

Chapter I

Introduction

The present study entitled **Opportunities and Challenges of Novice Teachers for their Career Development in Community Schools** is concerned with opportunities to the newly appointed English teachers and challenges they encounter for their career development in the induction period. As an introductory chapter, this chapter contains background of the study, statement of the problem, objectives of the study, research questions, and significance of the study and delimitations of the study along with operational definition of key terms under separate headings.

Background of the Study

The term 'novice' has frequently been used in the studies on beginning teachers and as Farrell (2012) noted, there is no clear-cut definition of a novice teacher in the literature. A novice can be anyone who is teaching something new for the first time or who has entered a new cultural context for the first time (Farrell, 2012). There is also no consensus on how many years of teaching are necessary to end this novice stage. Some researchers define a novice as a teacher with less than five years of teaching experience (e.g. Kim and Roth, 2011) other referred to it as a teacher with two years of teaching experience or less (e.g. Hayner 2011). For the purpose of this study, a novice teacher is defined as a teacher who has less than two years of teaching experience. Novice teachers typically are less familiar with subject matter, teaching strategies and teaching context and lack of adequate repertoire of mental scripts and behavioural routines. Thus the novice teachers' beliefs, habits techniques, etc. about language teaching are different from experienced teachers. They have different perceptions and use different activities to teach language.

Regarding the reasons for the increase in teachers' leaving the profession, researchers have pointed out the gap between pre-service education and in-service development. After receiving university education and starting their jobs, novice teachers suddenly have no further contact with their teachers educators and they experience the same challenges as their more experienced colleagues on the very first day of school without much guidance from their new school (Farrell, 2012) When the figures concerning dropout rates are considered, it is not difficult to see how serious

the situation is. In this study, the researcher focused on the professional challenges of novice English language teachers. Furthermore, he/she explored the support needed and their availability and opportunities during first years of teaching.

Teachers need to be well equipped with their subject matter, teaching methods and techniques to satisfy the students. Teacher development includes many elements from which students and teachers are benefited. Teacher development reveals changing oneself growing oneself and equipping oneself with teaching learning activities. Teacher needs to be professional for the perspective of students and teacher oneself as well. In this regard, Sparkes (1991) states:

Professional development plays vital role for the teachers for the improvement their performance. This means the observers must pay attention to the results of professional development on the job performance, organizational effectiveness and success of all students (as cited in Sultan, 2004, p.12).

Teacher development enables the teachers to handle any kinds of problems or issues occurring in the classroom. The world is changing day by day and its needs and priorities are also changing with its time. Similarly, in the teaching profession teachers should be changed with new paradigm. Therefore, teacher should keep them update with the time and situation in their profession.

Khaniya (2006, p.9) says:

People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working behind, for this purpose involved in it should be allowed to work if its development, advancement and continuous development.

If the teacher is professional in their profession, they feel enjoyment, passion, satisfaction with their profession. Thus teachers are respected admired preferred from the each aspect of the society. Whereas, if a teacher cannot keep update with the changing needs of the society they are called lamed in the teaching profession. So,

teacher development plays vital role to make the teacher self-aware, active, familiar with both new paradigm in teaching which can help to sustain in their profession.

In Nepalese context, teaching is full of challenges, most of the teachers quit their job during their first year of teaching due to lack of induction program. Personally I have faced many difficulties in teaching profession while I was engaged in teaching for the first time. In the beginning phase of my teaching career I felt very difficult to adjust in the environment, regarding the administrative aspects as well as teaching activities and strategies. Although I had learnt most of the theoretical knowledge during my study but actually I couldn't apply them in the real classroom. All the staffs and students including entire environment was totally unknown for me. I was helpless and alone there. But I also got opportunity for career development in teaching profession. Nepali EFL novice teachers are facing many difficulties for their teaching career. So, in this study I explored the opportunities of novice teachers and the challenges they encounter during the initial year of teaching career.

Statement of the Problem

Becoming a professional teacher in teaching profession is the most challenging job for a teacher because teaching is the innovative in its nature and consist many challenges. To become a good teacher, a teacher should be up to date in every aspects of teaching and he/she should be able to face and solve every challenge that comes in his/her profession.

Teaching is like entering into the water and start to swim for novice teachers. Swimmers feel difficult to swim in their first phase like that teachers feel difficulty to teach in their first phase. So, the induction period is the most difficult period in teachers' career. In induction period, novice teachers encounter with many challenges during their teaching career and try to get success by applying different theories and skills that they have learned in their initial teacher education. However, studies of beginning teachers demonstrate that many new teachers do not feel adequately prepared to meet the challenges they face when first begin teaching in their own classroom. Teaching is full of challenges in Nepal and most of the teachers quit their job during their first year of teaching this problem encourages me to carry out the research on Opportunities and Challenges of novice teachers for their career development in community schools. This problem deals with the basic level (6-

8)English novice teachers’ challenges while they enter into new profession and the opportunities they get for their career development in initial year of teaching. Thus, I became interested in exploring those challenges encounter by novice teachers and opportunities for their career development. So, in this study I tried to explore the opportunities and challenges of basic level novice English teachers. My research study had presented the detail analysis of opportunities and challenges of novice teachers for their career development in community schools.

Objectives

The main objectives of this study were:

- a) To explore the opportunities and challenges of the novice teachers for their career development in community schools.
- b) To suggest some pedagogical implications.

Research Questions

My study was oriented to find out the answer of the following questions:

- I. What opportunities do the new teachers get for their career development during initial year of teaching?
- II. What challenges do they face while they enter into teaching profession for the first time?

Significance of the Study

The present study on “Opportunities and Challenges of Novice Teachers for their career development in Community Schools” tries to explore opportunities and challenges for career development of basic level (6-8) novice English teachers. Therefore, this study can be significant for all novice teachers who want to grow professionally as well as veteran teachers, stakeholders and practitioners involved in the field of English language teaching. Similarly, it would be significant for both novice and expert teachers to know about the procedures and benefits of different monitoring practices to develop themselves professionally. This study would be equally beneficial for the teacher trainer and teacher training institutions. On the other hand, it would be useful to bridge the gap novice teacher and expert professional and develop collaboration among them by means of various professional activities. All

people who are directly or indirectly involved in the teaching profession would be benefited from this study.

Delimitations of the Study

The study had some delimitation which are listed below:

1. This study was limited to the four novice English teachers of Bardiya district of basic level (6-8).
2. This study was specific to the opportunities and challenges of novice teachers which they encounter in the first phase of career development.
3. Similarly, the data were carried out through diary writing of classroom observation and semi-structured interview.

Operational Definition of the Key Terms

The key term is keywords, which helps to increase the understanding about the research study. According to the time, situation and context, different terms have different meanings. So, in this section, I have defined the following terms used in this research.

Opportunities: In my research opportunities means a chance for advancement, progress.

Challenges: In the present study, challenge means a demanding or stimulating situation.

Novice Teachers: Teachers who are new in the teaching profession.

Teacher Professional Development: Learning process of teachers for their career advancement and skill development. It refers to overall development of teachers.

Acculturation: The process of adjusting of teachers in a new environment of the school in which the teacher acquire knowledge, skills, attitudes and values that enables them to become functioning member of the school.

Veteran Teachers/ Experienced Teachers: Teachers who have at least five years of teaching experience in teaching field at the same school.

Chapter II

Review of Related Literature and Conceptual Framework

This section consists of four subsections. They are: the review of theoretical literature, review of empirical literature, implications of the reviewed literature and conceptual framework.

Theoretical Literature Review

In order to build the theoretical knowledge of the related field of review of the theoretical literature is largely beneficial. Therefore, the review of the related theoretical literature has been presented as follows:

Professional Development of Teacher

Development means positive change which brings positive improvement in the lives of everyone in the country. Professional development has become the cry of the day in the present era in each and every field. It is teachers' attempts which require a sense of service and dedication. It serves a longer-term goal and seeks to facilitate the growth of teachers' understanding on teaching profession. Development refers to the overall development of a person in his her professional career. In this regard, Day (1999, p.4) states:

The term professional development through the more descriptive interpretation of it as "the process by which, alone and with others, review, renew and extend their commitment as change agents to the moral for purposes of teaching: and by which they acquire and develop critically then knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching life.

From the above discussion, it can be understood that teachers' professional development is the process of becoming the best and knowledgeable teacher. It is a process of looking self and improves about self. It is an ongoing process of changing human potential into performance.

Professional development includes different types of trainings, seminars, workshops for teacher development. Therefore, the perspective of novice teacher professional development we should find wide varieties of ways, ideas, procedures, methods and options that are applied by the teachers on the basis of their need. We can find different program like, teacher induction, mentoring program, seminars, workshops, classroom observation and supervision.

Language Teaching

Teaching has been an important means for imparting knowledge since ancient times. The job of teaching is perceived as a demanding task for any kinds of teachers whether they are experts or novice because it examines one commitment, expertise, skills and courage. It is art that requires sound knowledge on how to handle the students, teaching strategies, curriculum, institutions rules and regulations as well as how to facilitate the learners to learn language. It is important to recognize that methods link thoughts and actions because teaching is not entirely about telling something one way. As a language teacher he/she should have thought and knowledge about the subject matter. Regarding teaching Larsen-Freeman, (2007, p. 1) says, “Teacher will be able to examine why they do, what they do and perhaps choose to think about or do things differently.” Language teaching is the teaching of all skills (including listening, speaking, reading and writing) and aspects of language. Different approaches, methods and techniques can be used while teaching. As a teacher, he has to integrate all those aspects of language.

The purpose of language teaching is to enable the students to communicate in the target language. Language teaching involves different types of activities like pair work, project work, group work, dialogue, role play different types of games and songs, use of real object, pictures, dictation, drilling brainstorming, whole group discussion debate etc.

“Teaching activity should be a continuous process of encouraging or fueling positive attitudes, orientations and understanding which supports students to progress” (Shrestha, 2018, p.142). Teacher should have a passion for teaching. They need to love their learners, learning and the teaching life. They have to acknowledge that teaching is not only about intellectual and emotional engagement with others-whether learners, colleagues or parents-but also regular review and renewal of the purposes

and practices of teaching and to be familiar with the recent trends in language teaching and become a sound professional.

Classroom Behaviour of the Teachers

The behavior of the teachers has the paramount importance on the determination of the success of teaching and learning in the classroom. According to Hedge (2010,p.42), “The classroom behavior of the teachers focuses on what teachers do, what their backgrounds are, and how they have an impact on product variables such as students’ achievement and how they conclude the teaching and learning in the classroom.” Teachers’ behavior in classroom has a positive effect on learning. A good teacher should have the role of the guide, as a controller, as a friend, as an evaluator, as a manager, as a promoter and as a source person (Snider, 2001, p.16).

Teachers’ professional activities and classroom practices can be described in terms of their mastery of teaching, demands, mastery of both the subject and pedagogic competencies. Subject competence as the knowledge base of the teacher is demanded to deliver the content in line with the intended learning outcomes. The ability to teach, therefore, involves explicit knowledge of the teaching subjects and their nature. Teachers should also be able to deliver the knowledge of the subjects by applying appropriate methodological procedures. Both types of competencies should be addressed by the teacher in the classroom. According to Hedge (2010, p. 43), the following are the classroom practices that a particular teacher shows in the classroom:

a. Entering behaviour

Entering behaviour of the teacher is the initial behaviour of the teacher which manifests the preliminarily activities. In other words, entering behaviour of teacher shows initial classroom activities and classroom practice. Planning for teaching can be one of the most fascinating as well as one of the most fruitful aspects of the entire educational process. By planning, creative and imaginative teachers get the opportunity to use most of their talents. Classroom management is the process in which sitting arrangement and materials management are involved by which teaching learning situation becomes more encouraging where students get more chance to participate in the learning process. Discussion about previous lesson encourages students, motivates and provides the bases for the present lesson. Also by linking

previous and present lesson, whole teaching learning process becomes fruitful. The entering behaviour of teacher mainly depends upon the following factors: Preparation of plan, Classroom management, Discussion about previous lesson, Motivation, Presentation of objectives and Linkage with previous lesson.

b. Instructional behaviour

For supplementing the teaching of English in the classroom, and to widen the knowledge of the students, a good English teacher can involve his students in curricular activities. Only instructional plan cannot make classroom effective. It is necessary that the teacher must behave as a planner: The discussion about subject matter by providing clues motivates the students and makes class creative. Instructional material plays a vital role in meaningful, effective and efficient learning which also plays an important role for explanation. The teacher is supposed to be capable so that he can involve the students in teaching learning process. Use of group work, and pair work can involve students in different activities. An active participation of students in teaching learning is essential. Students should be active rather than teachers. The behaviour of teacher in the classroom activities depends upon the following factors: Interaction in the classroom, Discussion about subject matter, Explanation of new concepts, Use of instructional materials, Involvement of students in teaching learning activities, Use of group work/pair work, Techniques of group division, Feedback.

c. Evaluative behaviour

Evaluation is a continuous process which is an integral part of teaching; it is not merely a test at the end of English lesson or unit. Instead, evaluation goes on constantly during lesson and clearly relates to the teachers' goal and point of view on English teaching. In the classroom, the teacher can evaluate the students by question and answers, by providing class work and home work. The proper application of evaluation techniques in the classroom provides knowledge on what the students have learnt and how they are learning. This helps teachers to bring change in the presentation and use of teaching materials in the classroom. Without the proper application of evaluation techniques, the teacher could be unaware of the achievement level of students and may not be successful in gaining the objective of the classroom.

The evaluative behaviour of teacher depends upon following factors: Evaluation of lesson, Summarization of lesson, Class work, Homework.

Opportunities/Activities for Professional Development

The teachers can develop their proficiency through different ways. If the teachers get proper opportunity they can develop themselves, in this case school also should provide appropriate opportunities to them.

It is said that the field of language teaching is subject to rapid changes due to many reasons such as new educational trends, new challenges faced by institutions, changes in curriculum, students needs, and national goals and so on. As a result, teachers need regular opportunities to update their professional knowledge and skills. Teachers involve different types of activities for the classroom management. Richards and Farrell (2010), present the following activities.

a) Action research

Action research allows teachers to address those concerns that are closest to them and to solve those problems that they face in their real classroom. The major focus of action research is on concrete and practical classroom issues. Action research has the capacity to enable teachers to engage more closely as to explore the realities they face in teaching process.

b) Peer coaching

Peer coaching is a professional development strategy for teacher to consult with one another, to observe one another's classroom, to promote collegiality and support and to help ensure quality teaching for all students. Peer coaching provides job embedded ongoing professional support. It allows teachers to work together professionally them by eliminating feelings of isolation.

c) Team teaching

Team teaching is also one of the strategies of professional development. Team teaching is known as co-teaching, pair teaching. In team teaching the two teachers both participate actively in planning, teaching and evaluating a lesson. Team teaching

involves true team work between two teachers who together make presentations to a group of students.

d) Journal writing

The journal appears in the written form consisting of information, ideas, thoughts and questions. All the journal entries are dated in a sequential order and are usually informal. Teachers can write whatever they feel like in their journals because it is private and for a personal use because they can archive information in future, when required. In the journals, teachers can write about the incidents, problems and insights that occurred during their teaching.

e) Teacher support group

Teacher support group is a small information group that meets to study a subject or body of knowledge of interest to its members. It is a way of structuring a series of small group meeting to draw on the knowledge and experience of a group of people. It is not a formal staff meeting and it does not include all teachers. Only the interested teachers come together who share common interest.

f) Workshops

Workshop is a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience. In a workshop, teachers are provided with the opportunity to acquire specific knowledge and skill.

Above given activities for developing professional expertise activities are considered as the vital elements for the professional development. These activities play prominent role to upgrade professional growth or development. Certain types of professional development activities are more likely than others to offer sustained learning opportunities. They provide teachers with sufficient time, activities and content necessary in their classroom practice.

Novice Teachers

The term novice teacher refers to teacher who is new in the field of teaching. A novice teacher is newly appointed teacher who is less familiar with subject matters, teaching strategies, and teaching context. They may not know the expected classroom

problems and solution. According to Burns and Richards (2011, p. 182), “Novice teachers sometimes called newly qualified teachers , are the teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in an educational institution.”

The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. “They are either student teacher or teacher in their first year of teaching” (Tsui, 2003, p.4). Those teachers who have just started their profession as teaching find themselves unclear or even confused about the classroom dynamics and students differences. New teachers tend to have a fairly heavy teaching load and tend to get the more basic and less problematic courses. However, it is also generally the case that the pre-service courses they take care of a fairly general nature; somewhat theoretical and not directly related to their assignment and thus much of what they need to know has to be learned on the job. In this connection, Burns and Richards (2011, p. 184) says:

In the first year of teaching their experiences are also mediated by three major types of influences: Their previous schooling experiences, the nature of the teacher-education program from which they have graduated and their socialization experience into the educational culture generally and the institutional culture more specifically.

Every professional has to start his/her career somewhere in life. These professionals learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers have to go through the trials and errors to become expert teachers.

Characteristics of Novice Teachers

Novice teachers can be defined as newly appointed teacher who have less than one year of teaching experience. They are beginner in the field of teaching. In the first year of teaching they have no prior teaching experience. In this regard, Wajnry (2010) states that, “The beginning phase of a teacher’s career is similar to the silent period of a second language learner. The learner does not produce the language but listens,

analyzes, reflects. Similarly, a beginner teacher does not know what is good teaching consists of. They are less familiar with subject matters, methods, teaching strategies and classroom management.”

Roberts (1998, as cited in Joshi, 2014), presents some characteristics of novice teachers:

Novice teachers’ perceptions of classroom events are relatively indiscriminating and simpler than those of experienced teachers. They are less able to select which information is salient when planning a lesson. They lack ‘typificatory knowledge’ (Calderhead, 1987a), i.e. what to expect of pupils, what challenges to set and what difficulties to anticipate. They tend to work from the textbook rather than in terms of pupils attainment level. Novice lack practice classroom management routines to keep pupils on tasks. Their concern with control makes it difficult for them to focus on pupil learning. They lack an established teacher’s pedagogic content knowledge. They also lack the practical experience from which to construct personal meanings for theoretical or specialized terms. They lack a coherent system of concepts with which to think about teaching. They lack a specialized vocabulary with which to analyze and discuss teaching.

Novice in contrast to the expert teachers, have limited, less elaborated knowledge, and attend to classroom events with less interconnectedness and coherency. Novice lack practice classroom management routines to keep pupils on tasks. They also lack a specialized vocabulary for analyzing and teaching.

Challenges of Novice Teachers

Teaching is one of the most challenging job in the sense that it provides opportunities to the teachers to dip into depth of existing problem to cultivate desert and in order to explore hidden potential. Being a novice teacher is a very difficult thing because there is much to learn. In the context of Nepal, novice teachers are

facing many challenges which are making them to quit their job in first year of teaching. There is very little support for professional development in the teaching profession. Novice teachers are less motivated for professional development. Novice teachers do not receive meaningful feedback on their teaching from experienced colleagues and administrators. Previous researches have been found out some challenges of novice teachers. Subedi (2014) presents some challenges of novice teachers which they faced in initial year of teaching. They are given below:

a) Classroom management

The biggest challenges that surfaces new teacher is classroom management. Teachers need to know good classroom management. They maximize the classroom's physical space to facilitate easy teacher movement and proximity as well as student movement. Classroom management includes planning a lesson, nature of content being taught, age and level of learners, classroom communication, management of seating arrangement, management of classroom activities (group work, pair work, etc.), proper use of teaching materials.

b) Maintaining classroom discipline

Maintaining classroom discipline is key concern for the novice teachers. To maintain classroom discipline novice teachers should be competent in their field and they should be aware about what they are doing in the classroom. Teachers also need to develop the cultural competence to address the difficulties of cultural diversity of the students. Classroom should be well managed in terms of seating arrangement, teaching learning activities, and so on to maintain discipline.

c) Knowledge of content

Content knowledge is concerned with the subject matter to be taught. It includes the knowledge of the subject to be taught and its organizing structures. The complex tasks of teaching such as selecting appropriate learning activities, giving helpful explanation, using productive questions and evaluating students' understanding of what it is that students are to learn etc are to be learnt. Effective teachers must have a secure understanding of the subject they teach. Language teachers need not only be expert users of the language. They also need to explore, show, describe, explain and

teach how the target language works and is used. In other words, language teachers' content knowledge is the knowing of the target language system.

d) Making relation with students, colleagues, administration, co-workers

Working in a new environment with new people is challenge for a newly appointed teacher. Establishing relationship with new people is not an easy job for novice teachers but they have to establish good relationship with students, colleagues, administration, co-workers and so on for their professional development. New educators can either be overwhelmed by too many offers of help or by a feeling of isolation and neglect. Administrative support and collegiality plays crucial role in the professional development of teachers. So, school administration should help and guide them in their initial years of teaching.

e) Insufficient infrastructures

Another concern that new teachers commonly raise is a lack of guidance and resources for lesson and unit planning. New teachers faced various challenging regarding the curriculum, teaching materials and other resources, novices have little knowledge about the course content; they have little ideas about the resources available for teaching learning in the school.

Review of Empirical Literature

Some of the previous research works that facilitate my research work have been reviewed here:

Joshi (2010) conducted a research entitled "Learning Strategies of English Language Teachers for their Professional Development." The main objective of this study was to identify the learning strategies employed by English language teachers for their professional development. She used non-random purposive sampling procedure. There were 45 English language teachers from 15 colleges of Kathmandu. She conducted her study by using questionnaire as the tool. The main findings of her study was that teachers' own learning experience, self-monitoring, workshops, conference, seminars, learning from colleagues, peer observation, and team teaching were listed as the most common learning strategies among the English language teachers.

Westerbeke (2011) conducted a research entitled “Journey towards full Registration: A study of Beginning Teachers’ Externally Provided Induction Programs in Teacher-led ECE Services” under the supervision of master of Education at University of Waikato, New Zealand. This study aimed to explore the effectiveness of an externally provided induction program for provisionally registered teachers in teacher-led early childhood education services within Aotearoa New Zealand. She purposively selected forty four teachers provisionally registered beginner teachers for sample. But only thirty two teachers participated in data collection process. The research tools for data collection procedure were questionnaires and semi-structure interviews. The major findings from the study indicate that the induction process for beginning teachers in teacher-led early childhood services is a complex one, and not always a smooth transition from pre-service training.

Basnet (2013) carried out a research on “Challenges faced by Novice Teachers.” The main objective of his study was to explore the challenges faced by novice teachers in ELT classroom. He selected seven teachers of secondary level from six different government aided school through judgmental sampling from schools of Kathmandu. He used interview and observation as the major tools. The major findings of his study were that all the novice teachers did not use teaching materials in the classroom. However, they were good at involving students in different group works. All teachers revealed that they got less exposure in English for the language of text book and the language used by text.

Rout (2013) conducted research entitled "Classroom activities of Novice and Experienced Teachers" to identify and compare the activities of Novice and experienced teachers in ELT classes and to find out attitude and experienced teachers toward novice teachers. He used two types of research tools, i.e. observation sheet and questionnaire. The finding shows that the novice teachers seemed more active than experienced teachers all experienced teachers lacked adequate initially in their entry to the profession but after a year of experience they do develop teaching ability. Most of the novice teachers used greater degree of materials such as realia than experienced teachers. When experienced teachers use various authentic books but did not use others.

Rai (2013) carried out a research on “Role of Head Teachers in Professional Development of Newly Appointed English Teacher.” The focus of this study was to explore head teachers role in professional development of newly appointed English teachers. The methodology of this study was survey and his populations were 40 head teachers from 32 schools of Khatanga district and sample procedure was non-random purposive sampling. His tools for data collection were questionnaire. The findings of his study was most of the head teachers had positive attitude towards newly appointed English teachers. In the area of classroom management Head Teachers viewed that they also supported them in developing rules and procedures, building positive climate and enhancing student’s self-concept.

Acharya (2014) conducted a research on “Classroom Dynamics in Case of Novice Teachers.” His objective was to find out the classroom dynamics in case of novice teachers in terms of classroom management, classroom interaction, teacher perception, motivation and evaluation. The methodology of this study was survey research design. His populations were 20 novice English teachers from 20 secondary schools and sampling procedure was non-random sampling procedure. His tool for data collection was checklist for the classroom observation. His main findings were classroom dynamics plays important role to make classroom environment collaborative, interactive and fruitful by involving all students in communication. A great number of novice teachers were found poor in classroom dynamics.

Shahi (2014) carried out a research on “The Classroom Activities of Novice Teachers to Teach Speaking Skill.” His major objective was to find out the activities adopted by novice teachers to teach speaking skill. He selected thirty students and ten teachers from five different schools through non-purposive sampling procedure. He used questionnaire and observation checklist as the major tools for data collection. The findings of his research show that the activities adopted by novice teachers to teach speaking skill are not satisfactory. Most of the novice teachers follow traditional method of language teaching.

Joshi (2015) carried out a research on “Induction for Occupational Socialization: Perspective of Novice EFL Teachers.” His major objectives were to explore the need for induction programmed for effective occupational socialization of novice teachers and to find out the problems that novice EFL teachers face in

socializing themselves in the school culture. The population of this study consisted of all newly appointed EFL teachers of Kathmandu district which appointed through Teacher Service Commission (TSC) examination. To accomplish the research objectives, he selected thirty novice EFL (Primary, Lower secondary and Secondary) teachers, ten from each level. He used non-random purposive sampling procedure to select the sample from the population of the study. The major tools of his study were questionnaire and interview schedule. His findings of the study show that most of the respondents were very happy with the school culture. Some other respondents felt uneasy as they were entering into the new profession. Moreover, the teachers out of 30 were not given any initial orientation through they had high expectation for that. Similarly, teachers were given orientation programmed but that was only the introduction to their school community and culture. This shows that teachers were not given any initial orientation so they had difficulties in socialization.

Hong, Day & Greene (2018) carried out a research entitled “The Construction of Early Career Teachers’ Identities: Copying or managing? Their major objective of research was to examine how early career teachers cope with or manage the challenges that they experience during the transition from pre-service to the first and then second year of teaching. The researchers adopted narrative inquiry research design to explore the possible information. The participants for this study were 6 elementary and secondary school teachers who were just started teaching career. The tool for data collection was interview. The finding shows that in early years, early career teachers’ professional identities are likely to fluctuate. Early career teachers’ identities are transitional rather than fixed. In particular, this study showed the significance of support from colleagues and school administrators. Moreover, supportive school environments, especially for teachers in their early years, are key factors if they are to be willing and able to develop positive, stable and effective teacher identities that enable them to teach effectively.

Redding & Henry (2019) carried out a research on “Leaving School Early: An Examination of Novice Teachers’ within-and End-of-year Turnover. The objectives of study were to accurately describe the timing of teachers’ decision to move to another school or leave teaching and to compare differences in novice teachers’ risk of turning over across different entry pathways, level of effectiveness, and school characteristics. The design of study was survey (longitudinal data). The researchers selected the

participants through random sampling strategy. They collected data for three years. Their finding shows that by the end of novice teachers third year in the profession, only 38% of early career teachers remain in the same school in which they began their career.

From the review of the literature mentioned above we can say that no research has been conducted to the challenges and opportunities faced by novice teachers in public schools. Therefore, this research has been a new study in the Department of English Education.

Implications of the Study

Review of the research provides theoretical and practical ideas for carrying out the research. The review of previous research work provides different ideas about different topics to conduct research in this form. From Joshi (2010) I learnt about formation of research tools and methodology of the study. Similarly, Westerbeke (2011) helped me to take knowledge about importance of induction program for professional development. It helped me to expand the ideas about induction process. Likewise, Rai (2013) made me familiar with the sample size. Determining and reviewing the related literature is central and most important task for any research. Acharya (2014) helped me to give insight about novice teachers. Likewise, Basnet (2013) supported me to know about judgmental sampling strategy. From Shahi (2014) I learnt about how to write and conclude findings and implications of the study. Not only that I reviewed some other research works from which I gained different ideas and insights regarding my research topic.

By reviewing and analyzing previously conducted research, I can expand the areas of knowledge about my research problem. Therefore, reviewing literature helps me to bring ideas about research problems, methodology and contextualize findings. Describing the importance of reviewing literature Kumar (2005, p. 30) states the following implications:

Review of the research provides a theoretical background to your study. It helps to you refine your research methodology. Through the literature review you are able to show how your findings have contributed to the existing body of knowledge in

your profession. Review of related literature enables you to contextualize your findings.

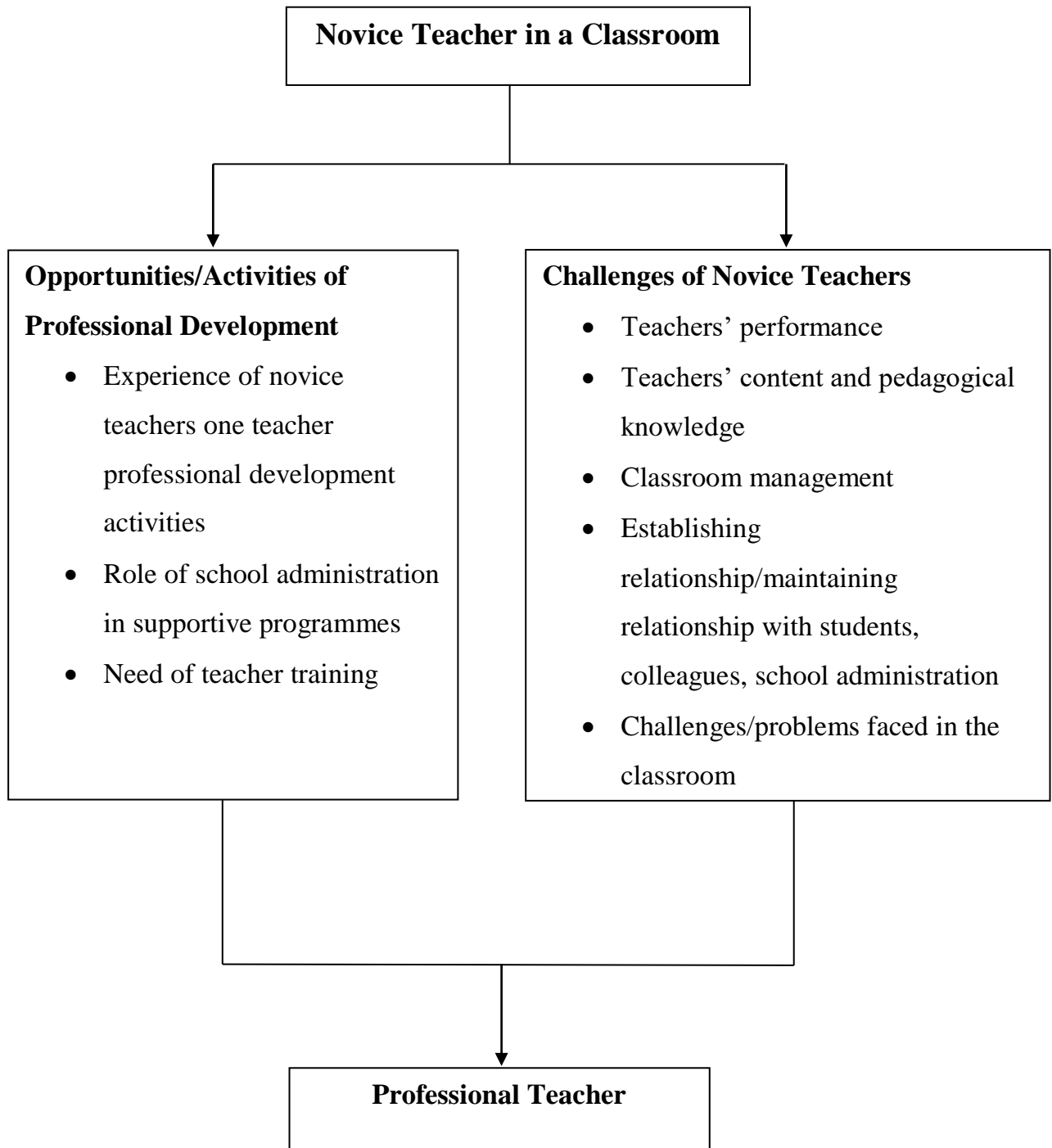
Above mentioned paragraph have been clarified the importance of literature review. Not only theoretical but practical knowledge is also taken from previous conducted research works. In this study I have reviewed altogether eight researches which are conducted in the field of teachers' professional development.

Furthermore, from the above reviewed empirical literature helped me to find out the research gap i.e. what has not been investigated yet. Moreover, it also provided me an opportunity to investigate the way other people have conducted their studies and what they have found. However, the main purpose of empirical literature review is to find out the gap in the existing body of knowledge.

Therefore, after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

Conceptual Framework

The following conceptual framework was used to organize this study:



Chapter III

Methods and Procedures of the Study

This chapter deals with the methodology adopted to fulfill the objective of the study. This chapter includes design and method of the study, population, sample and sampling strategy, data collection tools, sources of data, data collection procedure, and ethical consideration.

Design and Method of the Study

The design of the study was based on narrative inquiry. It is a qualitative research design, refers the process of gathering information for the purpose of research through story telling. Narratives are spoken or written texts produced by people who have something to tell. In narrative inquiry research, life stories and people's biography are the main subject matter of the research. According to Clandinin and Connelly (2000) as cited in Khanal (2016.p.145) Humans are storytelling organisms who, individually or collectively, lead storied lives. So, it is a kind of investigation of people's experience or the story. To conduct narrative studies researchers establish an intimate relationship with the participants. Additionally, for participants in a narrative study sharing their stories make them feel that their stories are important and they are heard. Creswell (2012, p.507) presents the following characteristics of narrative inquiry:

- a) Individual experiences
- b) Chronology of the experiences
- c) Collection of the individual stories
- d) Restoring
- e) Coding for themes
- f) Context or setting
- g) Collaborating with participants

Steps for Conducting Narrative Research

Narrative research is carried out by certain method and process like other qualitative researches. Selecting participant, building rapport and creating appropriate environment to listening life stories or experiences, collecting the narrative stories from participants and analyze and interpret the obtained data are the main steps for narrative research. Creswell (2012, p. 514) presents seven steps for conducting narrative inquiry research. The major steps, methods or processes of narrative inquiry are briefly discussed below:

Identify a phenomenon to explore that addresses an educational

problem: Selecting the phenomenon for research is the first step of narrative inquiry research. Educational problems are addressed while selecting phenomenon to conduct research like other qualitative research. Research question should directly relate with participants' life stories and life experiences.

Purposefully select an individual from whom you can learn about the

phenomenon: This is the second step of narrative research. After selecting the phenomenon for study the researcher should select appropriate participants for research study using purposive sampling procedure.

Collect stories from the individual that reflect personal and social

experiences: After selecting participants the researcher should build rapport with participants by clarifying the objectives and discussing the importance of his/her study. He/she should create appropriate environment and make participants ready to tell their life stories by keeping confidentiality. Have them tell their stories. The researcher should conduct unstructured/ semi-structured interview to collect narrative stories of participants' for the research study. While taking interview the researcher should record the conversation with participants. Narrative inquiry uses other field texts, such as autobiography, journals, family stories, life experiences, diary, and video as the units of analysis to research.

Re-story or retell the individual's story: Life stories and other materials obtained from participants are presented in meaningful way in this step. This is the step of analysis and interpretation of data. In this step, one should review the data, identify the main themes and organize them for presentation. There are a multiple ways of

organizing narrative data that fall under the narrative analysis. Different types of research questions require different approaches for organization and analysis of data. The qualitative researchers organize their data into groups based on various common traits. One should analyze the data through coding process and develop themes by incorporating data directly addressing the research questions.

Collaborate with the participant-storyteller in all phases of research: It is very important to be good relationship between researcher and participants. There should be collaboration between researcher and story teller from rapport building phase to at the end of research work. The researcher should collaborate with participants in every steps of research work like collecting stories, developing major themes, presenting the data under various themes and organizing them in meaningful way. Researcher should treat participants as his colleague during study. In this way researcher should give ownership to the participants to collect data and interpret data successfully.

Write a story about the participant's personal and social experiences: In this step final report is written on the basis of analysis and presentation of data. While writing report participants' life experiences and life stories are focused and kept in center. To verify the findings the researcher should mention verbatim in report writing.

Validate the accuracy of the report: Ensuring the validity of report is most important step in narrative research. In this step one should validate his/her research work by different ways. Researcher should send back the research report to the participants for member checking. Researcher should validate the accuracy for the report by triangulation.

In this way, narrative research captures an everyday normal form of data that is familiar to individual. In narrative research story is a sequence of real event or an account of such a sequence which can motivate to change others life. Thus it is an in-depth study about the respondents' live experiences/ story through narrative interview.

Moreover, I was interested to explore the opportunities and the challenges of novice teachers for their career development. What are the realities have not yet been addressed by the researchers. Narrative research approach was the best design for me to explore their real stories of novice teachers about their career development.

Population, Sample and Sampling Strategy

The population of this research was the basic level (6-8) novice English language teachers (who have less than two years of teaching experience at the same school) of Bardiya district. The sample population of the study was four novice English teachers from four different community schools. I used simple purposive sampling procedure to select the schools and novice teachers for my study.

Research Tools and Techniques

Data collection tools and techniques are used to find the detailed and relevant information about the phenomena. For the process of data collection, I used classroom observation forms and semi-structured interview as a main tool for data collection for the presented study. So, I conducted semi-structured interview to elicit the required data for my study. I used mobile phone to record the interviews. Beside these, as a tool diary writing of classroom observation was also used to elicit the required information from the respondents for the fulfillment of specific objectives.

Sources of Data

Data is the part of information like opinions, ideas, numbers or related materials from which further analysis will be included. There were two sources of data, Primary and Secondary. Both primary and secondary sources were used for the collection of required information.

Primary sources

Primary sources of data are known as first hand data which supposed most authentic. For the primary data I went through four semi-structured interview with four lower secondary level novice English teachers of Bardiya district and their classroom observation. The data from primary sources were collected by recording and transcribing their narratives.

Secondary sources

For the secondary sources of data I have consulted different existing books about teacher professional development, articles, journal, online resources as well as

published and unpublished thesis done in the department to elicit the secondary data and information needed to accomplish the study. I have consulted

Data Collection Procedures

For collecting data, I mostly used two methods namely classroom observation and semi structured interview. First of all, I prepared classroom observation form and semi structured interview guidelines on the basis of my study. Then, I visited the selected four community schools of Bardiya district and asked the concern authority for permission to carry out the research explaining the purpose of my study. I met the participants personally, I told my research purpose and they were agreed to give their classes for observation and their valuable time for interview. Basically, I observed total eight classes (2/2 classes of each) of novice English language teachers from (6-8) and noted important data in my diary.

Data Analysis and Interpretation Procedures

The data analysis and interpretation procedure involved transcribing narratives and typing up them. For the analysis of collected data I used thematic approach. Thematic analysis is one of the most common forms of analysis in qualitative research. I read through all the data to get a general sense of the information and to reflect on its overall meaning. I listened more than three times and later I transcribed oral narratives into written. I interpreted and analyzed the collected data through narratives and classroom observation simultaneously. I began detailed analysis with a coding process. I developed themes by incorporating data directly addressing my research questions. I also looked for sub-themes. So, the systematically collected qualitative data are analyzed, interpreted and presented into several themes and these themes are also analyzed descriptively into other sub-themes.

Ethical Considerations

Ethical considerations play significant role in conducting a research study. Every researcher should be aware about the ethical consideration while conducting any research studies. For this at first, I took a formal letter from Department of English Education, Tribhuvan University asking permission to carry out my research study in different public schools and visited my fields. I asked permission with every individual teacher along with the school administration.

I made sure that the privacy and identities of the respondents were safe guarded. I kept the entire collected information secret and stored the data securely. No names of participants and schools were used; instead of it I had given pseudo names for participants and schools identified with specific codes or number. Similarly, I avoided plagiarism by giving citation of the cited text. The participants' views were kept confidential. I provided a copy of their interview transcripts to the participants to make improvements if needed and assured them that their ideas had not been violated, avoided and modified.

Chapter IV

Results and Discussion

This section contains analysis and interpretation of the collected qualitative data. The data carried out through the classroom observation of the novice teachers and semi -structured interviews were coded with the theme and sub-themes and analyzed descriptively on the basis of my research questions.

Analysis of Data and Interpretation of the Results

I started collecting information from my respondents through semi structured-interview that included novice teachers' experiences about opportunity they got and challenges they faced during initial phase of teaching career at lower secondary level, On the basis of the respondents' experiences and most importantly the richness of the information in their narratives and readiness to participate in the research journey. Further, I selected one respondent from each school. In this study, pseudo names were used to conceal the identity of the participants, A, B, C, and D has been used for the Novice Teachers. The result drawn from those teachers' narratives and diary writings of class observation are interpreted as follows:

Opportunities for Novice Teachers

Here, Novice Teachers' experiences on TPD are analyzed in the following themes which are developed from the teachers' narratives.

Experience of Novice teachers on teacher professional development activities

This theme is derived from the novice teachers' narratives. In course of narration, all teachers viewed regarding their experience on Teacher Professional Development activities. All respondents narrated their similar experiences on teacher professional development activities. I asked all respondents their opinions on teacher professional development activities. In this case all the novice teachers had narrated their experience differently, but I have found most of the similarities in their narratives. Focusing on novice teachers' experiences on teacher professional development activities, respondent A articulated;

During my 1 year of teaching experience I did not get any opportunity to participate in teacher professional development activities like seminar, workshops, peer coaching, journal writing, etc. although some programmes were conducted for that purpose, I also wanted to participate but I was not given chance. When I engaged in teaching profession for the first time, I faced many problems. I have less teaching experience. So, I used to share my problems with my senior co-workers in school. Though we don't have other programmes but I can ask for advice time to time with my colleagues. I mean we have teacher support group. I got ideas to solve pedagogical problems from that group.

According to his narrative, he did not get any opportunity to participate in professional development activities like seminars, workshops, action research, journal writing, etc. for his better career in teaching profession. Though some programmes were conducted and he also wanted to participate in those programmes but during 1 year of teaching period he was not given chance. He added that, he faced many problems when he entered in teaching profession due to lack of teaching experience. So he used to share his problems with his colleagues. Furthermore, he shared that, they have teacher support group where he used to share his teaching learning problems and got ideas to solve them.

From this deliberation it can be said that senior teachers are experienced one who passed more time in teaching and collected more experience of teaching than novice teachers. They are more familiar about the school environment and teaching environment of the school. So, their responsibility is to help novice teachers as mentor or guide, who should help them to adjust in teaching.

Teacher B, said;

For professional development, I didn't get any chance to participate in such activities like seminars, workshops, etc. Although those types of programmes were conducted but I didn't get chance because senior teachers got chance to

participate. I think being a novice teacher I was deprived from that opportunity. But we have a teacher support group where I used to share my problems related to classroom teaching and got ideas regarding teaching methodology, strategies, maintaining discipline, etc. I mean I got opportunity to gain practical knowledge to solve real classroom problems. It means a lot to me.

This data revealed that, for teacher professional development he did not get chance to participate in any activities/strategies like seminars, workshops, action research, etc. Although some activities were conducted in the school but being a novice teacher he was deprived from that opportunity, senior teachers participated in those programmes. He further said that, he got opportunity to engage in a teacher support group. From there he got ideas and knowledge about teaching skills, techniques, about classroom management skills which help him in daily classroom teaching. That teacher support group helped him to solve problems and stay in that profession.

Likewise, Teacher C narrated;

Actually, this is the first time I am hearing these types of activities like workshops, seminars, peer coaching, teacher support group, journal writing, I did not involve in all those activities. I did not get opportunity to participate in these activities but I got opportunity to take part in one day training in my teaching career but it was not so much beneficial for me.

Form the respondent's experience, she has got one day training in her 1 year of teaching career but that training was not fruitful for her. She argued that, that training cannot help her in tackle problems which she encountered in the real classroom. Surprising this is that she was listening about those professional development activities like seminars, workshops, action research, peer coaching, journal writing, etc. From her experience it can be said that she did not engage in

teacher professional development activities. She herself did not involve in those types of activities.

Similarly, Teacher D shared;

I did not get any opportunity to participate in such a professional development activities. I always wanted to involve in those activities but I couldn't due to various reason.

Here, the teacher shared that, she did not get opportunity to engage in any kind of teacher professional development activities. She further said that, she always wanted to participate in those activities but she could not.

Incorporating these all experiences of four respondents regarding experiences on teacher professional development activities, it is found that novice teachers have no any experiences to participate in teacher professional development activities except involvement in teacher support group. Two of them were found involved in teacher support group, in their initial phase of teaching. Although novice teachers want their professional development for better career in teaching but they cannot get opportunity for that.

These data revealed that, community schools' especially in rural areas schools' teachers are not involve in their professional development despite their interest to participate, they are deprived from that opportunity. Very few novice teachers are engage in some activities. They are involved in those activities to solve their classroom teaching problem. It shows that, all respondents had positive attitude towards involvement in professional development activities for their career development.

Role of school administration in supportive programme

Being a newly appointed teacher, one faces many challenges in teaching. He/she faces problems like managing classroom, pedagogy, content and acculturation and so on. Regarding this, Novice Teachers should get supportive or advising programme during induction period which helps them to acculturate them in school environment and build up their confidence in teaching. School administration,

administrators, including school management committee, principal and senior staffs should help novice teachers for their professional development. School administration should create supportive environment. In this regard, respondent A said;

I did not find any supportive and advising programme for novice teachers in my school. But I hope that later these types of programmes will be conducted so that teacher should face fewer problems in initial phase of teaching. School administration should provide instructional supervision to promote team work, to give feedback and facilitating novice teachers.

According to him, the school where he was appointed as an English teacher did not conduct any supportive programme for novice teachers. He further said that, the school administration will conduct those programmes for novice teachers in near future. He added that school administration should provide instructional supervision to novice teachers. School administration should provide instructional supervision which helps to promote team work and relationship among staffs and management and create an environment of mutual trust, thereby facilitating a frank exchange of ideas between different teaching groups. Such a relationship can provide a relaxed and supportive environment where teachers have freedom of expression to psychologically prepare for their career development. School administration should play crucial role in teacher professional development. Similarly, Teacher B narrated;

During my two years of teaching career up to now, I didn't get any supportive and advising programme in my school. But I think school administration should play vital role for professional development of the teachers. For that school administration should consult to the local level authorities, school management committee and other stakeholders and should conduct supportive programmes for novice teachers.

He means to say that, school administration should play vital role for teacher professional development. School should conduct supportive and advising programmes for novice teachers. He further argued that, school administrators should

consult to the local level authorities, resource center, school management committee and other stakeholders and should conduct supportive programmes in school. School administration should also foster teachers' willingness to share knowledge and develop professionally. Not only have that, school administrators also need to look for ways to involve the novice teachers in professional development activities. They should encourage teachers to apply knowledge and innovate knowledge together.

Likewise, Teacher C commented;

I think school administration and administrators like school principal, school management committee and other senior staffs should help novice teachers in initial teaching phase. School administration should provide supportive programmes like instructional supervision; encourage a learning community and promote professional dialog among teachers.

From the above narration, she mentioned that school administration and administrators including other authorized person should pay attention on professional development of novice teachers. She argued that, school administration should provide supportive programmes in the induction period like instructional supervision, encourage a learning community and professional dialog among teachers. School administration should helps teachers to improve their planning and preparation, teaching skills (techniques and strategies), teaching ,materials, learning atmosphere management, teaching achievement and evaluation.

Teacher D mentioned;

Umm.... School administration and administrators should give more priority to novice teachers for their professional development. School administration should provide mentoring programme to the novice teachers in the initial phase of teaching. Administrators should supervise the novice teacher's class and should provide feedback to strengthen their professional competency.

She narrated that, school administration should provide mentoring programme for novice teachers in initial phase of teaching. She said that, school administrators should supervise novice teachers' class and should provide feedback to strengthen professional competency, formulate effective policies and seek external resources for sustainable development. School administration should also encourage a learning community. They should enable teachers to be more skillful in teaching and implementing their tasks concurrently.

Incorporating these all experiences, it can be said that school administration should play pivotal role for teacher professional development. School administration should provide mentoring programme and should create suitable environment for other supportive and advising programme for novice teachers. Administrators should consult to the local bodies, resource center, and school management committee and should conduct supportive programmes in school. They need to look for possible ways to involve the novice teachers in professional development activities.

Principal should establish a friendly working environment and let teachers hold positive and positive attitude to teacher professional development activities. School administration should set the some programmes for professional development and supervision schedule into school calendar. By doing so, teachers can feel principal's attention. With the purpose of professional development of teachers, even though peer supervision, teachers can be given the responsibility to reduce stress and so as to enable teachers to conduct professional discussion and enhance teachers' teaching effectiveness. For ongoing professional development, novice teachers need continuous support from school administrative bodies.

Need of teacher training

Academic factors are essential factors for teachers to upgrade their professional career. To become a successful teacher it requires experiences, workshops, trainings, qualification, and knowledge and so on. In case of novice teachers somehow they are deprived from it. To polish the professional life it is necessary to have required academic skills. For good classroom management, teachers need classroom management skills, to update with new teaching approaches and new innovative knowledge. For it teacher training and other professional development

activities will help to grasp those skills. But most of the novice teachers could not get opportunity to participate. In this regard, Teacher A articulate;

I haven't taken any sorts of formal trainings but while I was teaching I realized that if I have provided initial teacher training it will be very easy to teach in the real classroom, like after taking training it will helpful to how to manage time. How to manage students, likewise how to manage class, those all skills provided in the teacher training, if we don't provided training we novice teachers lacking behind regarding those skills. We don't have much idea how to manage all those things. I faced many other challenges because I didn't take any training. If we novice teachers provided initial teacher training before starting teaching career we don't face those problems which I have already mentioned above.

She shared that, in the beginning phase of career, she was not provided any kind of teacher training. During the initial phase of teaching she faced many challenges in the real classroom regarding classroom management, how to deal with students, because she was lacking behind those regarding those skills. She has not much idea about to manage all things. She further illustrated that, obviously if she has provided initial teacher training before starting her teaching career she did not face those types of problems. Similarly, Teacher B also shared his experience about training.

Teacher B said;

When I started teaching I felt very difficult that teaching is not an easy job. When I started my teaching journey I realized that if I took teacher training before, it would be easy for me in the first day of teaching. Unfortunately I did not get any teacher training. I felt it will be easy for me to present in the classroom if I have taken teacher training.

His story is also similar with teacher A. it means to say that he also did not get any opportunity to participate in teacher training before entering in the teaching profession. He added that, it would be easy for novice teachers in initial phase of teaching if they had provided teacher training. It is true that novice teachers need teacher trainings to enhance their professional skills which help them grow professionally.

Teacher C shared;

I think there is need of initial teacher training because I faced many difficulties, many problems, many challenges in the initial phase of my teaching career and I think if I had already taken that training I may know about how to deal with students, how to control the class, how to manage the classroom environment and I think that will be easy for me if I have taken the teacher training. Umm... so, I think there is need of teacher trainings for novice teachers.

From her illustration it can be said that, she faced many problems in her one year of teaching experience. Being a novice teacher she did not get opportunity to participate in the teacher trainings. So, she has no ideas about how to manage classroom environment, how to deal with students' psychology. She shared me if she had given opportunity to participate in the trainings she won't face those problems. Therefore, novice teachers need initial training while entering in the teaching profession.

Likewise, Teacher D said;

I think to make teacher familiar, to make profession easy the initial teacher training should be provided. Umm... teacher induction programmes to make their initial teaching profession easy and rush the interest in teaching profession.

According to her, teacher training should be provided to the novice teachers to make their teaching activities easy. She also emphasized that teacher induction programme should be conducted in the school to rouse the interest of novice teachers in teaching profession.

By analyzing their stories, I found that all my four respondents were not received any formal teacher training while entering in the teaching profession. They shared me that they want formal training before entering in the new profession so that novice teachers do not have to encounter above mentioned problems but they could not get. So they believed that become a competent and qualified teacher, teacher training is one of the primary aspect. They further said that, they may achieve in the course of training about teaching learning approaches, language skills, educational theories and international teaching trends that may supports to apply in real classroom.

They added that, teacher trainings may help facilitate them in how to manage classroom, how to deal with psychology of linguistic diversified students, how to present themselves in classroom, school environment and in front of co-workers and other administrators. In the case of teacher professional training no one respondents have formal professional development training except their 10+2 and bachelor level teaching practicum. To achieve the professionalism in teaching profession, teacher training and teacher induction are the primary factors which requires the appropriate school environment, space of rapport building with students and colleagues, different professional activities like team teaching, workshops, seminars, collaboration with principal and administration.

Challenges of Novice Teachers

To find out the challenges faced by novice teachers of basic level (6-8), I used two tools classroom observation with some observation guidelines and semi-structured interview which are presented in appendix part. Regarding challenges of novice teachers, I found from observation and semi-structured interview are analyzed in the following themes.

Teachers' performance

Teacher performance is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the school are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance, professional development and career guidance. Professional teachers have to show the characteristics of professionalism which is usually associated with the profession. Nowadays, the teaching profession requires teachers that are knowledgeable and have variety of skills to meet the 1st century world education challenges. A deeper understanding about the term of teacher professionalism in teaching can give confidence for teacher in performing their task and role in educating students.

Teachers significantly impact students' performance and motivation. Different characteristics and abilities are described to be necessary for effective teaching. Currently, the aspect of professional knowledge is an emphasized object of teacher performance. However, being an effective teacher takes more than just having professional knowledge. Teachers face numerous demands and challenges, for example, due to high student diversity in and among their classes, complex curricular requirements, and demanding communication situation with students, parents or colleague. Even a thorough lesson preparation does not guarantee effective teaching, because no planning can anticipate all the situations or conflicts which may possibly occur in the classroom. The gap between theoretical knowledge acquired in the teacher education programmes and the reality of teaching in school is a challenge particularly for novice teachers. Due to these circumstances, teachers suffer from high level of job stress, which can lead to disaffection or even burnout. Despite of these challenges, novice teachers have to perform well on the basis of workplace culture and availability of resources in the school.

This theme is derived from classroom observation and narratives of novice teachers. It is found that, though all the teachers told in the interviews that they felt nervous in the initial phase of teaching, they seemed confident in the class. In most of the classes the students were from different ethnic communities and most of the lower secondary students were poor in English. Because of this, I found some teachers used

the Nepali language in English classes as a technique to teach English language.

During the interview, teacher “A” narrated that *“when students did not understand the English they started to make noise in the classroom. So to make them understand I used Nepali language. Not only that I sometimes used students’ native language i.e. Tharu language to make them understand the subject matters.”*

From his experience it can be said that to make teaching learning effective and interesting, novice teachers use Nepali language and the students native language in the classroom. Effective teaching practices can be a daunting experience for novice teachers such as how to make the most productive use of resources and create a positive learning environment for every student in the classroom.

I found seating arrangement of the students was of traditional types. Almost teachers have commanding voice. It was found that the teachers tried their best to control and manage the class. In the course of classroom activities they sometimes motivated students by using their techniques. Some of the teachers tried to make their class effective by telling jokes.

In conclusion, having observed four novice teachers classes, it was found that the teachers performance in the class were not satisfactory, the classes were less interactive despite the many challenges regarding teachers performance like seating arrangement, eye contact with students, speech and voice, teachers confidence regarding subject matter and teachers movement in the classroom.

Teachers’ content and pedagogical knowledge

The role of a teacher in this modern globalized and materialistic age is complex and challenging. Teachers who worked closely on matters curriculum, pedagogy within subjects and instruction find themselves better equipped for actual situation of classroom tasks. Therefore, teachers’ content and pedagogical knowledge plays an important role in the success of effective teaching and learning. Through content and pedagogical knowledge, teachers explore the potential to practice more effective decision making as a skill for supporting acquisition of additional professional knowledge and skills. Thus, teachers’ content and pedagogical

knowledge is always important to maintain and secure high quality teaching, effective use of resources and improve the standards of learning as well as achievement.

Teacher's content and pedagogical knowledge is the most important aspect of teaching. To make teaching more effective, teachers should have in-depth content and pedagogical knowledge. During the time of observation, I found that all teachers were using traditional method to teach the students. Almost all the teachers used only lecture method whatever they taught. For example, one of the teachers was teaching grammar using deductive method, but I think inductive method would be appropriate way to teach grammar. When I talked to him about it, he told me that he felt difficult to teach grammar inductively because students could not understand the entire situation and it was difficult to make all contextual. So, what I found was that though the novice teachers are aware of the recent methods of teaching or though they have good pedagogical knowledge, they did not want to implement them in the practice. They wanted to follow the traditional approach because they found them comfortable to use in the class. When they were new, they used to get prepared but when they passed one academic session, they said, they did not need any preparation. Regarding this almost all respondent teachers stated that they did not prepare for class neither they prepared any lesson plan before entering in the class. Some of them told that they prepared mentally and collect some ideas about the lesson then taught the students accordingly.

Similarly, another teacher was teaching a passage using grammar translation method. Though the teaching method was just traditional one, teachers' content knowledge seemed to be appropriate. I did not find all the elements of lesson plan they followed in the class. Another thing, I did not find there is the use of teaching materials in the class. They only used daily used materials like the textbook, marker, whiteboard, etc. So, after my observation, when I talked to them about it they responded that it was difficult for them to use teaching materials in all classes.

In conclusion, it seemed that teachers' content knowledge was satisfactory. But the method they used in the class was not appropriate according to content. Though the teachers have the knowledge about new methodology of teaching, they did not implement it.

Classroom management

Classroom management is crucial in the classroom because it supports the proper execution of curriculum development, developing best teaching practices and putting them into action. Moreover, the main intend of classroom management is to create a successful teaching learning environment and to reduce misbehavior of the students in the classroom. In the classroom, there are students with different social, economic, cultural, educational, physical and emotional background. In this case teachers have to manage the classroom keeping this diversity in their mind for the successful teaching learning activities.

The biggest challenges that surfaces new teacher is classroom management. It is believed that most of the new teachers are particularly unprepared for dealing with behaviors nag in their classroom. Managing teacher-student relationship is very challenging for a new teacher, because there are big classroom size and huge numbers of heterogeneous students in a classroom. This can create problems in managing classroom. Psychological understanding is another factors of classroom management if a teacher cannot understand the psychology of the students he/she cannot manage the classroom. Because he/she is unaware of their interest what they want to do in the classroom. In this concern teacher A said that:

I faced many challenges regarding classroom management like dealing with linguistic diversified students' psychology and activities, teaching strategies, physical infrastructure of the class, motivating students to learn. In government sectors schools' students are usually poor in English subject. They have poor English background. It is a big problem of rural areas public schools. When I speak only English in the classroom, they don't understand. To make them understand English better, I compelled to speak Nepali and teach them English through Nepali language. I used to teach them English by translating into Nepali language then they only understand the intended lesson, that may be due to poor background of English or disobeying nature of students or they do not read the lesson in the home.

Above mentioned extract showed that, novice teachers face classroom management challenges in EFL classroom of government sector school. He shared that, he faced challenges in maintaining discipline in the classroom, because there were linguistic diversified students. They have poor English background. He further illustrated that, if he spoke only English language in the classroom, his students did not understand the lesson. So, due to poor English background of the students, he used to speak Nepali language as a technique to teach English language.

Similarly, teacher 'B' narrated;

This In my own experiences, I faced many challenges regarding to the management of the classes. Students are from different family background. Sometimes they quarrel with friends, move from one bench to another, make noise while teaching and do whatever they like, try to talk outside of the content matter, try to break code and conduct. Due to insufficient infrastructure, lack of sufficient teaching materials and limited resources of the school are creating problem in classroom management.

This data shows that, there were not similar backgrounds of the students. This narrative also shows the misbehavior of the students like side talking with colleague during class time, moving here and there without reason, not following the rules and regulations, passing the notes and copies from one bench to another, makes the classroom noisy; which are the main factors to create problems in managing classroom. He has to concern about students' level, nature, style and learning strategies while teaching and involving them in activities. He further argued that, due to insufficient infrastructure, lack of certain teaching resources and teaching materials are creating problem in managing classroom.

Likewise, teacher C mentioned that;

I have already mentioned you that, there were over 50 students in a class. So the class was so noisy and teaching English subject is a difficult task because all the students are from different backgrounds in terms of class, caste,

language, religion etc. I mean the class was full of diversified students. It was very difficult task to teach in government school especially in the rural area because students didn't understand English language. So, it was very difficult to make them understand and if they didn't understand they start to make noise in the classroom. So, umm.... to make them understand I sometimes speak Nepali, I sometimes also use native language i.e. Tharu language because in my class most of the students are from Tharu community.

By analyzing her experiences, students diversity sometimes create the problem for English language teacher to make clear about the content. She has to translate the sentences and words in Nepali language. Having different mother tongue in the classes, it make difficult to make them clear and they talked with their friends and make the classroom noisy.

Similarly, teacher 'D' stated that,

I faced many problems regarding classroom management. There were students from different mother tongues. Students were different in learning level. Their interest towards learning was different. So, it was very difficult to engage them in a single activity and in a single period. It was not easy task to create favorable, safe and positive learning environment inside the classroom.

From the respondent's illustration, it can be said that, novice teachers faced many challenges among them classroom management is one of the biggest challenge for them in their initial phase of teaching. For the teachers of public schools, they are facing lots of challenges to teach in English classes. She told that, students were from different linguistic backgrounds and they also have different learning level. Students' interest towards learning was different. So, that was very tough task to engage students in a single activity within a single period. It is true that creating favorable, safe and positive learning environment inside the classroom is very difficult task.

After analyzing the respondents' experiences and observation, there is diversity in classroom because students are from different linguistic, cultural, nature, family background. It is not easier for the novice teachers to keep all students under the same umbrella. Similarly, there is only one English language period where students are unable to practice as a result teachers have to translate the language, they cannot get enough exposure to practice English language. But they have tried their best to manage their classroom effectively without any biasness and judgments.

In conclusion, almost all respondent teachers agreed that novice teachers face challenges in discipline of the students in their initial phase of teaching because they are unfamiliar with the students' psychology. Even they do not have that much teaching technique to handle the class. Teachers cannot control the class properly in his/her initial days of teaching. It is difficult to manage good classroom environment for novice teachers in their induction period. Because of the lack of teaching techniques and new environment of the school, they cannot manage the class properly.

Establishing relationship/maintaining relationship with students, colleague, school administration

Establishing relationship is the most important factor for novice teachers. It is also a great challenge for them which are related with their adjustment in a new school environment. When a teacher enters into a school, he/she should be familiar about all the internal and external factors of the school like rule and regulations, students, staffs, parents, teaching environment and the entire school system and environment. He/she should adjust and be informed about all these things.

Maintaining the relationship with students, colleagues, and administration is challenging for novice teachers. Teachers may face problems regarding establishing good relationship in the new school. He/she is not familiar with the environment of the class and students' psychology as well as school's entire environment. Regarding this Teacher A narrated;

When I entered this school as an English teacher, I faced a lot challenges among them establishing good relationship with students, co-workers and

principal is one of the biggest one. While entered into the class for the first time, I felt very nervous because I did not know who the learners are, what is their level and interest. Due to the lack of confidence students did not pay attention to me. Not only that I also felt very nervous to communicate with my seniors co-workers and principal in initial days of teaching.

In his experiences, he faced biggest challenges in establishing good relationship with students, co-workers and school administrators in new school. He was unaware about the students' level and interest, teaching learning environment of classroom so, he felt nervous. That creates problems in maintaining relationship with students. He added that, he also felt nervous to communicate with his senior co-workers and school principal. It means he hesitated to share his problem with his colleagues. Though, he was unaware about the schools rule and regulations and teaching learning environment of the school, he did not ask for information to anyone. However, the first year of teaching is especially stressful as novice teachers face the emotional challenges of adopting to a new workplace and colleagues.

Similarly, Teacher B stated;

In initial days, I felt hesitation in the classroom because I was unfamiliar with students' ability, linguistic background and culture. Due to the linguistic diversity of the students and huge number of students, I could not handle the class properly so, I got some negative comments from students as well as from school administration. I in initial phase, I felt hesitated to share my problems with my senior co-workers and principal. Due to my quietness my co-workers thought that I am so arrogant. I am being smarter than them. I felt isolated in new workplace. But later, I was able to establish good relationship with students, colleagues and school administrators.

According his experiences, due to linguistic diversity and huge number of heterogeneous students, novice teachers faced problem to establish good relationship

with students. He illustrated that, he got some negative comments from students and school administration being unable to handle the class properly. Not only that his colleagues thought that, he is arrogant and being smarter than them, so, due to strange behaviors of his colleagues he felt isolated in the new school environment. He further argued that, despite of those problems gradually he was able to establish good relationship with students, colleagues and administrators.

Teacher C shared;

Establishing relationship is related with adjustment in a new school's environment. When I entered into this school I was unfamiliar about all the internal and external factors of the school like rules and regulations, students, staffs, parents, teaching environment and entire school system and environment. Due to unfamiliarity about those factors, I experienced problems in establishing relationship with students, colleagues and school administrators.

From her illustration, it is clear that, establishing relationship is all about adjustment in new working environment. She shared that, unfamiliarity about school's internal and external factors like rule and regulations she experienced challenges in establishing relationship with students and other senior staffs of the school. She did not get suitable environment to collaborate with co-workers and students.

Likewise Teacher D said;

Umm... establishing good relationship in new environment with new people is not an easy job. I encountered many problems regarding rapport building with students and colleagues. Due to the diversity of students, unhelpful nature of co-workers and principal, lack of collaborative and positive working environment, I was unable to establish good relationship with them.

Here the respondent opined that, she encountered many challenges regarding establishing relationship with new people in a new environment. Diversity of

students, unhelpful nature of senior staffs and principal, lack of collaborative and positive working environment, she got problem in establishing relationship.

In observation, I also tried to observe the relationship between teacher and students in the classroom. Though all the respondents share that they faced many challenges to establish good relation with students, inside the classroom I found that it was good relation between the teacher and students. They were disciplined in the classroom. When the class was over, I asked some of the students about their relation with teacher. They told me that their relation with the teacher inside the classroom was formal and outside the class was informal. They could talk with their teachers whatever they wanted. When I asked the teacher about it, they told me that some students were good and some were not so. Their relation with good students was good.

Finally, all the respondents added that, establishing good relationship with new people in a new school environment is a big challenge for them, which every novice teachers experienced in their initial phase of teaching career. The most critical problems that encounter in new school environment by novice teachers are adopting themselves in the new environment, managing students from different backgrounds and language deficit of the students. Though it was found good relationship between teacher and students, novice teachers did not get positive environment for shared leadership, productive and effective support, collaboration and mentoring programme from the colleagues and administrative aspects. Due to the lack of trust among colleagues and administrators, collaboration, and shared responsibilities novice teachers go through feeling of isolation which creates problems in establish good relationship with students, colleagues and administrators.

Challenges/Problems Faced in the Classroom

Nepal is a multiethnic, multicultural and multilingual country. So, teaching English is one of the challenging jobs because of the diversity of students' ethnic backgrounds, their languages, their religions, and their socio-economic status and so on. Because of the diversity the students, teachers face many challenges in teaching. While observing the classroom, I found that the main challenge of novice teachers was to teach English through English medium. Because the students were from different mother tongue backgrounds (Tharu, Nepali, Hindi), they could not

understand the instructions and explanation in English language given by teacher. The students from illiterate family background were very poor in English. If the teacher taught English through only English medium, the students could not understand.

The other problems I found were: students less participation in teaching learning activities use of inappropriate teaching strategies according to the lessons because teachers used only traditional methods like lecture, GT method, deductive method etc. to teach all types of lessons. Managing classroom problems, problems in evaluation, least interaction between teacher and students, problems in lesson planning or preparation etc. are some other problems that I found in evaluation.

To conclude, from all those themes and sub-themes regarding on classroom observation and teachers' narratives that the novice teachers do not get opportunity to for their professionalism in the initial year of teaching. Very few teachers are involved in teacher support group in the name of professional development activities. Above data shows that novice teachers did not get mentoring programme in their induction period. Not only that they also do not get opportunity to participate in other activities which can enhance their career in teaching profession. Rather they faced many challenges regarding their performance in the classroom, their content and pedagogical knowledge, managing classroom, establishing good relationship with students and their colleagues. However, they all have positive vibes and feel blessed to engage in teaching profession. Due to the lack of extra exposures and teaching resources, diversity of students in terms of language, interest, level, cultural background and so on, are hindering them to manage English class.

Results

Based on the analysis and interpretation of the collected data the following results can be extracted.

- Initial phase of teaching gives great opportunity for career development of the novice teachers. If novice teachers got right guidance, mentoring programme and well environment in their initial phase, they can do better in the following days.
- To achieve professionalism in teaching profession, teacher training and teacher induction programme are the primary factors which requires the

appropriate school environment, space of rapport building with students and colleagues, different professional development activities like team teaching, workshops, seminars, collaboration with principal and administration.

- The data shows that, novice teachers were not given opportunities to involve in teacher professional development trainings and other academic programmes as a result novice teachers could not uplift their knowledge and grow professionally.
- Despite their interest to participate in those teacher professional development activities they were deprived from that opportunity. It was found that, very few teachers were engaged in their professional development activities.
- From the respondents' narratives, I found that novice teachers need support from administrative aspects of the school for their career development.
- School administration and local government, resource center and other concerned bodies have great responsibility to address the need of the novice teachers by conducting the trainings for them. They have a great role in novice teachers' career development.
- Similarly, teacher professional development activities/strategies help teachers grow professionally. It helps teachers to do well in teaching profession. The data showed that, novice teachers did not get any opportunity to participate in those activities. Some of novice teachers were engaged only in teacher support group as teacher professional development activities.
- From the respondents' narratives, it was found that for ongoing professional development, novice teachers need continuous support from school administrative bodies. School administration should provide instructional supervision to promote team work and relationship among staffs and management and create an environment of mutual trust, thereby facilitating a frank exchange of ideas between different teaching groups.
- For the novice teachers' professional development principal should establish a friendly working environment and let teachers hold positive and positive attitude to teacher professional development activities. By doing so, teachers can feel principal's attention. He should encourage learning community which enables teachers to be more skillful in teaching and implementing their tasks concurrently.

- By analyzing their stories it was found that, all four respondents were not received any formal teacher training during their teaching career. In the case of teacher professional development training no one respondents have professional development training except their 10+2 and bachelor level teaching practicum.
- It was found that, novice teachers need teacher trainings for their career enhancement in teaching profession. To become a competent and qualified teacher, teacher training is one of the primary prerequisite. Teacher training provides novice teachers teaching learning approaches, language skills, educational theories and international teaching trends that may supports to apply in real classroom.
- Teacher trainings helps to facilitate novice teachers how to manage classroom, how to deal with psychology of linguistic diversified students, how to present themselves in the classroom, in school environment and among co-workers. It helps to bring confidence in novice teachers.
- During the study, it was found that students were from various linguistic, cultural, nature and levels, which makes the teacher difficulty to teach in same room and desk.
- In initial phase of teaching, teachers face many challenges like feeling of loneliness and isolation; maintain discipline in class, dealing with students and staffs, in acculturation and so on. Some of the major challenges of novice teachers were:
 - Novice teachers faced challenges regarding their performance in the classroom like how to make the most productive use of resources and create a positive learning environment for every student in the classroom.
 - Similarly, they encountered the challenges related to their content and pedagogical knowledge, because there is gap between implementing the theoretical knowledge in real classroom. Theoretical knowledge did not work in all the situation of the class.
 - Because of the diversity of the students and lack of teacher induction programmes novice teachers in Nepal were getting challenges in establishing good relationship with students, co-workers and school

administrators. However, some of teachers got help from students in acculturation in new environment.

- From the study, it was found that novice teacher of public schools faced challenges regarding managing classroom due to large number of the students, new environment, heterogeneousness of classroom situation, due to these outstanding reasons, they faced many challenges like how to deal with them, how to teach, how to make materials and so on.
- Novice teachers in Nepal face challenges regarding the discipline of the students. They could not address the students' problem and they could not control the behaviour of the disruptive types of students. They are unfamiliar about the students' psychology as well.
- Likewise, novice teachers faced challenges in use of language. Most of the rural public schools' students are poor in English language and they cannot use and understand English properly. So, the teachers were compelled to use Nepali even in English classes.

Chapter V

Conclusion and Recommendations

In this chapter, I've presented the summary and conclusion of the study on the basis of presentation, analysis, interpretation of collected data and drawn results. Likewise, I have recommended some pedagogical implications for practical level and also suggested some applications for the policy level and further research area.

Conclusion

The major concern of my study was to explore the opportunities and challenges of the novice teachers of basic level(6-8) through the narratives and class observation. This research study was focused to find out the opportunities of novice teachers for career development and challenges they faced in initial phase of teaching profession. So, on the basis of the analysis and interpretation of the result, here I would like to discuss some conclusion.

Firstly, my study was mainly based on the opportunities for professional development of novice teachers and challenges faced by them while entering in the teaching profession, based on my own experience it was somehow easy to carry out this study. Similarly, to build the theoretical knowledge of the related field of review of the theoretical literature, I reviewed some study; I found less emphasis on the opportunities and challenges to the novice teachers. So, I realized the need of carrying out research which focuses on the opportunities and challenges of novice teachers especially in public school of Bardiya district. Therefore, selecting the area related to the Teacher Professional Development, I set objectives, research questions on the basis of objectives, delimitations of the study and operational definitions of the key terms to make the research systematic and effective.

This study explored the opportunities to the novice teachers in initial phase of teaching for their career development, and the challenges they faced during induction period. After the findings of the study, I come to conclude that novice teachers did not get opportunities for their career development. They did not get suitable environment to engage in teacher professional development activities like workshops, seminars, journal writing, peer coaching, action research because school administration did not

provide them such opportunity. Some of teachers were found engaged in teacher support group.

The results of the study also showed that, novice teachers encountered with multiple challenges from various person/systems/cultures related to the school. They faced challenges related to their performance, confidence level, related to content and pedagogical knowledge, classroom management and in acculturation themselves in the new school environment. Novice faced challenges due to the lack of preparation for addressing the needs of diverse students population, lack of professional support/mentoring, professional development activities and lack of classroom management skills to support the students' learning.

Basically, I'm just saying that to support the novice teachers in teaching profession, teacher training and teacher induction are the primary factors which requires the appropriate school environment, space of rapport building with colleagues, students and principal, different professional activities like team teaching, workshops, seminars, collaboration with principal and administration. To tackle the different challenges, novice teachers should be provided with the idea of dealing with the subject matter, maintain relationship with administration, co-workers, maintain student discipline in the classroom, addressing students' problems and so on.

Based on these conclusions, school administration, administrators, school management committee including local level authorities, resource center and other stakeholders should pay attention on professional development of the novice teachers. School administration should provide opportunities for teachers to reflect and share ideas, on one's own, with colleagues and with the principal. A collaborative in-service development programme has to be designed that reflects the need of the institution and plans for improvement. They should make a team to study about the problems of novice teachers and make policy to address their problems.

Recommendations

On the basis of above mentioned results and conclusion, the following recommendations have been proposed. The recommendations have been categorized into three different categories which are briefly discussed below:

Policy related

On the basis of results and conclusion, following recommendation can be proposed at policy level.

- i. Policy makers, teacher trainers, and other concerned authorities should make clear provisions about teacher trainings for novice teachers for their professional development.
- ii. As newly appointed teachers have to face many problems and challenges during their initial phase of teaching, there must be the formal provision of teacher induction programme in the school system.
- iii. There should be regular provision of practical and skill-based trainings, seminars and workshops to all the teachers (pre-service and in-service teachers).
- iv. Similarly, the policies and provisions should focus on implementing teacher professional training, academic programmes and induction programme for the Novice Teachers from the side of schools and local government.

Practice related

The major implications from the findings of this study in practical or day to day life are recommended under the practical fields. This study may be significant for the textbook writer, language teacher, curriculum designers, trainers, supervisors, students and more especially for novice teachers who are engaged in teaching profession. Some major practical implications are:

- i. All the newly appointed English teachers should be provided with teacher induction programme while their entrance in the profession.
- ii. The principal and the school administration should provide ample opportunity to novice teachers for acculturation.
- iii. Novice teachers should be provided with the idea of dealing with the subject matter, maintain relationship with administration, co-workers and maintain student discipline in the classroom, addressing students' problems.
- iv. Veteran teachers should help Novice Teachers in teaching career because they are more experienced and knowledgeable.

Further research related

No research is complete in itself. This study also could not cover all the areas of research. There might have some limitations as well. While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for the further study. So, I recommended following further research related recommendations:

- i. This study was limited to four novice teachers who are teaching at public school in Bardiya district. It could be more interesting to see how other novice teachers from other districts.
- ii. This research will be major secondary resource for further study.
- iii. This research is qualitative in nature. So, further research can be carried out taking quantitative data.
- iv. The current research has been limited to opportunities and challenges to the novice teachers in public school only. Therefore, further research can focused on the opportunities and challenges to the novice teachers in private school.
- v. Further research can be carried out to find out the role of school administration for professional development of novice teachers.

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Appendices

Appendix I

Outlines for Classroom Observation

Name of the teacher:

Date of observation:

Experience:

Qualification:

Level of observed class:

name of school:

1. Teacher's Performance:

- Teacher's confidence
- Skill of classroom management
- Skills of maintain classroom discipline
- Commanding skill
- Motivation

2. Teacher's Content and Pedagogical Knowledge:

- Explanation of content
- Use of context and others

3. Challenges or Problems Faced in Classroom Teaching:

- Maintaining teacher students relationship
- Classroom situation: Diversity of students and language use
- Problems created by students
- Problems in lesson planning
- Problems in methodology and using teaching materials
- Problems in evaluation
- Students participation

Appendix II

Classroom Observation Note

Respondent A

Name of the teacher: A

Date of observation: 2076/01/22

Experience: 1 year

Qualification: B.Ed.

Level of observed class: 8

Name of school: Ne. Ra. Basic School

Teacher's performance	Teacher's confidence	Quite confidence in class
	Skill of classroom management	Noisy classroom
	Skill of maintain discipline	Problem in maintain discipline
	Commanding skill	Commanding voice
	Motivation	Motivate students to speak up
Teacher's content and pedagogical knowledge	Explanation of content	Well explanation of content
	Use of context and others	Gave example of real life
Challenges/problems faced in classroom teaching	Maintaining teacher student relationship	Good relationship between teacher and students
	Classroom situation: Diversity of students and language use	Diversified class in terms of caste, language and age
	Problems created by students	Students' silence
	Problems in lesson planning	Did not prepare lesson plan
	Problems in methodology and using teaching materials	Daily used materials: maker, white board, textbook
	Problems in evaluation	Did not evaluate at the end of class
	Students participation	Less interactive class

Respondent B

Name of the teacher: B

Date of observation: 2076/01/23

Experience: 2 years

Qualification: B.Ed.

Level of observed class: 8

Name of school: A.S.S.D.C.S.S Rajapur

Teacher's performance	Teacher's confidence	Quite confident in class
	Skill of classroom management	Managed class using Nepali
	Skill of maintain discipline	Maintained discipline
	Commanding skill	Commanding voice
	Motivation	Motivated sometimes
Teacher's content and pedagogical knowledge	Explanation of content	Content explanation was good
	Use of context and others	Use of humor and examples
Challenges/problems faced in classroom teaching	Maintaining teacher student relationship	Good relationship between teacher and students
	Classroom situation: Diversity of students and language use	Diversified students: caste, language, age
	Problems created by students	Did not create problems
	Problems in lesson planning	No problem in lesson plan
	Problems in methodology and using teaching materials	Daily used materials, use deductive method
	Problems in evaluation	Evaluate students appropriately at the end
	Students participation	Participation was good

Respondent C

Name of the teacher: C

Date of observation: 2076/01/24

Experience: 1 years

Qualification: B.Ed.

Level of observed class: 7

Name of school: K. S. S. Rajapur-05

Teacher's performance	Teacher's confidence	Not confident regarding content
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	Skill of classroom management	Not well managed class
	Skill of maintain discipline	Noisy classroom
	Commanding skill	Good command over content
	Motivation	Sometimes motivated students
Teacher's content and pedagogical knowledge	Explanation of content	Not well explained content
	Use of context and others	Use of context was not appropriate
Challenges/problems faced in classroom teaching	Maintaining teacher student relationship	Relationship between teacher and students was satisfactory
	Classroom situation: Diversity of students and language use	Diversified class: caste, language
	Problems created by students	Side talk of students
	Problems in lesson planning	Did not make written lesson plan
	Problems in methodology and using teaching materials	Daily used materials, traditional methods
	Problems in evaluation	Did not evaluate students
	Students participation	Participation was satisfactory

Respondent D

Name of the teacher: D

Date of observation: 2076/01/25

Experience: ½ years

Qualification: B.Ed.

Level of observed class: 6

Name of school: P.K.S.S. Rajapur-05

Teacher's performance	Teacher's confidence	Not so confident
	Skill of classroom management	Noisy classroom
	Skill of maintain discipline	Could not maintain discipline
	Commanding skill	Less commanding voice

	Motivation	Sometime motivate
Teacher's content and pedagogical knowledge	Explanation of content	Was not satisfactory
	Use of context and others	Did not give contextual example
Challenges/problems faced in classroom teaching	Maintaining teacher student relationship	Relationship seemed not good with students
	Classroom situation: Diversity of students and language use	Diversified classroom
	Problems created by students	Students were not paying attention to the teacher
	Problems in lesson planning	Did not prepare lesson plan
	Problems in methodology and using teaching materials	Traditional method and daily used materials
	Problems in evaluation	Problems in evaluation due to hug number of students
	Students participation	Few students were actively participated in learning

Appendix III

Interview Schedule

Demographic information:

Interview Number:

Name of the Teacher:

Date:

Teaching Experience:

School/College Name:

Guidelines for interview:

- Opportunities and activities for professional development
- Classroom management
- Content knowledge

- Preparing lesson plan
- Establishing relationship/maintaining relationship with students, colleagues, school administration

List of interviewees

S.N.	Interviewees	School's Name	Teaching experience	qualification
1	Teacher A	Shree Nepal Rastriya Basic School Rajapur-05, Bardiya	1 year	B.Ed.
2	Teacher B	Amar Shahid Shree Dasrathchanda S.School Rajapur-04, Bardiya	2 years	B.Ed.
3	Teacher C	Shree Kisan S. School Rajapur-05, Bardiya	1 year	B.Ed.
4	Teacher D	Shree Padma Kumari S. School Rajapur-05 Bardiya	½ years	B.Ed.

Appendix IV

Transcription of Teachers' Narratives

Respondent A

Researcher: When did start this teaching profession?

Respondent: I started before 1 year ago.

Researcher: Could you share with me about your first day of teaching experience sir?

Respondent: At first I was nervous, vitra dekhi dar lageko thiyo, I felt hesitation, and another thing before going to the class we think that it will be easy I will deliver this....but when we went in real classroom, we cannot deliver what intended to do. I felt difficult to manage time in which time I should give homework, how much time I should spent in delivering content.

Researcher: Did you feel any pressure as a newly appointed English teacher when you started teaching?

Respondent: when I join the teaching I was in mental pressure rather than physical pressure, how to enter into the class, how to manage classroom, who the students are, how they will treat me, while I will teach them, the students cooperate with me or not, how to maintain discipline, every students are not same as we think, some are stubborn. If that type of students do not follow order at that time I felt pressure how to manage them, how to make them understand the lesson etc. pressure were in my mind.

Researcher: How did you acculturate at this school? Who helped you to acculturate?

Respondent: It is very difficult to adjust in new culture for the first time. For the first time it takes time to adjust in new environment. When I came in this school the school staffs and the students were somehow familiar with me because this school in my locality school. So, I have not so many problems to adjust in this school environment and school culture so I didn't feel any uneasiness. School staffs were my teachers because I completed my primary level from this school. Umm... so there is no problem in acculturation in this school.

Researcher: Did you take any teacher education or teacher training?

Respondent: Umm... before starting my teaching , I didn't take any formal training but I am a student of education faculty so I have participated in teaching practicum after completing my 10+2 and bachelor degree, except those teaching practice I didn't get chance to take any teacher training.

Researcher: Did you feel the need of teacher education or training in the initial phase of your teaching career?

Respondent: I haven't taken any sorts of formal trainings but while I was teaching I realized that if I have provided initial teacher training it will be very easy to teach in the real classroom, like after taking training it will be helpful to how to manage time. How to manage students, likewise how to manage class, those all skills provided in the teacher training, if we don't provide training we novice teachers are lacking behind regarding those skills. We don't have much idea how to manage all those things. I faced many other challenges because I didn't take any training. If we novice teachers provided initial teacher training before starting teaching career we don't face those problems which I have already mentioned above.

Researcher: Did you get any supporting and advising programme for you in this school?

Respondent: I didn't get any supportive programme for me but I used to share my difficulties with my senior teachers but I did not find any formal supportive and advising programme for novice teachers. But I hope that later this type of programme should be conducted so that teachers will face fewer challenges in the initial year of teaching career. They can solve the problem easily.

Researcher: Did you get any opportunity to participate in professional activities like workshops, seminars, etc.?

Respondent: During my 1 year of teaching experience I did not get any opportunity to participate in teacher professional development activities like seminar, workshops, peer coaching, journal writing, etc. although some programmes were conducted for that purpose, I also wanted to participate but I was not given a chance. When I engaged in teaching profession for the first time, I faced many problems. I have less teaching experience. So, I used to share my problems with my senior co-workers in school. Though we don't have other programmes but I can ask for advice time to time with my colleagues. I mean we have a teacher support group. I got ideas to solve pedagogical problems from that group.

Researcher: Did you involve in activities like peer coaching, team teaching, teacher support group, journal writing, action research etc. for your professional development?

Respondent: When I engaged in teaching field and started teaching at initial phase I faced many problems because I have fewer teaching experience so, I follow teacher support group. Being a novice teacher I have less teaching experience among my co-workers so, I have many challenges. I used to share my problems with senior co-workers how to solve this problem. I used to ask for advice time to time. My colleagues gave me advice without irritation in smooth manner.

Researcher: Do you prepare lesson plan before going to the class?

Respondent: Lesson plan is a systematic plan how to present content, how to make lesson meaningful. If we do tasks without planning it is sure that, that tasks will not be effective and result may not be fruitful, teaching will not be effective so, we teachers should make lesson plan either written or or mentally prepare for the teaching. At first time I used to make written lesson plan before going to class but now I only prepare mentally how to present, deliver the lesson what should I do in the classroom.

Researcher: Did you take any suggestion from your senior staffs or the other colleagues before going to class?

Respondent: Actually sometimes used to ask about students behavior, their level with my colleagues. When I got confused about any content then I used to take help with principal also.

Researcher: Did you find any supportive programmes in your school? What roles does your school administration should play for your professional development?

Respondent: Actually, I did not find any supportive and advising programme for novice teachers in my school. But I hope that later these types of programmes will be conducted so that teacher should face fewer problems in initial phase of teaching. School administration should provide instructional supervision to promote team work, to give feedback and facilitating novice teachers.

Researcher: Could you share me that what challenges did you face while managing classroom?

Respondent: Of course, I faced many challenges regarding classroom management like dealing with linguistic diversified students' psychology and activities, teaching strategies, physical infrastructure of the class, motivating students to learn. In government sectors schools' students are usually poor in English subject. They have poor English background. It is a big problem of rural areas public schools. When I speak only English in the classroom, they don't understand. To make them understand English better, I compelled to speak Nepali and teach them English through Nepali language. I used to teach them English by translating into Nepali language then they only understand the intended lesson, that may be due to poor background of English or disobeying nature of students or they do not read the lesson in the home.

Researcher: In your opinion what role does the teacher should play in the classroom?

Respondent: I think as an English teacher in the present era should play the role of facilitators, mentor, guide, etc. Students thought that teacher is source of knowledge and they believe their teachers whatever teachers taught to them so, the teacher should guide them properly. Teachers should not play with their future; they should utilize their all the knowledge and skills for students' bright future.

Researcher: Could you share me the challenges you encountered with while establishing relationship with students, co-workers and principal?

Respondent: When I entered this school as an English teacher, I faced a lot challenges among them establishing good relationship with students, co-workers and principal is one of the biggest one. While entered into the class for the first time, I felt very nervous because I did not know who the learners are, what is their level and interest. Due to the lack of confidence students did not pay attention to me. Not only that I also felt very nervous to communicate with my seniors co-workers and principal in initial days of teaching.

Researcher: Do you have any other challenges you faced in teaching?

Respondent: when I entered in this school as an English teacher, I am observing that there are many problems in teaching field like unavailability of textbook, insufficient infrastructure, very old school buildings, small classroom size, insufficient basic needs like drinking water, rest rooms, less concern of guardians towards school and their children about their progress. Even they do not pay attention to their children at their home. To show the students right path is our main responsibility but Hami 24hrs gothala jastai vayera ta herna sakdainau. Students come blindly in the classroom. These things create big problem in the classroom.

Researcher: Ok sir thanks for your time thank you so much!

Respondent: Mention not and if you need any help then I am always there.

Researcher: Ok sir, thanks again.

Respondent: Welcome!

Respondent B

Researcher: When did start this teaching profession?

Respondent: I started this teaching before 2 years ago.

Researcher: Could you share with me about your first day of teaching experience sir?

Respondent: Yes, first day of my teaching was so problematic when I first entered into the class at that time I thought that where I came, what to say. I'm a student of education faculty I have to teach. I clearly remembered my first day of first class; at first I started teaching from English grammar. While I was starting grammar, I totally forgot what I learnt in my class about grammar. I felt really difficult to transfer my knowledge in the real classroom. I was teaching transformation, how to change affirmative sentence into negative. But I felt very nervous I didn't know what I was speaking, what I was teaching them. I don't know whether they understood me or not. I spent hardly 45 minutes in the classroom. I taught them transformation but I made a slightly mistake while telling them how to make negative sentence from the affirmative sentence. I clearly remembered that moment I really got nervous.

Researcher: Did you feel any pressure as a newly appointed English teacher when you started teaching?

Respondent: Ha ha ha..... pressure...while I started teaching I was suffering from mental pressure, because before that time I didn't involved in teaching profession. I have a mental pressure because all the students were unknown for me, moreover I am in tensions that how manage them and how to manage classroom, how to make them understand, diversified students in terms of level, age difference, and different learning style. Some students understand quickly some were slow learners. I was afraid of not being completed the course through the one academic year. If I move fast

on subject matter then slow learners didn't understand. That was the big problem what to do, how to precede the lesson by combining together both type of students. That was my mental pressure. I didn't face any physical challenges.

Researcher: How did you acculturate at this school sir? Who helped you to acculturate?

Respondent: To acculturate at this school there was not so much problem, though this school is our locality school, I was quite unknown about school culture, I was unfamiliar with students' behaviour and school's rules and regulations. So, I felt quite difficult in adjustment at new school environment. Due to my calm nature it took longer time to acculturate at this school environment. But later my students and colleagues helped me to acculturate here.

Researcher: Did you take any teacher education or teacher training?

Respondent: before starting my teaching in this school I did not take any initial teacher training but when I was studying +2 and bachelor I was involved in teaching practice for 1 month. I have no any other experience of teaching before this and any teacher training.

Researcher: Did you feel the need of teacher education or training in the initial phase of your teaching career?

Respondent: When I started teaching I felt very difficult that teaching is not an easy job. When I started my teaching journey I realized that if I took teacher training before, it would be easy for me in the first day of teaching. Unfortunately I did not get any teacher training. I felt it will be easy for me to present in the classroom if I have taken teacher training.

Researcher: Did you get any supporting and advising programme for you in this school?

Respondent: During my two years of teaching career up to now I did not get any supporting and advising programmes from this school.

Researcher: Did you get any opportunity to participate in professional activities like workshops, seminars, etc.?

Respondent: For professional development, I didn't get any chance to participate in such activities like seminars, workshops, etc. Although those types of programmes were conducted but I didn't get chance because senior teachers got chance to participate. I think being a novice teacher I was deprived from that opportunity. But we have a teacher support group where I used to share my problems related to classroom teaching and got ideas regarding teaching methodology, strategies, maintaining discipline, etc. I mean I got opportunity to gain practical knowledge to solve real classroom problems. It means a lot to me.

Researcher: Did you involve in activities like peer coaching, team teaching, teacher support group, journal writing, action research etc. for your professional development?

Respondent: Ahh.... There were some activities, teachers were not perfect, qualified themselves, and they had problems regarding teaching methodology, strategies, maintaining discipline and classroom management, at that time we used to share our problems among our colleagues and find out the solution for that particular problem. It means we have teacher support group. Except this I did not involved in any other professional development activities.

Researcher: Do you prepare lesson plan before going to the class sir?

Respondent: Umm...we should make lesson plan but I didn't prepare any written lesson plan but I prepared mentally before going to school. I used to look the lesson for 2-3 hrs to make my mental lesson plan. But I didn't prepare written lesson plan.

Researcher: Did you take any suggestion from your senior staffs or the other colleagues before going to class?

Respondent: Yes, I took some suggestions in initial days of my teaching that, how to present myself in front of students, how to speak, how to deliver content.

Researcher: Did you find any supportive programmes in your school? What roles does your school administration should play for your professional development?

Respondent: During my two years of teaching career up to now, I didn't get any supportive and advising programme in my school. But I think school administration should play vital role for professional development of the teachers. For that school administration should consult to the local level authorities, school management committee and other stakeholders and should conduct supportive programmes for novice teachers.

Researcher: Could you share me that what challenges did you face while managing classroom?

Respondent: Why not, in my own experiences, I faced many challenges regarding to the management of the classes. Students are from different family background. Sometimes they quarrel with friends, move from one bench to another, make noise while teaching and do whatever they like, try to talk outside of the content matter, try to break code and conduct. Due to insufficient infrastructure, lack of sufficient teaching materials and limited resources of the school are creating problem in classroom management.

Researcher: In your opinion what role does the teacher should play in the classroom?

Respondent: As my experience, a teacher should play a role as a hero (role model) but it is necessary to play as a role of a villain when it needed. There is a slogan "Education without punishment" in this way teacher should not give physical as well as mental punishment but there are some students who never follow any kind of instructions, for them we should play role of a villain, we have to bring positive change by punishing them. I think a teacher should play role of a good friend, it will be good for those students who cannot speak who are very shy in nature (introvert students). Teachers should play other roles according to the context.

Researcher: Could you share me the challenges you encountered with while establishing relationship with students, co-workers and principal?

Respondent: In initial days, I felt hesitation in the classroom because I was unfamiliar with students' ability, linguistic background and culture. Due to the linguistic diversity of the students and huge number of students, I could not handle the class properly so, I got some negative comments from students as well as from school administration. In initial phase, I felt hesitant to share my problems with my senior co-workers and principal. Due to my quietness my co-workers thought that I am so arrogant. I am being smarter than them. I felt isolated in new workplace. But later, I was able to establish good relationship with students, colleagues and school administrators.

Researcher: Do you have any other challenges you faced in teaching sir?

Respondent: During my two years of teaching career I have faced many challenges as an English teacher. I have faced problems related to students' pronunciation, in Nepalese context English is learnt as a foreign language so, students feel difficult to pronounce words correctly. So, I taught English through Nepali language. If I spoke only English they don't understand me. I found huge problems grammar teaching. If I pronounce words correctly they don't understand because they learnt mispronunciation in the lower classes. These things create extra problem in teaching learning activities in the classroom.

Researcher: Ok sir thanks for your time and co-operation.

Respondent: Thank you it's my pleasure.

Researcher: If I need again any support then I will call you.

Respondent: Ok sure.

Respondent C

Researcher: When did start this teaching profession?

Respondent: I have started this profession 1 year ago, after completing bachelor degree.

Researcher: Could you share with me about your first day of teaching experience ma'am?

Respondent: Of course, on the first day of my teaching, I was very nervous, I remembered the first class of my teaching I went at grade 6 and it was terrible, because I was nervous even to give my introduction in front of all the students, first I gave introduction and directly entered into the lesson. I told one student to read the lesson to control the classroom. The class was very noisy because there were more than fifty students so; it was very difficult to handle them.

Researcher: Did you feel any pressure as a newly appointed English teacher when you started teaching?

Respondent: Yes, initially I was very nervous. I had mental pressure. I was nervous thinking that how I will deal with students, how I will control the class, how I will deliver the subject matter. So, that was the mental pressure that's all.

Researcher: How did you acculturate at this school ma'am? Who helped you to acculturate?

Respondent: There was one ma'am who was a little bit familiar with me so, she helped me to introduce all the teachers and also she show me the classes and she told me about the environment of the classes, how the students are and how to treat them in the classroom. She told me the first day of class to be very strict because students will not follow your orders so be strict in the first class.

Researcher: Did you take any teacher education or teacher training?

Respondent: Actually I did not take any initial teacher training while entering in the teaching profession. But I take pre-service training when I was studying in B.Ed. Third year as part of my bachelor degree. That was a training umm...teaching practice.

Researcher: Did you feel the need of teacher education or training in the initial phase of your teaching career?

Respondent: I think there is need of initial teacher training because I faced many difficulties, many problems, many challenges in the initial phase of my teaching career and I think if I had already taken that training I may know about how to deal with students, how to control the class, how to manage the classroom environment and I think that will be easy for me if I have taken the teacher training. Umm... so, I think there is need of teacher trainings for novice teachers.

Researcher: Did you get any supporting and advising programme for you in this school?

Respondent: Yes, actually I had taken one day training that was training which was provided from the school administration but I didn't take any special programme which is organized by administration. Umm.. to make which help me in my teaching, for my teaching career.

Researcher: Did you get any opportunity to participate in professional activities like workshops, seminars, etc.?

Respondent: Actually, this is the first time I am hearing these types of activities like workshops, seminars, peer coaching, teacher support group, journal writing, I did not involve in all those activities. I did not get opportunity to participate in these activities but I got opportunity to take part in one day training in my teaching career but it was not so much beneficial for me.

Researcher: Did you involve in activities like peer coaching, team teaching, teacher support group, journal writing, action research etc. for your professional development?

Respondent: I have already said that this is the first time I am hearing these types of activities like workshops, seminars, peer teaching, teacher support group, journal writing. I did not involve in all these activities actually I taught individually and other teachers as well in the school. We did not share our problems with other co-workers.

Researcher: Do you prepare lesson plan before going to the class ma'am?

Respondent: No no I didn't make any lesson plan before going to the class. I read the lesson and prepare myself for the next class and after explaining the lesson I helped students to do exercise. First I tell them to do the exercise if they are unable to do I helped them to do the exercises and asked them to memorize those exercise.

Researcher: Did you take any suggestion from your senior staffs or the other colleagues before going to class?

Respondent: Yes, in initial days when I was frustrated because I didn't able to control my classes and they suggest me some strategy to follow to control the class. They suggest me to engage the students when the class is noisy, they suggest me that you can give some tasks to write them like lessons and exercises and they also told me if they make noise you also ask the question and they will become silent and regarding the suggestions in teaching learning sometimes I became confuse at that time they made me clear about the subject matter. Ahh... when I was confused.

Researcher: Did you find any supportive programmes in your school? What roles does your school administration should play for your professional development?

Respondent: I didn't find any supportive programmes for novice teachers in my school. I think school administration and administrators like school principal, school management committee and other senior staffs should help novice teachers in initial teaching phase. School administration should provide supportive programmes like instructional supervision; encourage a learning community and promote professional dialog among teachers.

Researcher: Could you share me that what challenges did you face while managing classroom ma'am?

Respondent: I have already mentioned you that, there were over 50 students in a class. So the class was so noisy and teaching English subject is a difficult task because all the students are from different backgrounds in terms of class, caste, language, religion etc. I mean the class was full of diversified students. It was very difficult task to teach in government school especially in the rural area because students didn't understand

English language. So, it was very difficult to make them understand and if they didn't understand they start to make noise in the classroom. So, umm... to make them understand I sometimes speak Nepali, I sometimes also use native language i.e. Tharu language because in my class most of the students are from Tharu community.

Researcher: In your opinion what role does the teacher should play in the classroom?

Respondent: In my opinion, teacher should play role as a facilitator, because it is said that when the person more engaged they learnt better so, if teachers do all the works if teachers prepare lesson for themselves they are not going to teach effectively in the classroom. Because they prepare the lesson and just students become the passive listener so, teachers play a role as a facilitator. They should guide and tell them to read and sometimes when they faced problem, when they didn't understand teachers should make them understand. Help them to solve that problem that tasks.

Researcher: Could you share me the challenges you encountered with while establishing relationship with students, co-workers and principal?

Respondent: Establishing relationship is related with adjustment in a new school's environment. When I entered into this school I was unfamiliar about all the internal and external factors of the school like rules and regulations, students, staffs, parents, teaching environment and entire school system and environment. Due to unfamiliarity about those factors, I experienced problems in establishing relationship with students, colleagues and school administrators.

Researcher: Do you have any other challenges you experienced in your teaching career ma'am?

Respondent: Umm... being as novice teacher I faced many challenges like manage classroom umm... it was difficult for me at beginning phase, to control the class, to deliver the knowledge and because of the lack of materials which is needed in teaching learning activities. Umm.. due to lack of initial teacher training that was also important because without having the knowledge about the teaching, teachers faced difficulties in real classroom and due to lack of teacher supportive programmes. We should be provided from the administration. But administration did not organize any

programmes. They should provide teacher supportive programme it will be very easy for novice teachers.

Researcher: Do you have any other thing to say ma'am?

Respondent: I think it will be better if government should provide teacher training to the novice teachers and as well as in-service training to the teachers and sufficient materials which is related to learning to make the English class more better and to make English teaching leaning effective.

Researcher: Thanks for proving your valuable time ma'am

Respondent: Ummmm, Welcome!

Researcher: If I need any help from you then I will meet you ma'am.

Respondent: Ok you can.

Respondent D

Researcher: When did start this teaching profession?

Respondent: I started teaching profession before six months ago.

Researcher: Could you share with me about your first day of teaching experience ma'am?

Respondent: Yes... when I started teaching profession, fist time I really got nervous. I had no idea how to manage class, how to start teaching topic, how to keep proper communication with students.

Researcher: Did you feel any pressure as a newly appointed English teacher when you started teaching?

Respondent: Yes, I felt mental pressuren like how to become familiar with the school administration, umm...school environment and how to make good relation with school staffs as well as with students and what types of teaching strategies should I follow and how to manage time etc.

Researcher: How did you acculturate at this school ma'am? Who helped you to acculturate?

Respondent: Umm... establishing good relationship in new environment with new people is not an easy job. I encountered many problems regarding rapport building with students and colleagues. Due to the diversity of students, unhelpful nature of co-workers and principal, lack of collaborative and positive working environment, I was unable to establish good relationship with them.

Researcher: Did you take any teacher education or teacher training?

Respondent: No, I did not take any teacher training but I have completed my 10+2 and bachelor in education during that period I got chance to participate in teaching practice that provided me to increase my confident in teaching field.

Researcher: Did you feel the need of teacher education or training in the initial phase of your teaching career?

Respondent: I think to make teacher familiar, to make profession easy the initial teacher training should be provided. Umm... teacher induction programmes to make their initial teaching profession easy and rush the interest in teaching profession.

Researcher: Did you get any supporting and advising programme for you in this school?

Respondent: No, I didn't get any supporting and advising programs from this school.

Researcher: Did you get any opportunity to participate in professional activities like workshops, seminars, etc.?

Respondent: I did not get any opportunity to participate in such a professional development activities. I always wanted to involve in those activities but I couldn't due to various reason.

Researcher: Did you involve in activities like peer coaching, team teaching, teacher support group, journal writing, action research etc. for your professional development?

Respondent: No, I did not involve in such professional development activities; I couldn't due to various reasons.

Researcher: Do you prepare lesson plan before going to the class ma'am?

Respondent: Actually, I didn't prepare any written lesson plan before going to the class but I prepared mentally and collect some ideas about the lesson then I taught them according to my teaching plan.

Researcher: Did you take any suggestion from your senior staffs or the other colleagues before going to class?

Respondent: Yes, I took help from school principal. He provided me some teaching strategies and teaching ideas.

Researcher: Did you find any supportive programmes in your school? What roles does your school administration should play for your professional development?

Respondent: I did not find any supportive program for novice teachers. Umm... School administration and administrators should give more priority to novice teachers for their professional development. School administration should provide mentoring

programme to the novice teachers in the initial phase of teaching. Administrators should supervise the novice teacher's class and should provide feedback to strengthen their professional competency.

Researcher: Could you share me that what challenges did you face while managing classroom ma'am?

Respondent: I faced many problems regarding classroom management. There were students from different mother tongues. Students were different in learning level. Their interest towards learning was different. So, it was very difficult to engage them in a single activity and in a single period. It was not easy task to create favorable, safe and positive learning environment inside the classroom.

Researcher: In your opinion what role does the teacher should play in the classroom?

Respondent: Umm... the teacher should play role as a helper, feedback provider who helped the students in their difficulties and provide proper feedback for their academic improvement.

Researcher: Could you share me the challenges you encountered with while establishing relationship with students, co-workers and principal?

Respondent: Umm... establishing good relationship in new environment with new people is not an easy job. I encountered many problems regarding rapport building with students and colleagues. Due to the diversity of students, unhelpful nature of co-workers and principal, lack of collaborative and positive working environment, I was unable to establish good relationship with them.

Researcher: Do you have any other challenges you experienced in your teaching career ma'am?

Respondent: Yes, I faced some other challenges in my initial teaching phase such as what strategy should I follow, what techniques more suitable for students, how to make teaching learning effective and how to manage time and how to cooperate with students.

Researcher: Do you have any other thing to say ma'am?

Respondent: For novice teachers' career development school should provide some teacher induction program, teacher training, sufficient teaching materials and sometimes school should conduct professional development activities like seminars, workshops etc.

Researcher: Thanks for proving your valuable time ma'am

Respondent: You are welcome!

Researcher: If I need any help from you then I will meet you ma'am.

Respondent: Ok you can.

Participants Consent Form

Thesis Supervisor Faculty of Education
Dr. Tara Datta Bhatta, Department of English Education
Professor T.U. Kirtipur, Kathmandu.

Opportunities and Challenges to the Novice Teachers in Community Schools

I, agree to take part in this research study.

In giving my consent I state that:

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

I have read the participants information statement and able to discuss my own involvement in the study with the researcher if I wished to do.

I understand the objectives of the study and answer of those questions which I want to know.

I know that I can withdraw from the study in any time after the researcher gets my responses.

I understand the personal information about me that is collected over the course of this project.

I understand that the personal information of mine will be only told to others only after the permission of me.

I understand that the result of this study will be certainly published but that publication won't contain my name and any identifiable information about me

I consent to Completing test items YES NO

Signature:

Name:

Date:

Participants Information Statement

Opportunities and Challenges to the Novice Teachers in Community Schools

1. What is study about?

This is a study about “Opportunities and Challenges to the Novice Teachers in Community Schools” which aims to find out challenges and opportunities of novice teachers in initial year of teaching career.

This participants information statement tells you about the research study knowing what is involved will help you want to take part in the research. Please read the sheet carefully and ask questions about anything that you don't understood or know more about study.

By giving your consent to take part in the study you are telling me that you

Understood what you have read

Agree to take part in the research study outlined below

Agree to use your personal as described

You will be given a copy of this participant's information statement to keep.

2. Who is carrying out the study?

The study is carried out by Chameli Chaudhary as the basis for the master degree in Tribhuvan University, Department of English Education Kirtipur, Kathmandu. This study will carry under the supervision of Dr. Tara Datta Bhatta, Professor, Department of English Education Kirtipur, Kathmandu.

3. What will study involve?

In this study semi-structured interview guideline and class observation outline will be used to collect data.

4. How much time will the study take?

It will take 40 minutes to observe class.

5. Who can be participants in this study?

Four English novice teachers of basic level (6-8) will be participants of this study.

6. Do I have to involve in the study? Are they benefits with being in this study?

Your participation in this study will not harm in your future teaching career. It will help you to grow professionally.

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

This study will help you in your professional development.

8. What will happen to information about me that is collected during the study?

Your information will be stored securely and your identity will be strictly confidentially. The findings of the study may be published but your identification will not be disclosed.

9. What if I would like further information about the study?

If you like to know more about my study, you can contact me Chameli Chaudhary mail address (chaudharyjasmine295@gmail.com).

10. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper in the Department of English Education T.U., Kirtipur Kathmandu.

11. What if I have complaint or any concerns about my study?

The ethical aspects of the study have been approved by the Tribhuvan University, Department of English Education T.U. Kirtipur, Kathmandu. As part of this process, I have agreed to carry out the study according to the ethical consideration.