell (2010, p.3) have set out the following goals from a training perspective:

- I. Learning how to use effective strategies to open a lesson.
- II. Adapting the textbook to match the class.
- III. Learning how to use group activities in a lesson.
- IV. Using effective questioning techniques.
- V. Using classroom aids and resources(e.g. video).
- VI. Techniques for giving learners feedback on performance.

2.1.5 Teacher Induction

The term ‘induction’ is derived from the Latin word ‘inducer’ which means to guide, to introduce or initiate especially into something demanding special knowledge.

Teacher induction is a kind of program mainly to support, retain and train novice teachers to establish themselves in their profession. Teacher induction is a supporting program for NATs, which incorporate varieties of support for new teachers. It is the most important program for the NATs for their adjustment in school. Research works have shown that most of the teachers leave schools during their first year of teaching

because of the difficulties and complexities they face in their early days in schools. So, teachers need to be given training to solve the challenges faced by them. There are different kinds of training among them induction is one which is particularly given to the NQTs or novice teachers in the first year of their career to solve the challenges faced by the teachers in their careers, which might be related to the profession or beyond that. Regarding the concept of teacher induction Tickle(2000, p.3) writes:

Teachers especially those who are new to the profession or aspire to join it, find themselves unclear or even confused about how they are to become best equipped to serve the pupils.

It is the linking bridge for teachers, which link the initial teacher's knowledge, trainings and skills with real classroom teaching.

Likewise, in the words of Holmes (2003 as cited in Sharma and Shrestha 2014, p.88)

The induction that a newly appointed teacher receives in the first year in his/her profession can really influence his or her attitude to, and opinion of, the teaching profession. For some it is the main factor in whether they remain in teaching and it certainly forms the foundation of their further professional development.

In this way, by helping new teachers, schools are able to anticipate and avoid many of the difficulties, which may arise of novice teachers early in their career, and learning. Teacher induction oriented towards adjusting somebody in new context. In the present scenario, every organization, institution needs induction. People of different professions need on the job training, so teacher cannot be exception. The beginning teachers or newly qualified teachers (NQTs) should be provided with initial training. In the absence of induction program, the novice teachers may get only vague and confused experiences which ultimately make them unplanned. This may create serious misunderstanding with those of more experienced teachers. Learning during induction

is affected by different values, and characteristics in part by change placement in employment, the views of senior teachers' potential to innovate and lead as well as learn and follow. So, for the professional development of the teacher, induction is most essential aspect. It helps to enhance teacher's professional career.

2.1.6 Types of Teacher Induction Program

Although the goals and objectives of teacher induction program are same, we can find different variety of teacher induction program. Seyfarth (1996 as cited in Kempan 2010, p.51) distinguishes between three categories of induction programs. They are orientation programs, those aimed at performance improvement and induction programs for certification. These three programs are discussed briefly;

I. Orientation programs

Orientation programs are aimed at introducing the new teacher to the school and the community. They help new employees to become better acquainted with the community they are going to work in. Orientation programs are aimed at providing new teachers with essential information. These programs are of short duration and the emphasis is on information dissemination. During orientation, the new staff member may be introduced to staff members and have his/her timetable and tasks explained.

II. Performance improvement programs

Performance improvement programs aim at improving the instructional effectiveness of beginning teachers. Workshops arranged cover discipline and classroom management procedures, performance assessment procedures, orientation to district curriculum, conversations with subject-area specialists and assistance in preparing a professional development plan. Mentoring programs are included in this category and this type of program often continues over a semester or a full year.

III. Induction for certification

This type of program operates under state mandate and is primarily evaluative in nature, but evaluation is combined with limited assistance. Beginning teachers are

required to demonstrate the mastery of specified teaching competencies in order to receive a permanent teaching certificate. An assessment and assistance team is assigned to work with one or more beginning teachers.

2.1.7 Characteristics of Teacher Induction Program

Characteristics refer to the features which make distinct the teacher induction programs from other educational programs. Induction encompasses orientation to the workplace, socialization, mentoring, and guidance through beginning teacher practice. No two induction programs are exactly the same; each caters to be individual culture and specific needs of its unique school or district. Tickle (2000, p.23) presents some of the characteristics of induction programs. They are; the shift in status, tension between expected professional performance and learning on the job, change of location, the fullness and complexity of new responsibilities, new school situation and organizational features, handling different curriculum content, getting to know resources, strangeness of new colleagues, meeting many (even hundred) young people who have suddenly become significant in ones' life, isolation from other novices as soul mates and facing aspects of teaching which were never dealt with in training.

Likewise, based on an international study including various examples of comprehensive induction programs, Britton et.al. (2003 as cited in Kessel, 2010.p14) suggests that comprehensive induction program consists the following characteristics:

- i. Close contact with more experienced teachers: Novice teachers are helped by more experienced teachers. Assigning a novice to a mentor may result in more effective teaching in the early years because he/she learns from guided practice rather than from trial and error alone.
- ii. Collegial relationship with peer(others novice teachers): Generally, peers are very helpful in beginning teachers' development. Moreover, relationship with peers makes them feel members of a community of practice.
- iii. Reflecting, inquiring research oneself and others: It is widely acknowledged that a reflective stance, personally and professionally, is relevant to developing a

teaching identity. In this respect, there is growing attention for research-based practice to enhance the teaching practice of new teachers.

- iv. Observing other teachers and being observer: It is found to be important that new teachers have the possibility of observing good teaching practice modeled by more experienced colleagues.
- v. Timing and sequencing of opportunities: In the induction phase, beginning teachers learn many things. In the induction program, it is important to consider beginning teachers' learning overtime. Mentor ought to be aware of new teachers, topic of concern in order to adjust to these concerns by, for example, organizing appropriate learning activities and relevant literature.

2.1.8 Components of Teacher Induction

Components refer to the factors that play a significant role for successful teacher induction programs and comprise effective teacher induction programs. According to Wong (2000a as cited in Joshi 2012, p.129), all effective induction programs have three basic components;

I. Comprehensive

There is an organization or structure to the program consisting of many activities and many people who are involved. There is a group that oversees the program and rigorously monitors it.

II. Coherent

The various activities and people are logically connected to each others.

III. Sustained

The comprehensive and coherent program continues for many years.

Likewise, Kempan (2010, p.56) described the following components of teachers induction program;

I. Mentoring and staff induction

Mentoring is the key component of teacher induction program. It provides instructional and interpersonal support for Newly Appointed Teachers (NATs) and helps their professional development. It can be regarded as a significant part of the socialization process of NATs.

II. Study group or critical development teams

According to Lick (2000 as cited in Kempan 2010, p.59) study group can be regarded as “a mechanism to integrate individual and institutional development through personal and group relationships, creating conditions where members can gain understanding and learn together”. Study group help NATs to grow professionally through collaborative activities. Teachers in the study groups take ownership of their own learning and development. They construct their own theories, which they share with colleagues and administrator.

III. Peer coaching

In peer coaching, teachers receive support, feedback, and assistance from fellow teachers. During peer coaching, teachers share their expertise and provide one another with feedback, support and assistance for the purpose of refining present skills, learning new skills and/or solving classroom related problems. It also includes activities such as in-class training by supporting peer.

In the similar way, American National Teacher Recruitment Clearinghouse (2002 as cited in Deruage 2007, p.28) has made four elements for successful induction programs. These are;

I. Orientation

It includes such matters as being greeted and welcomed, shown around the place, and introduced to key resources personnel and the office for collection of teaching materials.

II. Education in classroom management

Students assessment and curriculum content, as well as department and staff meeting, lesson plan check program outline and preparation checks by supervisors, and lesson observations of themselves and others coupled with post lesson conference to evaluate the observation.

III. Support from an assigned mentor

It includes advice, guidance and assistance to collect materials, discussing teaching methods, answering curriculum related questions.

IV. The assessment

Assessment of a new teachers' performance for registration and certification as a teacher. This is a vital role for supervisors/mentors.

2.1.9 Challenges of Novice Teachers

Every people face the problems in the first year of their work. They feel difficulty in adjusting in a new culture, with the people, and so on. When they start working in a new place. So, in teaching also new teachers also face different kinds of challenges inside and outside the classroom in the first year of their teaching. According to Martin, Chiodo and Chang (2001 as cited in Kempan, 2010, p. 38), "the first three years in the classroom have been identified as some of the most stressful times in the teaching career of a teacher". According Haugh, Erbes, O'Rode and Terman 2004 as cited in Kempan (ibid) present the following factors related to the challenges faced by beginning teachers:

1. Difficulty work assignment and work load

Very often novice teachers are confronted with more responsibilities, the least desirable subjects, the most time-consuming assignments and extra-curricular duties compared to their more experienced colleagues. This leads to negative emotions such as "fear, anxiety, stress and feelings of inadequacy.

2. Inadequate resources

Novice teachers often report on the poor working conditions in schools, such as the lack of resources such as textbooks and teaching materials.

3. Reality shock

Reality shock refers to the distress experienced by the novice teacher due to inadequate pre-service preparation. They find themselves in a new environment and have to deal with unknown learners, staff, policies, procedures an unknown curriculum and the new traditions in the classroom and school.

4. Teaching practices

Apart from finding teaching demanding, novice teachers also find it difficult to apply the skills and knowledge that they learnt in the university setting to the specific context of the classroom and school.

5. Expectations

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

6. Isolation

New teachers may experience geographic, social and/or professional isolation. They experience a lack of support from their colleagues and are afraid to ask for help for fear of appearing incompetent. This lack of support leads to a sense of emotional, social and professional isolation.

1.2.10 Goals of Teacher Induction

Teacher induction programs vary considerably in their goals. Some are designed to develop the new teachers' instructional practice, while others are designed to acculturate them into their schools. Kempan (2010,p.56) states, "One of the goals of teacher induction is to provide, through meaningful support programs, ongoing assistance to those teachers entering the profession, making their transition into the

teaching profession less negative and traumatic”. Richards and Farrell (2010, p.15) present the following goals;

- I. To become better informed about the field.
- II. To learn more about learning strategies and to explore ways of incorporating a focus on strategies into my teaching.
- III. To develop more effective ways of assessing students.
- IV. To improve aspects of my teaching that are in need of review.
- V. To develop a better understanding of English grammar and how to teach it.
- VI. To work on collaborative materials-development projects with colleagues.
- VII. To learn how to plan and evaluate a language course.

Similarly, Joshi (2012, p.130) presents the following goals of teacher induction;

- I. Improve teacher performance.
- II. Retain competent teachers in the profession.
- III. Promote the personal and professional well-being of the new and beginning teachers
- IV. Transmit the culture of learning.
- V. Build a foundation for continued professional growth through contact with mentors, administrators and other veteran teachers.

Teacher induction programs are conducted with the aim to provide assistance, guidance and orientation to the newly qualified teachers. It helps them to enhance and uplift their professional career.

2.1.11 Teacher Induction Program in Nepal

Teacher programs hold the promise of shaping effective teachers. They hold the promise of providing all students with competent, caring and qualified teachers. So, it is the support and guidance provided to the novice teachers and school administrators in the early stage of their career. It is planned activity for supporting further

investment in the learning of new teachers. It is one of the aspects of teacher development. The most critical time for teachers is their initial entry into the profession and induction programs can provide the appropriate support to cushion the transition and provide the skills necessary for survival and growth.

In our Nepalese context, there is not system based process of teacher recruitment in community –based schools. However, we have separate legal provision for providing teaching license, selecting and appointment of the teachers. The operating government agency in this field is known as Teacher Service Commission (TSC). This body under the Ministry of Education is remaining passive. However, it seems a bit active from last three/ four years.

According to Awasthi (2003, p.3), “National Center for Educational Development (NCED) was established in 1992 to provide supportive training for in-service teachers. Previously, it conducted various types of training such as women teacher training, remote teacher training, etc. Now, it has 34 Educational Training Centers (ETCs) throughout the country, which are providing different supportive training to the teachers”. Regarding this, Sharma and Shrestha (2014, p.96) write:

Presently, with the entry of the concept of decentralization in education the right and responsibilities of teacher recruitment are transferred in the hands of community. Community people like School Management Committee (SMC), Parent Teacher Association (PAT) and Head Teacher (HT) in collaboration with District Education Office (DEO) involve in teacher selection and appointment task. They follow the principle of ‘Meritocracy’ while selecting teachers. Teachers who are selected in this way won’t receive teacher induction program. They will directly be sent into the local classroom diversity. They will struggle to survive in the nightmare of multiplicity and complexity. It is due to these processes of teacher recruitment in our context,

the teacher retention rate in the profession is very low and becoming very challenging task for the school administration.

Apart from the training of NCED, different organizations such as NELTA, British Council and American Embassy are conducting several supporting training and conference. These programs, though terminologies are different, are the part of teacher induction as it is being practiced in Nepal.

2.2 REVIEW OF RELATED EMPIRICAL LITERATURE

Though a number of research works have been carried out in the field of teacher training and teacher development, a very few research works are found to be carried out in the field of teacher induction in the Department of English Education, T.U., Kirtipur. But, if we see the international scenario, there are various research works being carried out on teacher induction. Some of research works carried out on teacher induction and teacher training under Department of English Education T.U.

Kirtipur are reviewed as follows:

Paudel (2012) did a research on “Transfer of Teacher Training: A Case of Primary Level Teachers” in which to examine the transfer of training to classroom by trained primary level teachers was the main objective of his research. Primary level teachers of Myagdi district who had received ten months teacher training were the primary source of data collection. He selected twenty trained primary level teachers from ten primary schools of Myagdi district as sample for his study using purposive non-random sampling. He used classroom observation checklist and diary as the tools for data collection. From his study, he found out that all the teachers did not transfer the received training in all aspects. Some teachers transferred training more in some aspects and seemed poor in others aspects such as in the subject matter presentation, use of teaching methods, etc.

“Role of Teacher Training for Teachers’ Professional Development” is another research conducted by Sitaula (2012). To find out the role of training for teacher’s professional development and to find out the views of teachers towards teacher

training were the main objectives of her research. English teachers of higher secondary schools of Dhading district were the population of her study and she selected twenty higher secondary schools and two teachers from each school as the sample of her study using purposive non-random sampling. She used questionnaire and observation checklist as the tools for data collection. From her study, she found out that hundred percent teachers were found to be positive towards the role of training although they are untrained

Bhandari (2013) carried out a research on “Role of Induction for Teachers’ Professional Development”. The objectives were to find out the practices and needs of induction for teachers’ professional development in Nepalese context, to explore the problems faced by novice teachers due to lack of teacher induction programs and to postulate some pedagogical implications. All the English teachers teaching in different government-aided schools around the Kathmandu Valley, head teachers from government schools and the experts related to the organizations that are conducting teacher induction/training related program in Nepal were the population of his study and thirty novice English teachers, ten teachers from each district of the Kathmandu valley, five head teachers and five experts were taken as sample. He used purposive non-random sampling to select the sample for the completion of his study. Tools for data collection were questionnaires and interview schedule. The finding of his research shows that there is great role of teacher induction for the professional and personal development of the teachers. It becomes backbone for the career advancement of the teachers since it provides practical knowledge/skill about their profession.

Similarly, Subedi (2014) carried out another study on “Current Issues in Teacher Induction of English Language Teachers”. The objective of her study was to find out the current issues in teacher induction of English teacher in the context of Nepal. Populations of her study were all the NAETs from Higher Secondary Level of Jhapa District. She used purposive non-random sampling to select the sample. Ten NAETs were the sample. She used semi-structured interview and classroom observation as the research tools. From her study she found out that the first year of teacher in teaching is

more challenging, during that period teachers face many challenges in their profession. They faced unexpected challenges by the students, staff and communities.

Likewise, Joshi (2015) conducted a research entitled, “Induction for Occupational Socialization: Perspectives of Novice EFL Teachers”. To explore the need for induction program for effective occupational socialization of novice teacher, to find out the problems that novice EFL teachers face in socializing themselves in the school culture and to suggest some pedagogical implications were the objectives of his study. Population of his study consisted of all newly appointed EFL teachers of Kathmandu district who were appointed through TSC examination and thirty EFL teachers from primary, lower- secondary and secondary level were the sample of his study. He used pre-formulated questionnaire to collect the required data. From his study, he found facing different problems in occupational socialization related to classroom management, subject matters, implementing new teaching methods, maintaining relationship with students, maintaining identity with school culture and so on.

In the similar vein, Yadav (2015) conducted a research entitled, “Current practices of Teacher Induction for Professional Development”. To find out the current practice of teacher induction in Nepal was the main objective of his research. The populations for his study were all novice English teachers and the principals who were teaching in different schools of Kathmandu Valley. The sample of the study consisted of fifteen secondary teachers and five school principals from secondary level who were selected through purposive non-random procedure. He used structured interview for the data collection. From his study, he found out that newly appointed teachers were aware of concept teacher induction which can involve different professional development activities. Furthermore, his finding shows that 60% teachers said that it was practiced in some private schools and the academic coordinator works as an expert there.

2.3 Implications of the Review for the Study

One of the most important parts of the any research study is reviewing the related literature. It helped me to understand the topic more clearly. It made me to develop the concept of research. This part contributed to me in every step of the research. I got more ideas for success of research. From this review of literature, I have understood

that teacher induction is very important especially for NATs. There are different types of teacher induction which are conducted for different purposes such as for certification.

While reviewing the literature, I went through different existing literature like books, articles journals and thesis. After reviewing the existing literature, I got theoretical concept of teacher induction its characteristics, goals, components and so on.

I had reviewed Bhandari's work (2013) and have got the good idea in setting research questions. Similarly, Subedi's work (2014) entitled "Current Issues in Teacher Induction of English Language Teachers". It had helped me to develop the concept that there are issues regarding the teacher induction in Nepal like issues related in classroom management, issues related to the adjustment within the culture of the field/school and so on. Likewise, Joshi's work and Yadav's work (2015) which helped me to develop theoretical knowledge of teacher induction as well as helped to develop the concept that teacher induction is very important for professional development. Explaining the importance of literature review, Kumar (2009, p.30) states, "Reviewing literature can be time consuming, daunting and frustrating but it is also rewarding".

Reviewing literature helps researchers in different ways, Kumar (ibid) states a list of helps, a researcher gets from reviewing literature.

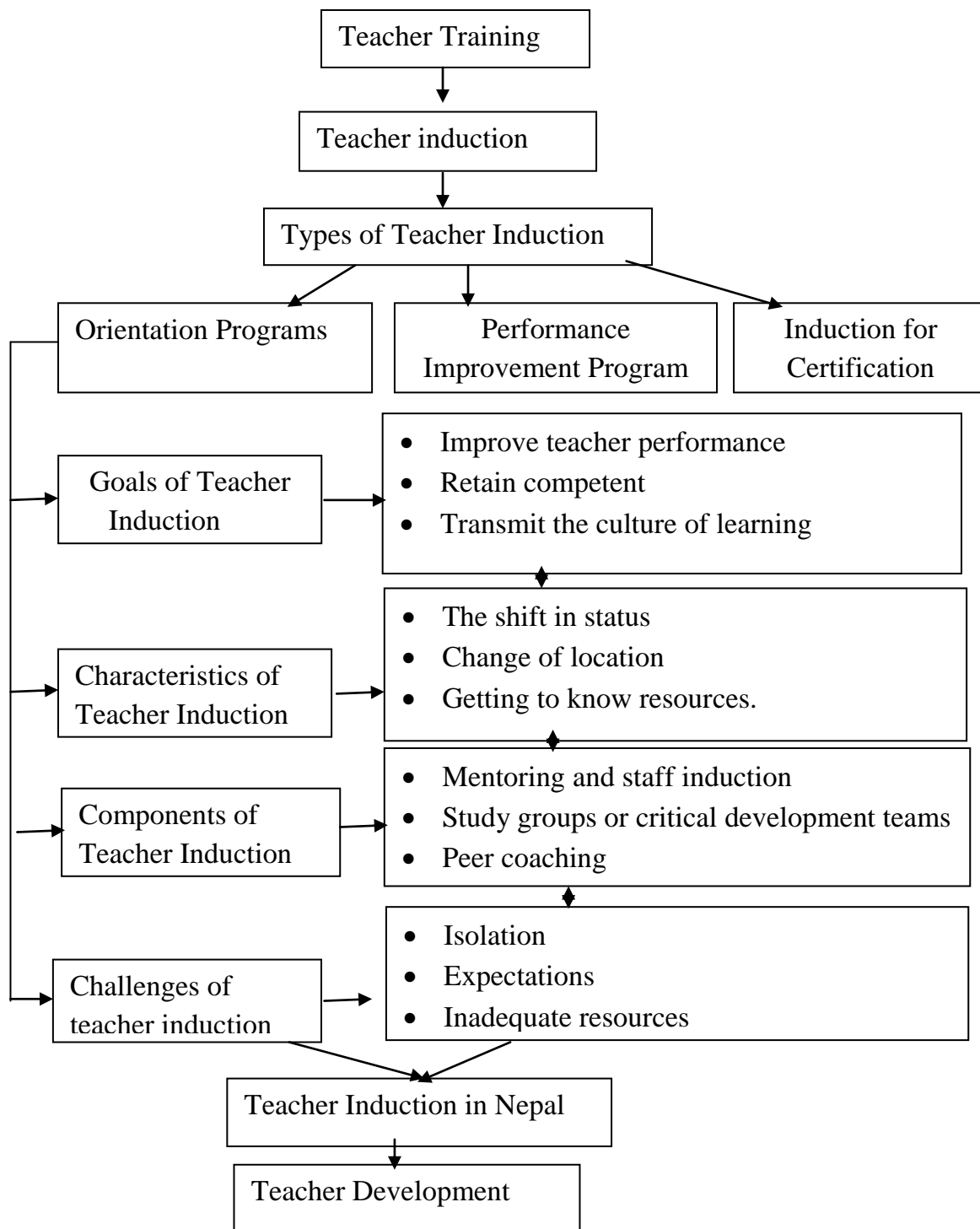
- I. Bring clarity and focus to your research problem.
- II. Improve your methodology
- III. Broaden your knowledge base in your research area.
- IV. Contextualize your finding.

Furthermore, along with these, I consulted books, articles such as, Awasthi (2003), Tickle (2000) etc., also provided insights and information about teacher education, teacher training, teacher induction, teacher development and so on, which ultimately helped me to explore the theoretical concepts on my study. So, the review of the literature becomes one of the important steps to make my task more informative and reliable.

As this study tries to explore the English teachers' perceptions on teacher induction and this is the first study carried out on the perceptions of teacher induction in the department of English Education. No one of the previous researchers has thought about this space. All the researches are in the periphery of teacher induction but not in finding the perceptions on teacher induction. So, this study will be distinct from the previous studies.

2.4 Conceptual Framework

Conceptual framework is the graphic or narrative form of a research which represents through a diagram. It is a vital representation of the research. It is the representation of the different variables and their relationship with researcher's thought or understanding. This current study "English Teachers' Perceptions on Teacher Induction" was based on the following conceptual framework:



CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

I adopted the following methodology while carrying out the research.

3.1 Design and Method of the Study

A research design is a plan, structure and strategies of investigation. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypothesis, and their operational implications to the final analysis of data. In this regard Creswell (2012, p. 376) states, “Survey research designs are procedures in quantitative research in which investigators administrate a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.”

This definition suggests that survey research design is used when a researcher wants to describe the attitudes, opinions, behaviors or characteristics of the population.

Likewise Nunan (1992, p.140) says, Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics. Survey of community attitudes, opinions, and practices of many subjects, form current voting intentions to eating habits, appear in the popular press with monotonous regularity.

Regarding the survey research design, Morrison (1993 as cited in Cohen, Manion and Morrison 2007, P. 206) presents the following characteristics.

- I. Gather data on a one-shot basis and hence is economically and efficient.
- II. Represents a wide target population.
- III. Generates numerical data.
- IV. Provides descriptive inferential and explanatory information.
- V. Gathers standardized information.
- VI. Captures data from multiple choice closed questions, test score or observation schedule, etc.

Survey in the context of educational research is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situations and phenomena. Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalizable findings.

3.2 Population, Sample and Sampling Strategy

All the English teachers of Khotang district were the population of this study and 30 English teachers of secondary level from 28 schools were the sample for this study.

I chose the schools and sample teachers from those schools using purposive non-random sampling for the completion of this research.

3.3 Research Tools

Pre-formulated questionnaire was the tool for the data collection in this study.

3.4 Sources of Data

I used both primary and secondary sources of data. The primary sources were used for collecting first hand data and secondary sources were used to facilitate the study.

3.4.1 Primary Sources of Data

The fundamental bases of the study were the primary sources of data.

Thirty English teachers from 28 schools especially from secondary level were the primary sources of the data. The primary sources of data were collected by administering a questionnaire including both open-ended and close-ended questions.

3.4.2 Secondary Source of Data

As secondary sources, I consulted books, thesis, journals, articles, websites, magazines and materials available in the internet related to the present research. I consulted Nunan (1992), Tickle (2002), Awasthi (2003), Richards and Farrell (2010), etc.

3.5 Data Collection Procedures

At first, I visited the selected schools, talked to the authority, built rapport with them and explained them the purpose of the study to get their permission to consult English language teachers.

After getting permission from the authority, I consulted with the English language teachers, built rapport with them, explained them the purpose of the research and requested them to fill up the questionnaire. After allocated time was over I collected the filled up questionnaire from the teachers. Finally, I thanked to the English language teachers as well as to the head masters for their co-operation.

3.6 Data Analysis Procedures

The systematically collected data have been analyzed and interpreted by using appropriate tools and methods. Especially percentile has been used for quantitative data and other qualitative data has been analyzed descriptively. Analyzed data have been presented thematically and descriptively. Other tools like tables and charts have also been used to analyze the collected data.

3.7 Ethical Considerations

Ethical consideration is one of the main aspects of the research. During my study I took the informed consent with respondent to maintain confidentiality regarding the information of respondents. I have not used the data for the sake of other purposes without permission of the respondents except for my research. I have not made any manipulation in collected data, I have not done any harm to informants while collecting data and have not been analyzed data subjectively rather I have paid attention on accuracy, honesty, truthfulness of data in my study. I have given the proper credit to the authors of books, journals, articles, and research works to avoid the risk of plagiarism

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data. Data were obtained from the respondents using questionnaire. The collected information from the informants were analyzed and interpreted to explore the English language teachers' perception on teacher induction. Likewise, to find out the difficulties they faced in the initial period of their teaching career and to find out the helps that they got in their induction period. The data were collected by using both open-ended and close-ended questions. The responses obtained from the respondents have analyzed on the basis of the following categories:

- i. English Teachers' Perceptions on teacher Induction (responses collected from closed-ended questions)
- ii. English Teachers' Perceptions on teacher Induction (responses collected from open-ended questions)

4.1 English Teachers' Perceptions on teacher Induction (responses collected from closed-ended questions)

This section describes the perceptions of English teachers on teacher induction collected from the close-ended questions. A set of 15 close ended questions which were used to elicit the perceptions of teachers are analyzed and interpreted in the following sub-headings:

4.1.1 Teacher Training for Professional Development

Firstly, a very general item was asked to the teachers of secondary level regarding teacher training is an effective means of teachers' professional development.

Responses of the teachers are shown in the table in next page.

Table1
Responses on Teacher Training for Professional Development

Categories	Responses	
	No. of teachers	Percentage
Strongly Agree	23	76.66%
Agree	7	23.33%
Disagree	-	-
Strongly Disagree	-	-

The table number one shows that the teachers' perceptions on teacher training as an effective means of professional development. It indicates that 76.66% of the teachers strongly agreed and 23.33% agreed that teacher training is an effective means of professional development. Thus, it can be said that teacher training is one of the effective means of professional development.

4.1.2 Training for Improving the Performance of Employee on the Job

The percentage of responses on the statement "Training is an activity which always increases knowledge, skills and attitude of an employee for improving his/her performance on the job." is shown in the below table:

Table 2
Training for improving the Performance of Employees on the Job

Categories	Responses	
	No. of teachers	Percentage
Strongly Agree	14	46.66%
Agree	16	53.33%
Disagree	-	-
Strongly Disagree	-	-

The above table indicates that 46.66 percent of the teachers strongly agreed and 53.33 percent of them agreed that training is an activity which always helps to improve the performance of employee on the job. In conclusion, it can be said that training

involves different kinds of activities for increasing knowledge, attitude, and skill for improving the performance of an employee in the job.

4.1.3 Teacher Induction not as a Long-Term Process

Another item was asked to the teachers regarding teacher induction is not seen as a long-term process but remedy for deficiencies in the initial phase. The percentage of responses from teachers on the above item is shown in the table:

Table 3

Teacher Induction not as a Long-Term Process

Categories	Responses	
	No. of teachers	Percentage
Strongly Agree	8	26.66%
Agree	20	66.66%
Disagree	2	6.66
Strongly Disagree	-	-

The above table depicts that most of the teachers were in favour of the statement. Among thirty teachers, 26.66% of them strongly agreed that teacher induction is not seen as a long-term process but remedy for deficiency in the initial phase. Likewise, majority of them (i.e. 66.66%) agreed with the statement and only a few teachers (i.e. 6.66%)disagreed withthe same statement. In short, we can say that teacher induction is seen as a remedy for deficiencies in the initial period.

4.1.4 Importance of Induction Programs for Novice Teachers

The next item was asked to the teachers regarding the importance of induction for novice teachers. The responses from the teachers in this item are presented in the table in next page.

Table 4
Importance of Induction Programs for Novice Teachers

Categories	Responses	
	No. of teachers	Percentage
For solving the problem in the initial period of teaching career.	21	70%
For the professional development	8	26.66%
For improving the quality of institutions	-	-
For the better result of students	1	3.33%

This table shows that most of the teachers (i.e. 70%) opined that teacher induction is important for solving the problems in initial period of teaching career for novice teachers. Likewise, some of the teachers (i.e.26.66%) teachers responded that teacher induction is important for novice teachers for their professional development. One of the teachers, (i.e.3.33%) viewed that it is important for the better result of the students. To sum up, it is mostly important for solving the problems in the initial phase for new teachers.

4.1.5 Conduction of Induction Programs

Another item was asked to the teachers, i.e. ‘For whom induction programs are conducted in Nepal?’ The percentage of the responses and the number of respondents are shown in the following table:

Table 5
Conduction of Induction Programs

Categories	Responses	
	No. of teachers	Percentage
For students	-	-
For experienced teachers	1	3.33%
For novice teachers	28	93.33%
For uplifting the status of the institutions	1	3.33%

The above table shows that almost all the teachers, out of thirty (i.e. 93.33%) responded that teacher induction is conducted for novice teachers in Nepal. Similarly a teacher (i.e.3.33%) responded that it is used foruplifting the status of the institutions. But a teacher (i.e.3.33%) responded that teacher induction is conducted for experienced teachers.

4.1.6 Teacher Induction Held in Institutions

In order to find out whether the teacher induction was held in the institution where the teachers were teaching or not. A statement was given to the teachers i.e. ‘in my institution teacher induction was held.’ The number and the percentage of the teachers and their responses on this statement are presented in the following table:

Table 6
Teacher Induction Held in Institutions

Categories	Responses	
	No. of teachers	Percentage
In the first month of teaching career.	19	63.33%
In six month	2	6.66%
After one year	2	6.66%
Not held	7	23.33%

The table represents that majority of the teachers, (i.e. 63.33%) responded that teacher induction was held in the first month of their teaching career in their institution. Likewise, a few teachers, (i.e. 6.66%) responded that it was conducted in the six months of their teaching career and two teachers responded that it was conducted after one year in their teaching career. But, some of the teachers(i.e. 23.33%)responded that teacher induction was not held at all in their institutions.

4.1.7 Induction Held to Overcome the Challenges

An item was asked to the teachers, i.e. ‘Induction program was held for me to overcome the challenges faced in classroom management, students’ behavior, schools’ culture and so on. The responses on this statement from the teachers are shown in the table:

Table 7
Teacher Induction Held to Overcome the Challenges

Categories	Responses	
	No. of teachers	Percentage
Strongly Agree	13	43.33%
Agree	12	40%
Disagree	-	-
Strongly Disagree	2	6.66%

This table presents that out of thirty teachers, 43.33% of them strongly agreed that teacher inductions held to overcome the different challenges. Likewise, 40% of them agreed with the statement but a few teachers (i.e.6.66%) strongly disagreed with this statement. But, 10 % of the teachers remained unanswered.

4.1.8 Induction Programs in Nepal

An item was asked to the teachers to find out their perceptions on the conditions of teacher induction in Nepal. The number and the percentage of the responses from the respondents are presented in the following table:

Table8
Teacher Induction in Nepal

Categories	Responses	
	No. of teachers	Percentage
Compulsory	20	66.66%
Optional	-	-
Not conducted at all	2	6.66%
Conducted sometime	8	26.66%

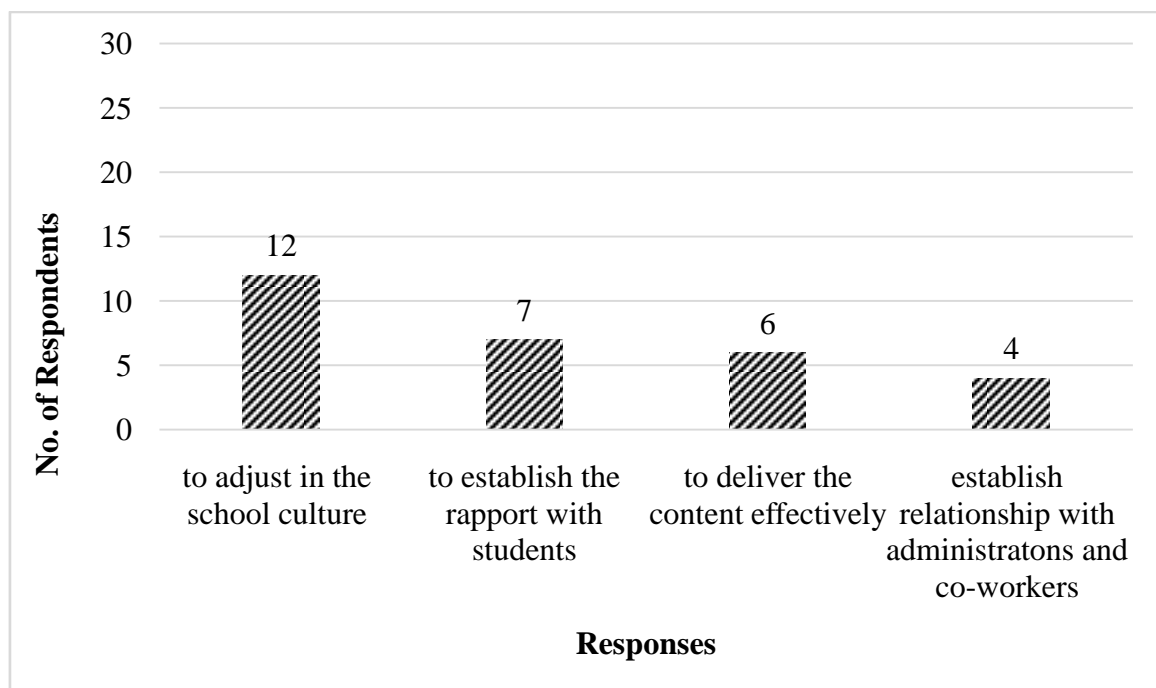
This table presents that out of thirty teachers majority of them (i.e.66.66%) responded that teacher induction programs are compulsory in Nepal. Likewise, some of them (i.e. 26.66%) responded that induction programs are sometime conducted in Nepal. But, a few teachers (i.e.6.66%) responded that it is not conducted at all in Nepal.

Concluding, we can say that teacher induction programs are to be compulsory in Nepal.

4.1.9 Help Got from Induction Programs

Induction programs held in many ways. So, an item was asked to the teachers to investigate how the induction program helps them in their initial phase. The responses are presented in the following figure:

Figure2
Help Got from Induction Programs



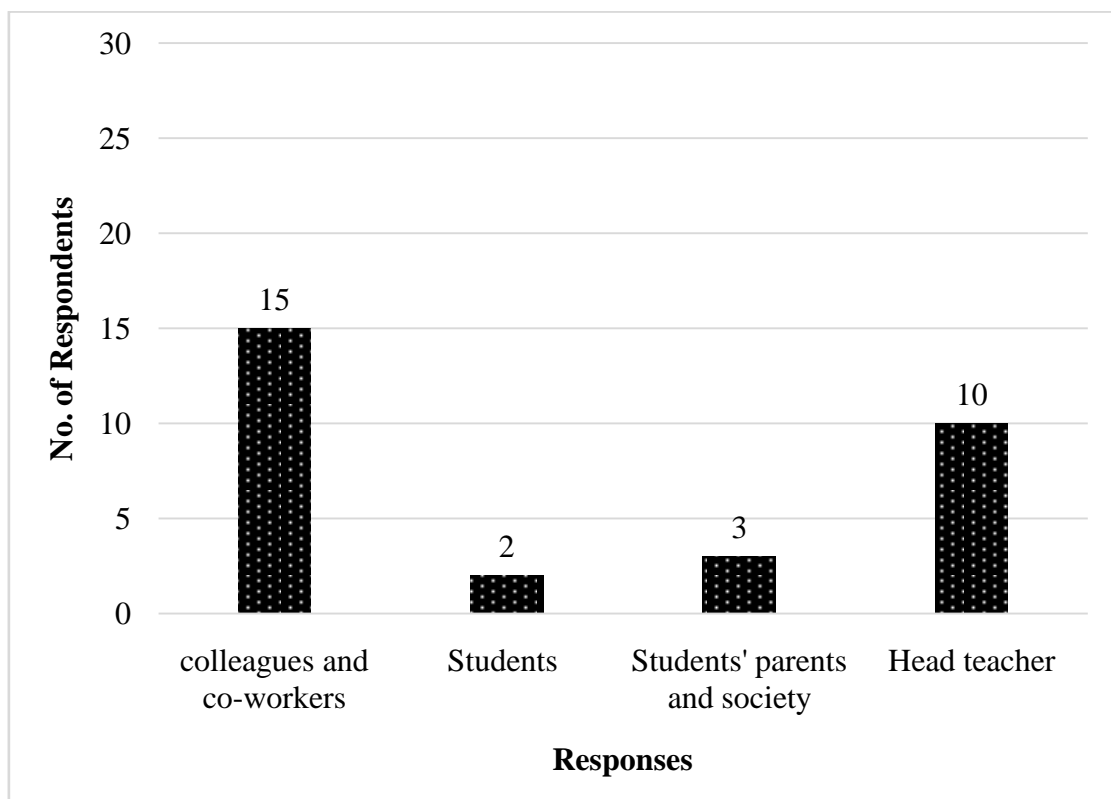
The above figure presents the number of respondents. In this figure, out of 30 teachers, 40 percent of them responded that induction program helped them a lot to adjust in the schools' culture. Likewise, 23.33 percent of the teachers responded that it helped them to established rapport with students. Similarly, 20 percent responded that it helped them to deliver the content effectively and 13.33 percent responded that it

helped them to establish the relationship with administration and co-workers. But one of the teachers remained unanswered on this statement.

4.1.10 Support from the People in the First Year

Regarding the support, a question was asked i.e. ‘who supported you most in the first year of your teaching career?’ The responses of teachers on this question are presented in the following figure.

Figure3



The above figure shows the numbers of respondents on the given categories. In this figure, half of the teachers (i.e. 50%) responded that colleagues and co-workers supported them mostly in the first year of their teaching careers. Likewise, a few teachers (i.e. 6.66%) of them responded that they got help from the students more in their teaching career. Similarly, 10% teachers responded that students' parents and society supported mostly them. But 33.33% of the teachers responded that head teachers supported mostly in their teaching career. To sum up, it can be said that they

got support from all the people while teaching but colleagues and co-workers supported more than others.

4.1.11 Fulfilling the Goals and Expectations as Newly Appointed Teachers(NATs)

Regarding the goals and expectations of the NAT, a statement was asked to the teachers, i.e. ‘Induction program helped me to fulfill my goals and expectations as a newly appointed teacher.’ The number of teachers and the percentage of the responses are shown in the following table:

Table9

Fulfilling the Goals and Expectations as Newly Appointed Teachers (NATs)

Categories	Responses	
	No. of teachers	Percentage
Strongly Agree	15	50%
Agree	15	50%
Disagree	-	-
Strongly Disagree	-	-

This table shows that fifty percent of the teachers strongly agreed and fifty of them agreed on the given statement. It means they were able to fulfill their goals and expectations after took part in the induction program. In conclusion, we can claim that teacher induction helps the teachers to fulfill their goals and expectations as NATs.

4.1.12 Step for Professional Development

An item was asked to the teachers to findout their perceptions whether the teacher induction program become one of the steps in their professional development or not. The number and percentage of the responses are presented in the table in next page.

Table 10

Step for Professional Development

Categories	Responses
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	No. of teachers	Percentage
Strongly Agree	13	43.33%
Agree	17	56.66%
Disagree	-	-
Strongly Disagree	-	-

The above table shows that 43.33 percent of the teachers strongly agreed and 56.66% agreed with the statement. It means all the teachers were in favour of the statement. So, we can say that, induction program is helpful for the professional development of the teachers.

4.1.13 Usefulness of Induction Program

An item was asked to the teachers about the usefulness of teacher induction program. The numbers of teachers and percentage of responses are shown in the following table:

Table 11
Usefulness of Teacher Induction

Categories	Responses	
	No. of teachers	Percentage
Very useful	26	86.66%
Useful	2	6.66%
Somehow useful	2	6.66%
Useless	-	-

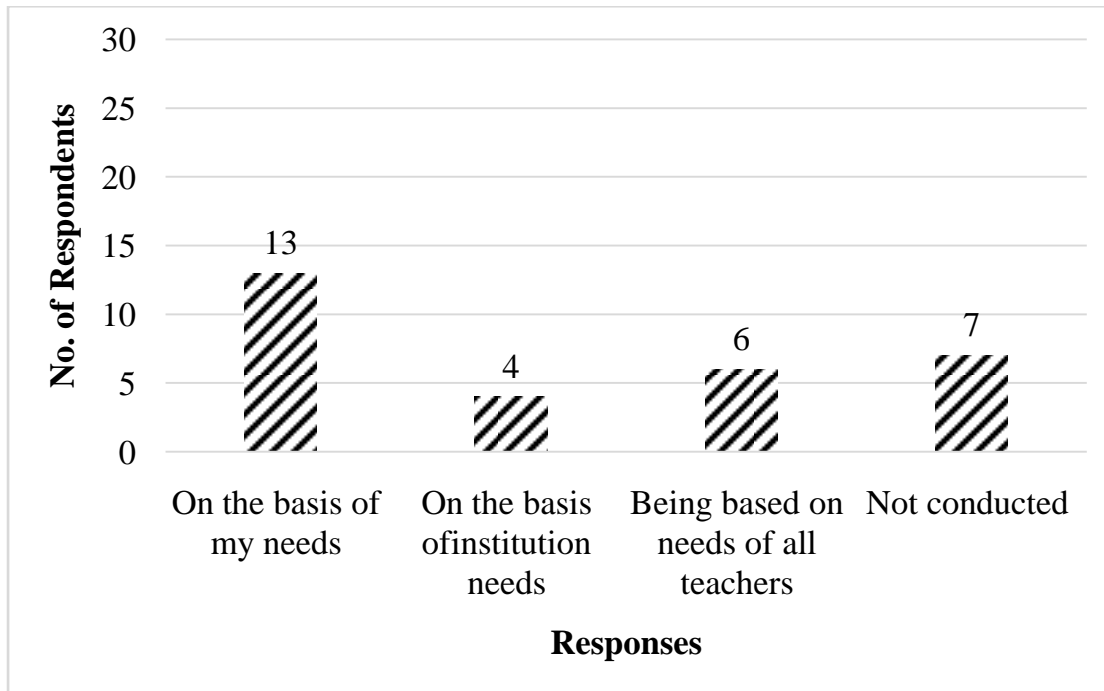
The above table shows that most of the teachers (i.e. 86.66%) out of thirty teachers, responded that teacher induction programs are very useful. A few teachers (i.e. 6.66%) responded that it is useful. Likewise, 6.66% of them responded that teacher induction programs are somehow useful. In short, it can be said that teacher induction programs are very useful for the new teachers.

4.1.14 Induction Program Conducted Based on

A Statement was given to the teacher, i.e. ‘induction program was conducted in the first year of my teacher career.’ The responses on the statement are shown in the following figure.

Figure4

Induction Program Conducted Based on



The presented figure indicates the responses from the teachers on the given statement. Out of thirty teachers, 43.33% responded that teacher induction was conducted being based on their needs in the first year of their teaching career. Likewise, 13.33% opined that it was conducted based on the institutions’ needs. Similarly, some of the teachers (i.e.20%) responded that it was conducted for them being based on the needs of all teachers. But 23.33percent teachers responded that it was not conducted for them. In conclusion, we can say that teacher induction programs are mainly conducted concerning the needs of individual teachers. Sometimes, the priority is given to the needs of institution and all the teachers while conducting the induction.

4.1.15 Types of Induction conducted

A question was asked to the teachers to find out their perceptions, i.e. ‘which of the following program was conducted for you?’ The number and percentage of responses with categories are shown in the following table:

Table 12
Types of Induction Conducted

Categories	Responses	
	No. of teachers	Percentage
Orientation	17	56.66%
Performance improvement program	5	16.66%
Induction for certificate	1	3.33%
Individualized teacher induction	5	16.66%

This table shows that out of 30 teachers, majority of them (i.e. 56.66%) responded that orientation program was conducted for them. Some of them (i.e. 16.66%) replied that performance improvement program was conducted for them. One of the teachers responded that induction for certification program was conducted for him/her. Similarly 16.66% of the teachers responded that individualized teachers induction was conducted for them. But a few teachers (i.e. 6.66%) remained unanswered on this question. Thus, it can be concluded that orientation induction program was conducted for the majority of the teachers.

4.2 Teachers’ Perceptions on Teacher Induction Collected from Open-ended questions

Along with the close-ended questions, the open –ended questions were also asked. This section deals with the perceptions collected from open-ended questions. It includes different ten questions related to the teacher induction. The collected responses are analyzed in the following sub-heading.

4.2.1 Goals and Expectations as a NAT

The first question was asked to the teachers to find out their perceptions about the goals and expectations that they had as Newly Appointed English Teachers. The responses from the teachers on this question are listed below:

- To achieve the goals of curriculum in a comfortable way using communicative way.
- To make class English environment.
- To teach /hold subject properly/effectively.
- To be dutiful and responsible teacher.
- To adjust in a new culture, establish good relationship with students, teachers and co-workers.
- To be one of the best English teachers of Nepal.
- To get honor form the society.
- To detect the students' mistakes and errors.
- To increase the effectiveness of students learning.
- To develop students' language skills.
- To make wonderful presentation and to use advanced teaching style.
- To make student better in the days to come
- To teach with new strategies using power-point in a communicative way.
- To co-operate with colleagues.
- To be comfortable in workplace.
- To be a good social worker.

From the above points, we can say that most of the teachers' goals and expectations were to deliver the content effectively and successfully, to adjust in a new culture, to be a successful teacher, to establish good rapport with students and co-workers and colleagues and to be a dutiful and responsible teacher.

4.2.2 Challenges Faced while Dealing with Subject Matter

The second item was asked to the teachers to find out their perceptions on the kinds of challenges they had faced in the initial phase while dealing with subject matter. This question is related to the objective number three. Most of the teachers responded that they faced difficulty in classroom management, in teaching materials, students' behavior to the teachers, large number of students, and weaknesses of students in English. Similarly, lack of confidence in students as well as in teachers on subject matter, fear in teachers due to lack of training, problems in applying the learnt theoretical knowledge into real classroom, lack of vocabulary in students to understand English, students were not interested in learning, difficulty in knowing the students' background, adjustment in a new culture/school situation, complexity of new responsibilities, mother tongue interference, overcrowded classroom, co-workers not found very friendly, difficulty in understanding the psychology of students, addressing the heterogeneous students in an effective way, difficulty of students in grasping the taught things, teaching content regarding methods, motivation, delivering the content in an effective way and problems in pronunciation. But one of the teachers responded that he/ she did not face any challenges while dealing with subject matter.

In short, we can say that most of the teachers faced difficulty in delivering the content effectively and also found students weak in English which made them to deal subject matter challenging.

4.2.3 Common Problems Novice Teachers Faced in the Early Period

When the people enter in any kind of job, they face different kinds of problems. So, in teaching also teachers face different kinds of problems. Some of the common problems that novice teachers face in their early phase as responded by the teachers are given below:

- Unable to tackle the students.
- Lack of confidence, support, teaching materials, convincing power.
- Problems in classroom management.
- Problem in adjustment in a new culture/society.
- Problems in pronunciation, unknown about the rules and regulations and culture of the school.
- Problem in motivating the students in classroom.
- Problem in choosing effective teaching methods and techniques to handle real classroom with his/her knowledge in a diverse classroom.
- Mother tongue interference of students.
- Problems in making subject matter clear to students because of poor base in English.
- Hesitation and unfamiliar with each other in school because of culture and language.
- Sometimes students make puzzle to the teachers by asking questions.
- Difficulty in understanding the nature, interest, psychology and background of the students.
- Problem in building rapport with students, principals and co-workers.
- They couldn't do as they wanted because of nervousness.

While considering the above points, most of the teachers opined that lack of confidence, teaching materials, problems in adjustment in a new culture and society, building rapport with students, colleagues, head-teachers and others members of the school and society and so on are the common problems that the novice teachers face in the early period of their teaching career.

4.2.4 Kind of Orientation Training Given in Specific Area

A question was asked to the teachers to find out their perceptions whether they were given some kinds of orientation training in specific issues or not. Some of the teachers responded that they were given and some others opined that they were not given. The responses from the teachers are presented in points below:

- It was given to manage the classroom.
- It was given being based on how to use visual aids in classroom.
- It was given to solve the initial problems and to improve performance on teaching.
- Being based on the teaching techniques, methods and for preparing teaching materials.
- On the basis Teacher Professional Development (TPD) module for professional development.
- Regarding teaching least motivated students, building rapport with guardians and to apply contextual theories into practice.
- Likewise, about learning strategies, cultural and social background of school and students.
- Mainly based on preparing lesson plan and its use.

Apart from the above points /responses, a few teachers opined that they were not given any kind of training. There was one added question to them who were not given such training, i.e. ‘do you think there is needed if such orientation program?’ Their responses on this question are:

- It is necessary and should be given based on their culture and subject matter
- The concerned authorities should make compulsory and it is necessary to handle the class easily and to adjust with the staff and students.
- It is necessary/fruitful for novice teachers to make their profession and career effective and successful.
- It is necessary to detect the problem to be tackled during training by the educators.

- Orientation training helps a lot to deliver the content effectively and inevitable to adjust the novice teachers in the school and society.
- Likewise, it helps to solve the curiosities and makes aware of possible dangers.

To sum up, it can be said that majority of the teachers got the orientation training during the initial phase and it was given being based on different aspects. But, some of the teachers were not given such orientation training in their initial period of their teaching career.

4.2.5 Support Provided by Induction Program for Novice Teachers

An item in number five as an open-ended question was asked i.e. ‘Do novice teachers need helps? How can the induction help them in their teaching career?’ Help is necessary for any candidate to adjust easily in their job. So, novice teachers also need helps in their teaching career. The responses as responded by the teachers are as follows:

- Induction program helps them to build positive attitude in their teaching career.
- Motivate in teaching and makes them confident.
- Train them about society and culture where they are going.
- Provides basic skills for their job and helps to build good relationship with students, co-workers, administration and teachers.
- It provides the knowledge of selecting the best methodology and teaching materials for teaching and learning.
- Helps to teach effectively and provides the best ways of motivating the students.
- Provides appropriate guidance for effective teaching.
- Helps to remove hesitation and cultural shock.
- Helps to overcome the challenges faced in classroommanagement and students’ behavior.
- Makes aware of new culture and problems that would come in the teaching period.

- Helps to use theoretical knowledge into practical field.
- Shows the ways/paths to the teachers how to go and where to go regarding teaching.
- Provides insights regarding the institutional practice to establish teacher networking.
- Boost up their profession.
- Helps to improve performance level and makes competent and makes familiar with colleagues and others.

So, in short it can be said that novice teachers need helps in different aspects which can be provided by the induction program that are conducted for novice teachers such as in cultural aspects, social aspects and educational aspects.

4.2.6 Fulfilling the Goals and Expectations after Taking Part in Induction Program

A question was asked to the teachers to find out their perceptions related to the objective number one. The question was ‘were you able to fulfill your goals and expectations after taking part in induction program? How?’ Most of the teachers opined that they were able to fulfill their goals and expectations after taking part in induction program but some of the teachers opined that they were not able. The responses as responded by respondents such as it helped them to achieve the goals and expectations, helped to know students’ background and psychology, society and culture, to use materials effectively to make teaching effective, helped to become perfect about subject matter. Likewise, it was given being based on the learning and teaching strategies to use textbook effectively, materials and helped to make teaching & learning environment effective, provided appropriate guidance for teaching and helped to adjust in a new culture building self-confidence to solve the challenges, helped to get ideas of using different skills, teaching techniques and methods in the early period of teaching career, helped to manage the class and co-operate with the students and co-workers. Similarly, it was beneficial because it helped to be aware about the responsibilities to be fulfilled as a new teacher and made known about the

activities to carry out, helped to get multiple ideas, views, knowledge, experiences about classroom management from others in a real classroom, helped to establish good rapport. A few teachers opined that somehow it helped them to know about the real classroom, to maintain the co-ordination with school members and to overcome the problems of hesitation. It helped them by making correct use of lesson plan and dealing with other activities related to teaching and learning by giving the ideas of using technologies in classroom teaching. In the same way it helped them to apply the learnt things in real classroom by getting suggestions and support from seniors and administration.

Apart from the above views, some of the respondents responded that they were not able to fulfill the goals and expectations they had and they have suggested some points; they are:

- Induction program is not enough to fulfill goals and expectations.
- Other refreshers training should be conducted.

Conducting, we can say that most of the teachers opined that they were able to fulfill the goals and expectations that they had, but a few teachers opined that they fulfilled partly or somehow and some teachers responded that they were not able to fulfill the goals and expectations at all.

4.2.7 Important Needs of Induction Program for Novice Teachers

When the people get involved in any kinds of profession. He /She needs guidance and suggestions before going there. Thus, in teaching also teachers need to be given guidance and suggestions before going to teach in real field. Induction provides such guidance and suggestions to the new teachers. Regarding the need of induction, a statement was given the teachers, i.e. List out any five important needs of induction program for novice teachers in their career advancement and was also informed to write important needs based on their experiences. The responses as responded by respondents are given below:

- To arouse the motivation in their job.

- Declare the duties and responsibilities.
- To strengthen the relationships with students, parents, co-workers, school administrations.
- Build confidence and helps to solve the problems.
- Helps to be familiar with school culture.
- For professional development/promoting professionalism.
- For better result of the students and for improving the quality of institution.
- To move according to timetable for overcoming the challenges.
- To use and collect low cost and no-cost teaching materials.
- Prepare the lesson properly for teaching.
- Helps to handle and manage classroom and students properly for solving classroom problems.
- To establish the teacher in a new culture.
- To fulfill the set goals to enhance the career of teachers.
- To teach effectively making teaching fruitful.
- To be familiar with real problems from the trainings.
- To get knowledge of applying right methodology.
- To make easy in classroom by applying right methodology according to situation.
- To behave equally to all the students.
- To understand society, students, school's background.
- To transmit culture of learning.
- To use appropriate methods and techniques while teaching in classroom.
- Strengthen the ability of novice teachers.
- Co-operate with co-workers and head teachers.

From the above points, it can be summarized that teacher induction program is very important not only for novice teachers but also for other teachers to get different kinds of up-to-date knowledge. It is inevitable for the novice teachers to establish in their job and in new society and culture.

4.2.8 Satisfaction with Induction Program

An item as a open-ended questions was asked to the teachers to find out their perceptions on induction whether they are satisfied with the induction programs that are conducting in Nepal or not and it was also asked them to write suggestions for the improvement of induction program if they are not satisfied with. The responses as responded by the teachers are given below:

- Yes, it is conducted being based on the needs of teachers.
- It helps teachers to be trained.
- It gives the good way to meet the set goals.
- Help to make teaching effective and helps to adjust in a new culture of school and society.
- Helps to develop professionalism.
- Provides the way of using different skills in teaching.
- It induces the problems that the teacher has to face.
- Helps to manage the classroom and handle the students properly.
- Helps to be responsible and dedicated to the profession.
- Helps in career advancement for novice teacher.
- Makes teachers knowledgeable and skillful.
- Helps to gain the knowledge of motivating students.
- Provide the practical based teaching learning strategies to solve the problems in career of teaching.

The above points are responded by teacher who were satisfied with the induction programs, the responses responded by unsatisfied teachers on induction programs along with suggestions are pointed below:

- It is not enough, there must be some provisions regarding teacher induction.
- It is only conducted for formality.
- It is to be organized as a refresher course.
- Practical training is needed for novice teachers.

- Program should help to solve the problems.
- Subject-wise experts are needed.
- Should be supportive for both trainees and trainers.
- Regularity is needed and should associate with teacher professionalism.
- Training should be given by well-trained trainers and trainees should be encouraged to participate.
- Should be practical based with experienced teachers.
- Should let them visit every schools to get practical way of teaching.
- Should serve novice teachers rather than providing banking of knowledge.
- Provide expertise to teachers related to subject, theories, methods and techniques.
- Concerned authorities should be more concerned.
- Orientation should be at the very beginning of career.
- Should be need based, bottom-up approach of training.
- Selection process of experts is to be improved.

Each and every person have their own views and perceptions. So, in this question teachers have viewed differently. Majority of the teachers viewed that they are satisfied with induction program that are conducting in Nepal but some of the teachers are not satisfied with induction program in which they have suggested for the improvement of induction program in Nepal.

4.2.9 Advices to Teacher Education Provides/Concerned Authorities

Advising is rather easy task than actually doing it. An item was asked to the teachers i.e. ‘what advice would you like to provide to the teacher education providers/concerned authorities?’ The responses or advices as responded by the teachers are:

- Result oriented practical training should be provided for novice teachers.
- It should be given based on the teachers’ difficulties and needs.
- It is better to use ICT and appropriate teaching materials while training.

- Set clear guidance before providing training.
- Provide the training not for formality but for reality.
- It is better to make the induction compulsory for every teacher.
- Provide supervision and monitoring on the given training.
- Trainees should fully be encouraged to take part in training.
- Conduct such programs immediately after the selection of teachers.
- Teach the teachers to use available materials effectively.
- Better to play a supportive role.
- Would like to suggest to encourage teachers for developing self-evaluation skills.
- Better to conduct different trainings time and again to up-to-date the teachers.
- Train the teachers in a way that they would be able to establish the relationship between theory and practice.
- It would be better if they provide equipment to teachers.
- Interact before training; know the needs and interest of teachers.
- Provide subject specific induction program.
- Reward a teacher who performs best after visiting the classes.
- Provide the induction in such a way that they would be able to enhance their profession.
- Make them critical thinkers and need to develop sense of professionalism.
- Provide sufficient time for training and sufficient materials for teachers for easy teaching.

From the above given points, it can be summarized that if the teacher induction provider keep in mind the above points about teacher induction program, it would be the best training for teacher equally to novice and experienced teachers.

4.2.10 Advice to the Policy Makers about Teacher Induction Program

This is the last question involved in the questionnaire. Making policies is not all in all but making it practical is important. A question was asked to the teachers, 'what

advice would you like to provide to policy makers about teacher induction programs?’

The responses as responded by teachers are given below:

- Make practical policies.
- Make such policies where all the teachers should be inducted by the experts.
- To make policies practical, manage the teaching materials during induction as well while teaching in classroom.
- National policies should be imparted to preserve, widen and develop all the diversities of linguistic properties and induction should be conducted giving equal priority to all the languages.
- It is better to involve the teachers in policy making.
- Distribute the formed policy to every school.
- Chose and send the expert at least having first division, well spoken and written in English as trainers.
- Make the policies to facilitate the novice teachers.
- While making policies know the situation and the people/trainee that you are making for.
- Meet the trainees before forming the policies and later observe whether policies have been implemented or not.
- Policies should not be limited to provision of teacher education providers.
- Publish different types of journals, books, articles which could be helpful for teachers.
- Do not let the teachers go to the school without induction training.
- Make policies localized.
- Make practical the induction not for only saying but for doing.
- It is better to make implacable policies and inspect time and again whether the programs are effective or not.
- Make such a policy that really helps to run program effectively.
- Policies are to be bottom-up.

From the above points, we can say that just providing training is not enough but providing practical and need-based training is important. The policy makers should make the policy, practical, localized, bottom-up, need based which could help to conduct the induction program effectively.

CHAPTER- FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes findings, conclusion and recommendations regarding policy related, practice related and further research related.

5.2 Findings

This chapter includes main findings of the study. As the purposes of the study to find out the English Teachers' perceptions on Teacher Induction, to find out the helps that novice teachers got their initial phase and to find out the challenges faced by the English teachers in the initial period, data were collected using questionnaire and analyzed using both qualitative and quantitative approach. After analyzing and interpreting the data, this study has come up with the following findings.

- i. Most of the respondents (i.e. 76.66%) strongly agreed, some other respondents (i.e. 23.33%) agreed that training is an effective means of teacher profession development.
- ii. Majority of the respondents (i.e. 53.33%) agreed that training can increase knowledge, skills and attitude of an employee for improving his/her performance in the job.
- iii. Majority of the teachers (i.e. 66.66%) agreed, some of them (i.e. 26.66%) strongly agreed and a few of them (i.e. 6.66%) disagreed that teacher induction is not seen as a long-term process but as a remedy for deficiencies in the initial phase.
- iv. Most of the respondent (i.e. 70%) out of thirty, opined that induction programs are very important for novice teachers in solving the problems in the initial phase of their teaching career. Some of the respondents (i.e. 26.66%) opined it is important for professional development of teachers. But few respondents (i.e. 3.33%) responded that it is useful for better result of the students.
- v. All almost all the teachers (i.e. 93.33%) responded that induction programs are conducted for novice teachers in Nepal. Likewise, one of the teachers i.e.

- 3.33% opined that it is conducted for experienced teacher and another one teacher responded that it is conducted to uplift the states of the institution.
- vi. Majority of the respondents (i.e. 63.33%) responded that induction program was conducted for them in the first months of their teaching career. Likewise, 6.66 percent of them responded that it was conducted in six months of their teaching career and a few (i.e.6.66%) responded it was conducted after one year for them. But, some of them(i.e. 23.33%)responded that it was not conducted for them.
 - vii. A significant number of teachers (i.e. 43%) strongly agreed and fortypercent of them agreed but a few of them(i.e.6.66%) of them strongly disagreed that teacher induction program was held to overcome the challenges faced in classroom management, students' behaviours, schools' culture, etc.
 - viii. Majority of the teachers (i.e. 66.66%) opined that teacherinductions in Nepal areconducted compulsorily. Likewise some of the teachers(i.e.26.66%) respondedit is conducted sometimes. But a few of them (i.e. 6.66%) of the teachers responded that it is not conducted at all.
 - ix. A significant number of the teachers (i.e.40%) viewed that teacher induction helped them to adjust in the school culture. Likewise, 13.33 percent of the teachers viewed that it helped them to establish the relationship with administrations and co-workers. Similarly, 20 percent of them responded that induction helped to deliver the content effectively but some of the teachers (i.e. 23.33%) opined that it helped them to establish the rapport with students.
 - x. Half of the respondents (i.e. 50%) responded that colleagues and co-workers supported more in the first year of their teaching career. In the same way some of them (i.e. 33.33%) respondedthat head teachers supported more them in the initial period. Similarly, 10percent of them responded that they were supported more by students' parents and society and a few (i.e.6.66%) responded that they were the students who supported more intheir initial period.
 - xi. Fifty percent of therespondents agreed and fifty percent strongly agreed that teacher induction helped them to fulfill their goals and expectations as a Newly Appointed Teacher (NAT).

- xii. Majority of the respondents (i.e. 56.66%) agreed and 43.33 percent of them strongly agreed that teacher induction become one of the steps in the professional development in their teaching career.
- xiii. Regarding the usefulness of the teacher induction program, most of the respondents (i.e.86.66%) opined that teacher induction program is very useful. In the same way, 6.66% opined that it is useful and 6.66% responded that it is somehow useful.
- xiv. A significant number of the teachers (i.e. 43.33%) responded that teacher induction program was conducted being based on their needs. In the similar way, some of them(i.e.20%) of the teachers responded that it was not conducted being based on the needs of all teachers. Likewise, 13.33 percent of them responded that it was conducted on the basis of institutional needs. But some of them (i.e.23.33%) responded that it was not conducted for them.
- xv. Majority of the teachers (i.e. 56.66%), opined that orientation program was conducted for them. In the same way, some of them (i.e.16.66%) responded that individualized teacher induction program was conducted for them and one of the teachers responded that induction for certification program was conducted for him/her. But 16.66 percent of them opined that individualized teacher induction was conduct for them.

After analyzing the open-ended question, it was found that they were able to fulfill goals and expectations after taking part in the induction program. Likewise, they also opined that they faced many challenges while dealing subject matter such as weakness of student in English, lack of materials, etc. They also responded that novice teachers might face different kinds of common problems in the early period of their teaching career such as in adjustment, lack of support, classroom management. Similarly, they also responded that induction program helps the novice teachers in different ways like help to be positive towards his or her profession, helps to teach effectively and so on. In the same way, they opined that there are many important needs of induction program for novice teachers such as to be familiar with new culture in society, to cooperate with colleagues and co-workers. Most of the teachers were satisfied with the induction conducting in Nepal but some of them were dissatisfied. Although the

teachers are not concerned authorities for making policies and conducting training. They have suggested to make practical and implacable policy and to conduct the training based on the needs and interest of the teachers.

5.2 Conclusion

Teaching is a challenging job and language teaching to foreign language to the students is more challenging. When the teachers enter into their profession they face many unexpected challenges in the first year of their teaching career. So, they need help, support from co-workers, students, societies and so on. In this time induction becomes one of the most important in their job. Teacher induction is the guidance, orientation or support given to new teachers in the beginning of their teaching career in order to make them familiar with the culture, society, job responsibilities, challenges and so on. This present research study is about finding out the English Teacher' perceptions on Teacher Induction, finding out the needs that NATs got in their initial period and finding out the challenges faced by NATs. Induction is especially provided to the beginner teacher in order to assist them in their profession. Moreover, to bring learnt theoretical knowledge into practice, teacher induction is important.

As the first objective of this research was 'to find out the English Teachers' Perceptions on Teacher Induction'. It is found out that teacher induction programs are important for adjustment in the new culture and society, for increasing the knowledge which helps to overcome the deficiencies in initial period of their teaching career. It is also found out that teacher inductions are to be compulsory for all the teachers which need to be held before entering into their job. Furthermore, it is found out that teacher induction programs are helpful and very useful for the professional development of the teachers and teachers opined that teacher induction programs are to be conducted by the more expert and subject-wise trainers.

Similarly, the second objective of this research was 'to find out the helps that novice teachers got in their initial phase'. In this study, most of the teachers responded that they got helps from colleagues and co-workers. But some of the teachers responded

that they got helps from students, students' parents, society and head teachers to adjust in the school culture, establish the rapport/relationship with students, administration, co-workers, colleagues, to solve different kinds of problems like classroom management, students' behavior, collection of materials and so on. The helps got from the different people of the society and school became very important and useful in their professional development and to fulfill their goals and expectations as NATs.

As the third objectives of this research was 'to identify the challenges faced by new teachers'. By interpreting the data it is found out that challenges occur in any kinds of job. So, teaching is no exception. Regarding teaching, teachers face many challenges like challenges in classroom management, collecting the required materials, adjustment in a new culture, tackling the students, knowing the students' background, delivering the content in a effective way and so on.

To be more specific, from this research it is clear that teacher induction plays a great role for the professional development of teachers and it is a backbone for career advancement too because it provides practical knowledge of their profession. For the professional development and career advancement, induction is not all in all but monitoring, refresher training, collaboration between new and experienced teachers and so on are also pinpoints. Thus, it can be claimed that teacher induction is very important and useful for novice teachers for solving different kinds of challenges but induction is not sufficient for professional or career advancement.

5.3 Recommendations

On the basis of major findings of the study, the following recommendation can be made.

5.3.1 Policy Related

On the basis of the findings of the study, the following policy related recommendations can be made:

- There should be regular provision and skill based training for the professional development.

- Teachers should be involved in policy making process.
- Government should bring separate policy and should make compulsory to all the teachers before entering into their profession.
- The government should form the policy following bottom-up approach and should be based on the teachers' needs.
- Government should formulate the special kind of policy for the teachers who are far from the access of resources and materials.
- The government policy should be practical oriented.
- Government should provide sufficient numbers of teachers' mentors, supervisors, and resources to implement induction program properly.

5.3.2 Practice Related

On the basis of the findings of the research, the following practice related recommendations can be made so that teacher induction can be useful and important steps for the professional development of the teachers:

- Just providing the induction is not enough for teachers but it needs to be practical and problem solving oriented.
- School administration should administrate, monitor and supervise induction program compulsory to all the teachers.
- Principals, co-workers and students should play a crucial role to help new teachers to familiarize in a new culture and society.
- Teachers should be encouraged to apply the learnt theoretical knowledge into practice.
- Teachers need to be well prepared in terms of course and teaching materials before going to the classroom.
- Teachers need to be encouraged to participate in different conferences like Nepal English Language Teachers' Association (NELTA) related to their profession.
- Collaboration and interaction among the teachers should be practiced.

- Experienced teachers should help novice teachers because they are more experienced and knowledgeable than novice teachers.

5.3.3 Further Research Related

No work is final and complete in itself. So, this research is also not full and final. But this research study can be valuable secondary source for the researchers who are willing to carry out research studies in the field of teacher induction. The following recommendations can be made to carry out further research:

- The findings of this research cannot be generalizable to the whole population of the nation because it was conducted only in khotang district. So, the research can be conducted in others district too with large number of respondents.
- If the researchers use the other tools of data collection of survey research in place of questionnaire, the findings may be different from the current research.
- Because of the limitations in sample size and field, it was not possible to collect the responses from the varied number of respondents. So, it is thought to be more relevant to carry out other researches with more respondent and field.
- The research was limited to 30 teachers from 28 government-aided schools. So, it is thought to be more relevant to carry out more researches with more respondents from others non-governmental schools too with more samples.

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PARTICIPANT CONSENT FORM

Department of English Education

Tribhuvan University

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

English Teachers' Perceptions on Teacher Induction

I [Name] agree to take part in this research study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses.
5. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission.
6. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

- Fill the questionnaire: Yes [] No []

Signature _____

Name _____

Date _____

Department of English Education

Tribhuvan University

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

English Teachers' Perceptions on Teacher Induction

PARTICIPANT INFORMATION STATEMENT

1. What is this study about?

You are requested to be involved in research entitled "**English Teachers' Perceptions on Teacher Induction**" which aims to find out the perceptions of English teachers on teacher induction. To be specific there has not been research in area of finding out the English teachers' perceptions on teacher induction. So, this study is an effort to find out the perception of teachers on teacher induction.

You have been invited to participate in this study because I am interested in finding out what is the perception of English teachers on induction. Your responses will be helpful to know the perception of teachers on teacher induction.

This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in this research study is voluntary. So it is up to you whether you wish to take part or not.

You will be given a copy of this Participant Information Statement to keep.

2. Who is carrying out the study?

The study is being carried out by Krishna Raj Sigdel as the basis for the master degree of English Education at The University Central Department of English Education, T.U., Kirtipur. This study will take place under the supervision of Mr. Bhesh Raj Pokhrel, lecturer of English Education.

3. What will the study involve for me?

This study involves completing a set of questionnaire containing both open ended and close ended questions for teachers.

4. How much of my time will the study take?

It will take you about 45 minutes to complete the questionnaire.

5. Are there any risks or costs associated with being in the study?

Aside from investing your time, there will not be any risks or costs associated with taking part in this study.

6. Are there any benefits associated with being in the study ?

This study will help you to know the perceptions of teachers on teacher induction.

Appendix - I
Questionnaire for Students

Dear respondents,

This questionnaire has been prepared to complete a research work entitled “**English Teachers’ Perceptions on Teacher Induction**”. The research is being carried out under the supervision of **Mr. Bhesh Raj Pokhrel**, lecturer of English Education, Tribhuvan University, Kirtipur, Kathmandu. The researcher aims to explore perceptions of teachers on teacher induction. The honest information you provided will be kept highly confidential and will be used only for this research purpose.

Researcher

Krishna Raj Sigdel

Department of English Education

T.U., Kirtipur, Kathmandu

krishnarajsigdel@gmail.com

QUESTIONNAIRE

Name of school:

Address:

Teacher's name:

Qualification:

Experience(teaching):

Level:

Set- A

Put the tick (✓) to the alternative, that best indicates your response.

1. Teacher training is an effective means of teachers' professional development.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 -
2. Training is an activity, which always increases knowledge, skills and attitude of an employee for improving his/her performance on the job.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 -
3. Teacher induction is not seen as a long term process, but as a remedy for deficiencies in the initial phase.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 -
4. Induction programs are very important for novice teachers of Nepal.
 - a. For solving the problems in the initial period of teaching career
 - b. For their professional development
 - c. For improving the quality of institutions
 - d. For the better result of the students
 -
5. Induction programs are conducted in Nepal.
 - a. For students
 - b. For experienced teachers
 - c. For novice teachers
 - d. For uplifting the status of the institution.

6. In my institution, teacher induction was held:
 - a. In the first month of my teaching career
 - b. In six months
 - c. After one year
 - d. Not held
 -
7. Induction program was held for me to overcome the challenges faced in classroom management, students' behavior, school culture, etc.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 -
8. Teacher induction programs in Nepal are:
 - a. Compulsory
 - b. Optional
 - c. Not conducted at all
 - d. Conducted sometimes
 -
9. Induction program helped me a lot:
 - a. To adjust in the school culture
 - b. To establish the rapport with students
 - c. To deliver the content effectively
 - d. To establish the relationships with administrators and co-workers
 -
10. Who supported you most in the first year of your teaching career?
 - a. Colleagues and co-workers
 - b. Students
 - c. Students' parents and society
 - d. Head teachers
 -
11. Induction program helped me to fulfill my goals and expectations as a newly appointed teacher.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 -
12. Teacher induction program become one of the steps in the professional development in my teaching career.

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

•

13. Teacher induction program, in my opinion;

- a. Very useful
- b. Useful
- c. Somehow useful
- d. Useless

•

14. Induction program was conducted in the first year of my teaching career.

- a. On the basis of my needs
- b. On the basis of the institution needs
- c. Being based on the needs of all teachers
- d. It was not conducted

•

15. Which of the following induction program was conducted for you?

- a. Orientation program
- b. Performance improvement program
- c. Induction for certification
- d. Individualized teacher induction

•

Set-B

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

1. What were your goals and expectations as a Newly Appointed English Teacher?

•

2. What kinds of challenges had you faced in the beginning stage of your teaching career while dealing with subject matter?

.....

3. What are the common problems do you think that novice teachers face in their early period of teaching career?

.....

4. Were you given some kind of orientation training in specific issues?

• If yes, in which specific areas were you given orientation?

•

- If not, do you think there is need of such orientation program?
.....
- 5. Do novice teachers need help? How can the induction help them in their teaching career? Mention the aspects.
.....
- 6. Were you able to fulfill your goals and expectations after taking part in inductionprogram? How?
•
- 7. List out any five important needs of induction for novice teachers in their career advancement. Write based on your experiences.
•
- 8. Are you satisfied with the induction programs that are conducting in Nepal? If yes, how?
.....
- If not, write down the five suggestions for the improvement of induction program.
•
-
- 9. What advice would you like to provide to the teacher education provider/ concerned authorities?
•
- 10. What advice would you like to provide to the policy makers about teacher induction program?
•
-