

**OPPORTUNITIES AND CHALLENGES OF NOVICE TEACHERS FOR
THEIR CAREER DEVELOPMENT IN COMMUNITY SCHOOLS**

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

**Submitted by
Chameli Chaudhary**

**Tribhuvan University
Department of English Education Kirtipur,
Kathmandu, Nepal
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Recommendation for Acceptance

This is to certify that Miss **Chameli Chaudhary** has completed her M.Ed. thesis entitled **Opportunities and Challenges of Novice Teachers for their Career Development in Community Schools** under my guidance and supervision.

I recommend this thesis for acceptance.

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Declaration

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

Date: 20/12/2020

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Chameli Chaudhary

Dedication

Dedicated

to

My parents and teachers who contributed a lot to lead me here.

Abstract

The research work entitled **Opportunities and Challenges of Novice Teachers for their career development in Community Schools** was an attempt to find out the opportunities of the novice teachers for their career development and challenges they faced in initial teaching phase. The study followed narrative inquiry research design. Four participants were selected from four different community schools of Bardiya district to get the data for the study. A set of guideline questions and outline for classroom observation were prepared as major tools for collecting required data. Semi-structured interview was conducted to elicit required information from respondents and their classes were observed on the basis of classroom observation outlines. Thematic approach was used to analyze and interpret the collected data. Further, the data were interpreted under different themes and sub-themes. After the analysis and interpretation of the data the major findings are derived. The major finding of this study shows that novice teachers did not get opportunity for their career development, they did not get opportunity to participate in professional development activities neither get any supportive programmes from school administration. They were not given any teacher trainings during their teaching career to grow professionally. This shows that rural areas' community school novice teachers are not given opportunity for their career development. They did not receive even mentoring programme. Similarly, this study found that novice teachers encountered with many challenges regarding classroom management, establishing good relationship with students and co-workers, addressing linguistic diversified students' needs. They faced difficulties in implementing theoretical knowledge in the real classroom.

This thesis has been organized into five chapters. Chapter one consists of background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two consists of review of related literature, review of theoretical literature, review of empirical literature; implication of the study and conceptual framework. Chapter three consists of methodology. Design and method of the study, population, sample and sampling strategy, research tools, sources of the data are the topics. In the same way chapter four deals with results and discussion, which includes analysis and interpretation of the obtained data from respondents' narrative stories and classroom observation diary and chapter five includes conclusion and recommendations. References and appendices are included at the end of this work to make the research more valid.

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Chameli Chaudhary

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List of Abbreviations

B.Ed.	Bachelor of Education
CUP	Cambridge University Press
e.g.	For example
EFL	English as a Foreign Language
et.al	and other
GT	Grammar Translation
i.e.	That is/that are
M.Ed.	Masters of Education
OPU	Oxford University Press
Regd.	Registration
SMC	School Management Committee
T.U.	Tribhuvan University
Vol.	Volume