

CHAPTER: ONE

INTRODUCTION

This study is on ‘Professional Issues for ELT Novice Teachers’’. This chapter includes general background and definitions professional development, professionalism for teaching profession and the issues related to teaching profession especially issues for novice teachers. Review of related literature, objectives of the study and finally, the significance and limitations of the study in brief are also the sub- sections of this chapter.

1.1 General Background

English language teaching has been known as a profession with the need for language teaching. There has been increased demand for language teachers. The practice of language teaching demands for teachers' training, materials development, methodological skills and pedagogical values for teachers. These things are only adopted by trained and experienced teachers. Language teaching is not a simple task. Teachers have to face many challenges. Teachers need to perform many roles to face the challenges. A skillful teacher manages the class properly and provides the contents according to the needs and nature of the students. This makes his class effective and relevant to the lesson. Naidu (2009,p.1) argues, "Each teacher has been termed the 'torch-bearer' of the race, the one who with the light of his knowledge removes the darkness on ignorance". An experienced teacher can deal his or her classroom more effectively than novice teacher.

Language is not end in itself but it is a means of communication. The late twentieth century has been called the age of communication. So, in this communication era, English language has become the lingua franca of the world. So, English language teaching and learning has emerged as the important need for this global village. It is an international language and global language too. An English language class may look less disciplined than classes of other subjects because communicative approaches try to involve pupils into

learning activities so that they produce less discipline problems. Successful language learning takes place only when the teachers use appropriate procedures to manage teaching methods and strategies for effective classroom. Wallace (2010,p.2) says, "Language teaching, especially of the great world languages, which are seen as international channels of communication, becomes ever more important". A teacher moulds the life of thousands of children by shaping the students' behaviours. These things can be done by the teacher if they are well trained and well experienced.

Teacher education is the process for the preparation of those individuals who want to involve in the teaching profession. It is an important for the quality of educational systems. So, teacher education can be divided into two stages viz. pre-service teacher education and in-service teacher education. To become a successful professional teacher, these are the processes of becoming a teacher and a professional professionally grown up. These things are started with student teaching and continuous effort of the teacher up to their professional teaching life.

The novice teachers are those teachers who have recently completed pre-service educational training and university degree but they do not have experiences of real class teaching. In most of the countries they are inducted into teaching profession. Their development has a close connection to both pre-service teacher education and in-service teacher education. The actual teaching knowledge and experiential knowledge are important for a successful teacher. However, pedagogical content knowledge will be helpful for the teaching profession. Pre-service training has a significant effect on novice teachers' future profession.

1.1.1 Profession and Professionalism

The term profession refers to a type of job that needs special training or skill, especially one that needs a high level of education. A profession can be

differentiated from an occupation. Profession is a kind of occupation which can only be practised after a long and rigorous study. It is accepted by the public as possessing special knowledge and skills. So, all kind of occupations cannot be professions. Showing the distinction between occupation and profession, Talbert and McLaughlin (1994, p. 126) state:

A 'profession' from other occupations are specialized knowledge based and shared standards of practice, a strong service ethic, or commitment to meeting clients' needs, strong personal identity with an commitment to, the occupation and collegial versus bureaucratic control over entry, performance evaluation and reflection in the performance.

Professions are based on scientific and philosophical facts acquired through scholarly endeavour. Professionalism is a great skill or ability to conduct a task in a competent manner. Ur as cited in (Richard and Renandya 2010, p.389) says "Professionalism means preparing oneself to do a competent job through learning. This learning may take the form of pre-service or in service courses, reflection on experience, reading observation, discussion with colleagues, writing, and research". To acquire professional expertise the teachers need special kind of knowledge and high standard of professional conduct. Wallace (2010, p.6) describes three models for acquiring professionalism to the professionals. The models are as follows:

i. The Craft Model

The experienced teacher works as a crafter. Trainees learn by imitating from expert. In this case, Wallace (2010, p.6) views, "In this model, the wisdom of the profession resides in an experienced professional practitioner: someone who is expert in the practice of the 'craft'". He further argues that the young trainee learns by imitating and following the expert's techniques, instructions and advice.

ii. The Applied Science Model

The theoretical and practical knowledge are put together in this model. The empirical evidences are emphasized in this model. This model is important one even if it is traditional. Regarding this, Wallace (2010, p.8) opines, “The applied sciences model is the traditional and probably still the most prevalent model underlying most training or education programmes for the professions, whether they may be medicine architectures, teaching or whatever”. The findings of scientific knowledge and experimentations are conveyed to trainees to develop their professional skills and pedagogical values.

iii. The Reflective Model

This model appeared to compensate the weaknesses emerged in the craft and applied sciences model. We can prove it through Wallace’s words. Wallace (2010, p.17) says “I have proposed the ‘reflective’ model as a compromise solution which gives due weight both to experience and to the scientific basis of the professions”. This model talks about two types of knowledge. They are received and experiential knowledge. Experiential knowledge is more important for the professional development and reflection helps teachers to become self-evaluator of their own teaching than the received knowledge.

Professionalism requires to the profession rather than occupation. Standard of professionalism improves the professional commitment and increase professional development. Professional describes something that has been well done which needs special training, skills and high level of education. Only the professional teacher can demonstrate his personal activities in competent manner or high standard of professional conduct.

1.1.2 Teaching Profession

It is said that different occupations require different degrees of knowledge and skills. Teaching profession is true with all other professions including the medicine, law, and farming. The other occupations in our context are cobbler,

farmer and tailor. In teaching, the job of teachers and their characteristics are important. That is why; it is hard to make a consensus on the definition of teaching profession. It is not wrong to categorize teaching both as a profession and as an art. In case of teaching profession, Wallace (2010,p.5) writes;

Profession will claim at least some of these qualities: a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service; high standard of professional conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Teaching is a profession in the sense that it requires plenty of theoretical knowledge and as an art because it is acquired in time and it is a lifelong process. The qualities of a teacher inform that the introduction of a teacher in general. Williams and Prestage (2002,p.42) argue,

Besides having required knowledge and mastery, keeping enthusiasm, desire, excitement, and love for the profession and the people are among the measures of being a teacher. A teacher takes a role like teaching all the beauties, truths, goodness, and other value...guiding and leading roles and stands as a democratic person without any fear, pressure or worry, but tolerance and fairness.

Teachers have to do many more things at once. Teaching professionals must assemble many of their clients at one time. A professional teacher requires expertise in human relations, organizational abilities and patience. Professional teacher must understand students' needs and should take responsibility to the students. Professionalism is a concern of language teachers and language teaching organizations.

Richards and Lockhart (2005, p.40) say "Language teaching is not universally regarded as a profession". Teacher needs a variety of pedagogical and instructional strategies with a good understanding of the context. The English professional teachers require personal and ongoing commitment of teaching. Their professional interests and needs are to be changed over the time. Being based on them, they carry out their professional activities. Professional language teacher update their content knowledge through workshop, seminar and self monitoring. Professional teachers must constantly upgrade their knowledge and understanding of language and language learning. Anyway, teaching profession is controversial.

It is sure that teaching is honorable profession if the teachers can perform the job properly. But, some people argue that teaching is not that profession that can give satisfactions to the teachers in their life. Winch (2004) examined the nature of teaching with questions asking whether the teachers are professionals as doctors or lawyers; or followers of a vocation like missionaries; or exponents of practical wisdom like sages or statesmen; or craftspeople, or technicians or technologists.

The relationship between theory and application becomes crucial in defining the nature of teachers' work. From these discussion it raises the issue that whether teaching is a vocation or a profession. In some cases, teachers without theory seem to be craft worker. To them their experiential and occupational knowledge is largely practical. For English teacher, Ur (as cited in Richards and Ranandya,(2010,pp.391-92) views,

English teaching has not been yet reached the level of professionalism ...some of the conditions described have not yet been realized, or not to the level I would like to see. There are still too many amateur around, who think that it is enough to know English in order to teach it, resulting in lowering of teaching standard; there are too many work-related telling

us how to teach, and too many technician teachers. Perhaps also there are too many laypersons in the position of authority, taking or causing ill formed decisions on the management of the learning of English in school or on teacher training.

Language teaching is a complex endeavour and one of the most rewarding professions. The teachers' job is not only in the classroom. They cannot ignore the influences outside the classroom. Teaching is a complex profession because teachers have to promote learning in a large group of students with different individual characteristics, needs, and backgrounds by neglecting his /her own personal needs.

It is claimed that teacher education programs usually give more attention to methods. They also focus teachers' attention to children, and the context. Effective teaching relies heavily on teachers' knowledge about how students of various backgrounds and developmental and intellectual levels learn perfectly in the same pace. The idea that teaching is not only an intellectual process, but the emotions are also needed to the handling the profession.

Teaching profession is an opportunity to make positive contribution to the lives of students. Those contributions are life- long to the students even after the teacher has left the profession even if they are in the same place in their professional life. Teachers have to help children grow and develop to their best potentialities. Winch (2004, p. 189) states that the teachers "cannot just do their job by displaying practical wisdom in their dealing with the students and other people, but need to display skills in teaching and in getting students to learn". A professional English language teacher has to involve all the students in the lesson by creating a safe learning environment, encouraging shy students and managing the disruptive behaviour effectively.

Teachers perform teaching and managing the classroom according to the aims, objectives and fundamental principles of education. Teaching profession is

acquired with the experiences of general knowledge, special field education and pedagogic formation.

It is important that how the teachers are educated and what social and political trends influence the teaching. These are responsible and crucial for preparing teachers for teacher education institutions. All these have influence on processes of teaching, so they need to be taken into consideration in all improvement and reform efforts. Otherwise, educational innovation might not be as effective as expected. Thus, teaching is a challenging profession that can be done only by the professional commitment of the teachers.

1.1.3 Teachers' Professional Life Cycle

Teachers' professional development is perceived as an umbrella term which includes varieties of activities carried out by the teachers either individually or in a group. For their professional betterment teachers are aware. As a result, the teacher engaged in various activities like attending the teacher training programs and participating the professional conferences, workshops and seminars. They are also engaged in the activities like reading professional journals and related documents, keeping diaries, interacting and sharing ideas and experiences with colleagues. They collect feedback from friends and students, by conducting action research, developing collaborative observation and analyzing each other's performance.

The needs of novice teachers vary according to the individual teachers. But, Anhorn (2008 as cited in Brandley 2010,p.19) states, "There are certain basic needs that should be addressed in order for novice teachers to be successful. These needs can be professional needs such as difficulty with classroom management or student discipline or the need can be emotional such as dealing with stress".Novice teachers are also learners as the students who are developmental stages. It is essential to understand the developmental stages that novice teachers go through in order to effectively meet their overall needs.

A teacher has to pass through different stages in course of their professional development. The process of transformation and development of teachers is time consuming and very slow. Mevarech (1995, as cited in Villegas-Reimers, 2003, pp.132-133) presents the stages included in the model are:

- i. Survival: when expert teacher become novices temporarily as they attempt to incorporate something new into their repertoire
- ii. Exploration and bridging
- iii. Adaption: from technical application to reflective implementation
- iv. Conceptual change
- v. Invention and experimentation
- vi. Reassessment
- vii. Serenity: “Being able to accept myself I am not as others would have me do”
- viii. Disengagement phrase: The human life cycles observe that near the end of career, people disengage themselves from professional commitments and allow more time for their own personal engagements.

The central person responsible for initiating teacher's professional development is the teacher himself/ herself. Though there are other factors too those are responsible. Khaniya (2006,pp.7-10) states:

For teacher development, equipping and enabling is a must. The term equipping refers providing teachers with pedagogical knowledge and skills for immediate purpose or to solve existence problems. On the other hand the term enabling means helping teachers to develop ability to independently handle professional affairs.

Similarly, Villegas-Reimers (2003, pp.119-40) points out some factors to consider when planning implementing and assessing the professional development of teachers:

- i. A culture of support: the role of school and education leaders

- ii. The role of context; multiple setting/ multiple professional communities
- iii. Time
- iv. Financial resources
- v. Stages of professional development
- vi. The use of technology for teaching purposes
- vii. The role of unions in teacher's professional development
- viii. The role of teacher educators

Besides these factors, proper incentives for the teachers' opportunities for demonstrating the newly acquired knowledge and skill, and regular researches on teacher's progress play an important role in making teacher's professional development successful.

1.1.4 Teacher Education and Teacher Development

Teacher learning is described as a process of organizing and reorganizing, structuring and restructuring a teacher's understanding of practice. This is teacher education. Teacher education provides expertise and experiences for the novice teacher for his practical life of teaching profession. The teachers are the learners actively constructing knowledge by interpreting events using their existing knowledge, beliefs and experiences. That is why; changing their beliefs enables teachers to learn new instructional practices. Existing knowledge and belief of novice teacher is mostly built during their pre-service education years. Similarly, their further understanding and beliefs will be shaped by the first experiences of first years of teaching.

Teacher educators should involve supporting new teacher learning. Teacher educators stand in such a unique position that they understand the needs of beginning teachers. Smith and Sela (2005,p.300) view that "Teacher education is not only about assisting students in developing good and effective teaching competencies, but also educating novice teachers in professional communities and contributing to a career-long professional development". Collaboration

with each other and engage in self-study, share the ideas and resources, and supporting teacher learning are important to the development of teachers' professional knowledge.

The professional development of teacher includes their personal or individual development with the overall skill oriented development. Mentoring and teacher induction are the important strategies for helping novice teachers which play a vital role to make novice teacher as a skilled one. Following Lindgren (2005,p.252), the goal of mentoring is “to pass on many of the experiences and possibilities in the teaching profession from more experienced teachers to novice teachers”. Mentoring develops the professional knowledge and it also helps in overcoming the difficult nature of the first year of teaching. Therefore, beginning teachers must be provided with mentoring support from both peers in schools and teacher educators in teacher training institutions.

Following Brandley (2010, pp. 19-21) the five conditions for growth that are essential in a teacher's cognitive development. They are role-taking, reflection, balance, support and challenge, and community.

Role taking - When a person takes on a new role, it should be substantial and legitimate in order to be successful in that role. Growth producing experiences with certain thoughts and behaviors are required to achieve in the new role.

Reflection – Reflection is critical for a role-taking experience to be successful because without it, the experience will have no effect on moral or conceptual development. Teachers must know how to reflect and have the ability to help others reflect.

Balance – In order for action and reflection to work effectively, they must be balanced. Too much action and not enough reflection can lead to a decreased opportunity to maximize growth.

Continuity – Action and reflection must be balanced and continuous. There must be a constant balance maintained in order for the experience to be

effective. However, people do not change quickly and it takes time for growth to occur.

Support and Challenge - The support and challenge condition is often the most difficult to implement. This condition is very difficult because the support and challenge should be balanced. If there is too much support and no challenge, then growth will be stifled. The developmental component of Cognitive Development Theory refers to the manner that an individual is able to reason in a given situation .

Knowledge cognitive development is crucial for those who provide support to novice teachers. Teachers need to be successful to support the students. Novice teachers should be supported for educational foundations. To make them able to solve the problems of the classroom, a teacher should have enough experiences. The supporter must have the ability to offer advice that demonstrates independent decision-making ability. They also have the ideas to provide guidance and support for the students for better understanding of the content and pedagogical knowledge.

Teacher induction usually takes place to change novice teachers' behaviour as an experience one. The teachers' experiences start from the first year of teaching life until the teachers do not leave his teaching. They become competent and effective for professional teachers' career. Novice teachers have lots of problems, concerns, challenges and frustrations. Common categories of problems and challenges are in with themselves and on pedagogy, curriculum, programme, student, peer, system and community.

The novice teacher faces the large gap between the theory and the practice encountered in the school classrooms. Most novice teachers complain their teacher education program that it does not prepare them for the complex reality they encounter in the first years of their teaching. To ease them the best support should be provided both before and after the start of real teaching. These are professional issues for novice teacher.

To develop professional desire within novice teachers and assure their systematic examination of their own teaching, they should be provided the constructive help from senior and theory from educational training programme. Teacher of teacher should provide them with the necessary skills to achieve difficult skills in teaching in pre-service training programme. Teacher educator and mentor teacher assist the novice teacher to develop their professional commitment in this transition.

1.1.6 Novice Teacher

The term 'Novice' derived from the Latin word '*novicius*' which means 'new'. Some institutes extend the noviceship one to two years. The purpose of a noviceship is to allow for the testing and training of the candidate, and to give the novice time to make an informed choice before entering the actual order permanently. Tsui (2003) defines novice teachers as "the teachers who have entered the teaching profession for the first time or who have had little teaching experience." Hence, novices are the real beginners or beginning practitioners. They are beginning teaching in the real field. The teacher has acquired little knowledge about the classroom. Novice teachers are those persons who are beginning their teaching but they lack enough practical knowledge in teaching profession.

Beginning teachers' transitions from pre-service education to professional practice are often 'unsettling,' because they are novice who lacks practical experiences of job performing ability. Their responsibilities of teachers are to solve the problems in the classroom. The novice teachers are in the transition period from studentship to teaching occupation, which have a multiplicity of roles like being a student, a teacher and a researcher. However it is really difficult to play a single role in this period. For teaching occupation, there is not any difference in the applications between being a teacher and being a novice. Hence, novice teacher means the teacher who have been teaching from one to two years.

The expectations from an experienced teacher and a novice teacher are the same in an institution. So, there seems a common understanding between what is required from an expert or experienced teacher is also required from a novice teacher. Despite the fact that novice teachers lack many other aspects that a normal teacher possesses, they are to meet the same requirements as soon as entering the field. This fact makes another effort in novice teachers' struggling. Beginning teachers struggle by involving both a personal and professional reorganization of major individual investments. However, new teachers must recognize their students' cultural backgrounds which will influence classroom teaching and learning.

Lindgren (2004, p. 558) posed the issues of novices teachers are:

-) Can they provide a caring and secure classroom while struggling with personal and professional development?
-) Do the students of the new teacher fail to receive the nurturing and care they need from the classroom environment during the first year of teaching?
-) What can be done to assist new teachers in facilitating a caring environment for children during the uncertain first year?

Williams and Prestage (2002) argue that "new arrangements for the induction of new teachers into the profession were introduced in England in 1999" (p. 35). Similarly, newly qualified teachers who fail to meet the induction standards at the end of their first year of teaching may not perform their job properly in the classroom. They are unable to continue their teaching profession as a qualified teacher. In order to minimize the possible problems that occur in the school, the teacher requires taking training and supporting for reducing teaching load.

The opportunities for novices to develop such knowledge and skills were different in every context. Teachers first years performances varies teacher to teacher so that the influence varies according to the teachers practices in the

classroom. The novice teachers are suffering from meeting the standards, fitting into school culture to relate to parents and how students.

In order to develop teaching effectively, teachers need to reflect their own teaching practice and in-service teacher training. They need to be able to pose questions, interpret different situations, and develop constructive criticism. They come up with useful ideas to solve certain problems in their teaching practice. The novices should find their own voice as young professionals. They learn to teach with mentors, which is regarded as an important step in becoming a professional teacher. This process is called professional development, because it is important for identifying their perceived struggles in the first occasions.

There is a clear distinction between novice and expert teachers. An experienced teacher's performance is different from novice teacher. This makes a distinction between being an expert teacher and being an experienced teacher. Experience in itself is not enough to be an expert teacher. An experienced teacher uses reflecting-in-action and reflecting-on-action. It is a means to develop expertise but it was really difficult to the novice teachers. The reality is that experience alone is not the "master teacher".

The novice teacher can be an expert. Winch (2004,p.190) states "Schools are not the best place to acquired theory and being a teacher the practice should meet the theory. They also receive some occupational formation in the school where teachers are the interpreters of the curriculum, rather than simply followers of recipes". Thus novice teacher also have the equal responsibility to adapt the innovation escaping from the problems.

1.1.6 Needs of Novice Teachers

Novice teachers have many issues in their first year of teaching life. Novice teachers seem to face difficulty in practical life. Following Brandley (2010), Fuller developed a model that described three general levels of concern. They

are self-concerns, task concerns and impact concerns. Novice teachers experience phases within each of the three levels.

The first stage begins at the *self-concerns stage*. It is full of awareness (lack of) phase where the novice teacher is apathetic about what they do not know. In this stage the teacher has very little ambition toward gaining the unknown knowledge. It is a short stage where a teacher does not remain for very long time. Then the teacher moves to the next phase. In this stage, the teacher is willing to learn more. In self-concern phase, the novice teachers are anxious to know how their students and colleagues will receive them. Novice teachers must receive a great deal of support in this phase to develop them as a professional teacher.

The next level addresses *task concerns*. The main component at this level is management and feelings of frustration. The novice teacher expresses problems and frustration about lack of time to complete checking homework and dealing with students. At this stage, the novice teachers have difficulty with time management and planning. Novice teachers need support and adequate time to move beyond self-concerns.

Later they can manage the time and task performance in the management stage. Fuller has found that very few beginning teachers move beyond the management stage into the *impact stage*. These higher levels of concern look at consequences, collaboration and refocusing. The novice teachers experience feelings of success, excitement, and confidence. Novice teacher has moved beyond thinking about the self. The novice teacher has the ability to manipulate the curriculum to meet the individual needs of the students. They can get the more things at this stage than the task concern stage.

The novice teachers are supported in order to handle their professional requirements being a teacher. There are certain professional needs to the teacher that cause novice teachers to struggle. These are additional support for

a novice teacher to complete his duty and responsibility as a professional English teacher.

a. Professional Needs of Novice Teachers

The novice teacher progresses beyond self and moves up. For him/her there are certain professional needs. These needs must be addressed so that the novice teachers become successful in the classroom. These needs vary according to the situation that they have taught. The classroom management is one of the basic professional issues with which most novice teachers struggle. The major issue of the novice teacher is disruptive behaviour management issue in the classroom. So the main concern of novice teachers is classroom management. Classroom management includes several different aspects that allow the concept to come together as a whole.

Effective classroom management strategies begin before the students enter the classroom. Eggen and Kauchak (1994,p.492) said, “The basic components of classroom management consists student characteristics, physical management and planning effective management”. These acts can be Work-related and behavioural. Developing and applying the basic classroom rules is essential to good classroom management. Such rules provide structure in the classroom. Physical arrangement is also a key component to classroom management. The teacher should be able to observe all students at all times.

The classroom materials should be readily available. Appropriate use of praise and punishment are also the vital. These skills are not easy for novice teachers to develop. The teachers usually need a great deal of support and guidance to develop classroom management that works for them material management is an issue for them.

Kounin (1970) was the first person to research the behaviour of the classroom. He found the ‘ripple effect’ is the main cause of classroom disruption. Novice teacher needs assistance in setting the stage for their lesson plans and special guidance for effective classroom management. Novice teacher face difficulty in

developing lesson plans and implementing the well prepared plans in the classroom which can lead to an inability to teach effectively.

Novice teachers also tend to be unaware of the “unspoken basic rules and procedures” of the school. They need someone to support them in acquiring the knowledge of local policies and procedures. Examples of these procedures might be duty, assignments, where to eat lunch, how to get the keys for the classroom and where to get textbooks. These may appear minor issues to the experienced teachers but they can be very stressful to novice one.

The novice teachers may also have issues regarding the appraisal system and evaluation systems are conducted in the school. Thus, the novice teacher may have very simple challenge as the stressful problem in his or her first year of the life. Organizational and instructional skills are essential for a successful novice teacher. Novice teachers should be knowledgeable of their content area.

They are able to communicate the content accurately and clearly. However, applying the content knowledge in the school is really difficult to them.

Instructional strategies allow the novice teacher to be aware of teaching skills. The teachers have additional methods that help them to place the students according to their levels to meet their individual needs. Evaluation policy and system of the school should be informed to the teachers from seniors and mentors.

Novice teachers often need help them to manage their time to ensure effective time management. Effective time management needs to be handled appropriately for successful teachers. Novice teachers need to learn to manage the amount of time that they have with the students to maximize student time and effort. Another most difficult task for novice teachers is working with parents. In this area, the novice teachers are least familiar because they may have never learnt and taught in PRESET or in University degree. They need supports in communicating effectively with parents. That is why, effective communication and time management are the issues for a novice teacher.

Novice teachers are often advised to use parent communication as a means to assist them with student discipline. Discipline management is another area of issue for novice teachers. Novice teachers need to be exposed to a variety of age group, appropriate discipline management techniques and ideas on working with students of diverse backgrounds. Effective discipline management can make the difference in whether or not a classroom is chaotic or smoothly run. This need is extremely critical for the novice teacher. So, another great issue for novice teacher is disruptive behavior management in the classroom.

These common needs must be addressed in order for the novice teacher to be successful in the classroom. Some novice teachers need more help in some areas than others need. The key concept is that novice teachers have a variety of needs that must be addressed. These areas of needs are the main issues for a novice teacher. They get additional support of mentors to help to meet those issues.

b. Social and Emotional Needs of Novice Teachers

While novice teachers attempt to become proficient developmentally and professionally. There are also certain social needs and issues that must also be addressed for them to remain stable in their profession. Support for novice teachers can be viewed in a variety of ways. Support can be given where the novice teachers feel obstacle in the path of professional teaching life. Support can be viewed as encouragement when they feel lacks and difficulty. Support can be a constructive feedback for an effort to help change or new innovation.

Another key component of support for novice teachers is reflection. This component is essential to help meet the social needs of the novice teacher. It encourages novice teachers to give time to think about their days. Thus the importance of reflection is crucial in language pedagogy. Some of the experts state that experiential knowledge is far better than pedagogical knowledge or the content knowledge. To reflect the importance of reflection in language teaching York-Barr, et al (2006 as cited in Brandley 2010,p.29) state:

The purpose of reflection is to continuously improve so that the teacher and student learning is enriched. This decision making process allows the novice to determine if what went on in the classroom occurred according to expectations or not. This process is necessary to allow the novice to move closer to an expert in the classroom.

Novice teachers require the assistance of school personnel who have the ability to evaluate their developmental needs. They require effective mentoring. They do not have social and cultural knowledge to identify the professional and emotional struggle in an work related society. They need adequate induction to encounter the problems on a daily basis. School administrative personnel and a senior teacher may be able to provide adequate supports to novice teachers being based on their experience and qualifications that they possess. They may meet parents to remove their problems from the classroom. Social interaction and student's interaction can be conducted to avoid distances of social issues.

1.2 Review of Related Literature

Though a number of teachers and research scholars have carried out several studies in the field of ELT, a very few researchers have done researches in the field of teachers' professional development and teachers variables. Some researches which are directly and indirectly related to my study are reviewed as follows.

Samadarsi (1988) conducted a research entitled "Expected Classroom Behaviours of Trained English Teachers" to examine the classroom behaviours of trained teachers in English classrooms. He selected 80 teachers as the population of his study. He used observation as the tool for data collection. In his study, he found the teachers were 'good' for twelve behaviours such as teaching of grammatical items, classroom control, etc. But majority of the

teachers were found to be poor for eighteen behaviours like use of English appropriately, teaching functions of language.

Allingham (1990) conducted a study “An Examination of the Socialization of Newly-Qualified Inexperienced Teachers: Formal and Informal Processes”.

The research aimed to find out the perception of the teachers and to determine the in-service practices which were perceived. She used observation and interview as the tools for data collection. Her major findings included some differences between genders in terms of choices of resource personnel, some significant differences in the perceptions of older novices regarding peers, some significant differences in the methodological influences between age groups, and differences between urban versus rural school district in teacher induction process.

Richards et al. (2001) conducted a research "Exploring Teachers' Belief and the Process of Change". Their major objective was to find out what core beliefs do language teachers hold to address the processes of teaching and learning. In order to investigate about their objective of study, they administered a questionnaire to 112 second language teachers. The majority of them were from Southeast Asian countries. They found that the most core belief centered on the role of grammar in language teaching and the related issue of how grammar should be taught.

Tsui (2003,pp.267-268) carried out a research entitled "Understanding Expertise In Teaching: A Case Study of Second Language Teachers in Novice and Expert Teachers” observed that expert teachers’ performances were much more efficient than novice teachers. Similarly, in actual classroom teaching, expert teachers were found to be more efficient in handling classroom events, more selective and better able to improve. Expert teacher and Novice teachers were found to differ in their ability to improvise. Borko and Livingston (1989) reported that in their study of mathematics teachers, expert teachers were able

to use students' responses and questions. As spring boards for further discussion and keep the lesson on track at the same time (Tsui, 2003 p.36).

Phyak (2006) carried out a research on 'How Does a Teacher Interact with Students in English Classroom?' He selected a government- aided school out of Kathmandu valley using purposive sampling procedure. The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the classroom. He mainly focused on politeness and indirect speech acts. He concluded that there was one way interaction in the classroom. The classroom language used by both teachers and students were not polite. He found that it was not due to the power relationship but due to culture and lack of exposure. Students were found to use impolite language. His study revealed that one of the real problems in teaching of English in the context of Nepal was the lack of classroom interaction strategies from both teachers' and student's side.

Similarly, Soproni (2007) carried out a research on "The Way Teacher of English Learn: Through the Eyes of Novice and Experienced Teachers". He found that professional development mostly come from teacher own teaching experience and the context they work in.

In conclusion, the research works and books which were reviewed give a clear picture of research practices of teacher variable. It also helps to understand the language teachers for creating their own meaning out of regular practices. Though various research works have been conducted in the field of ELT, there is lack of research in the area of teachers' variables in Nepal. Although, there are some articles written and some observations done about this agenda. None of them have attempted to see the issues of novice teachers for their professional development. For this reason, this research was conducted to fill the gap emerged in this context.

1.3 Objectives of the Study

The objectives of the present study were as follows:

-) To find out the professional issues of English novice teachers in EFL context in terms of work-related, pedagogical and managerial issues.
-) To suggest some pedagogical implications.

1.4 Significance of the Study

This study is useful to the teachers who are teaching in the schools to develop their ways of teaching in their early professional life. This study will also be useful to the researcher who wants to conduct research work in the similar field. Teacher educator, course developer, textbook writer and students will be benefited from this study. They can develop related idea while designing the teacher training courses, textbooks, materials for their study. Mostly, this study will be useful to the novice teachers and student teachers to develop the good culture of teaching/ way of teaching of their survival phase.

CHAPTER: TWO

METHODOLOGY

The following strategies were adopted to fulfil the above mentioned objectives.

2.1 Sources of Data

Both primary and secondary sources of data were used to accomplish this study. The primary sources of the data were the main sources of data, whereas secondary sources helped in forming the theoretical part of my study.

2.1.1 Primary Sources of Data

This research was mainly based on the primary sources of data. The primary sources were the teachers of English language who were teaching English in EFL context of Nepal in Palpa district.

2.1.2 Secondary Sources of Data

As secondary sources of data, various books, journals, reports, articles, research works and other internet sources related materials were used. For the facilitation of the study, books such as Allingham (1990), Richard (1991), Ur (1991), Richards and Lockhart (1996), Head and Taylor (1997), Farrell (1998), Richards and Lockhart (1999), Williams and Prestage (2002), Farwell (2005), Smith and Sela (2005), Underhill (2006), etc . were consulted.

2.2 Sampling Procedure

The sampling procedure in this research was non-random one. Fifty novice teachers were selected from different schools of Palpa district. The teachers were selected from both public as well as private secondary schools of Palpa district. The selected teachers altogether were fifty and they were from any level or any type of schools. However, they were the teachers of English. Quota

or chunk sampling design was used to collect the required information for this study.

2.3 Tools for Data Collection

The research design of the study was survey research. Questionnaire was prepared and distributed to elicit the required information for the study as the tools for data collection. The questionnaires consisted of close-ended questions. Therefore, the questions in the questionnaire were related to issues of novice English teachers for their professional development. A *Likert Scale* was adopted in the questionnaire to inquire the frequency of adaptation issues in five-level scale like *never, rarely, sometimes, usually, and always*. Each part of the questionnaire required the participants to read the items and simply mark the preferred option. The first part of the questionnaire was related to the informants personal information, which require one or two-word answers. The last part of the questionnaire was related to the issues of novice teacher.

2.4 Processes of Data Collection

The following stepwise methodological procedures were used to collect the required data. At first, the questionnaire was designed to collect the data related to the research. Then the pilot testing was conducted orally to finalize the questionnaire. After piloting of the questionnaire, required changes in the questionnaire were made before visiting the selected schools. Permission was asked from the head teachers to consult the secondary level English teachers. After that each selected English teachers were requested to help by giving their responses to the questionnaire. Then, questionnaires were distributed to the teachers. The distributed questionnaires were collected from the teachers of English who were newly recruited in the school.

2.5 Limitations of the Study

This research was carried out on this topic in the particular field, in Palpa district, it had the following limitations.

- i. The study was limited to only fifty novice teachers.
- ii. The study was limited only English language teachers who were teaching English in school level.
- iii. The study was limited to concerns of novice teachers teaching English in school level.
- iv. The study was limited to the data elicited only through questionnaire.
- v. The study was limited to 50 teachers for questionnaire.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

Information on professional issues of novice teacher through questionnaire was collected from 46 novice teachers. For this purpose, 50 questionnaires for the novice teachers were distributed but only 46 of them were returned. The teachers were from different schools who were teaching English in the school level. The needed information to this study was collected from the teachers. The data were presented, described, analyzed and interpreted. This means that the collected data were analyzed by using quantitative approach and statistically display devices like tables. In this chapter, the data obtained through questionnaire for novice teachers are presented under these headings:

-) background study of participants
-) holistic analysis
-) participants' responses in relation work-related issues
-) participants' responses in relation pedagogical issues
-) participants' responses in relation managerial issues

3.1. Background Study of Participants

This section provides demographic information about the study of participants, and the backgrounds of the novice teachers with respect to teaching profession. The participants of the study consisted of 46 novice teachers who were teaching in different schools of Palpa district. The demographic information about the sample in the study is presented in Table 1.

Table No .1**Background Information of the Participants**

Variable	Categories	F	%	M	N
Gender	Male	28	60.86		46
	Female	18	39.13		
Age in years	Below 18 (1)	5	10.86	2.02	46
	18-24 (2)	36	76.26		
	25-30 (3)	4	8.69		
	31-35(4)	1	2.17		
	36 above(5)	-	-		
Mother tongue	Nepali	44	95.65		46
	Other	2	4.34		
Educated from	TU	41	89.13		46
	Other	5	10.86		
Faculty Types	Education	18	39.13		46
	Non-education	28	60.86		
Types of School	Private	35	76.08		46
	Public	11	23.91		
School level taught	Primary	12	26.08		46
	Lower Secondary	25	54.34		
	Secondary	5	10.86		
	Others	4	8.69		
Duration of teaching	Below 6 months	4	8.69		46
	6 months – 1 year	15	32.58		
	1 year – 2 years	27	58.73		

%=percentage, M=Mean, F=Frequency, N=Number

Table 1 shows that out of 46 participants, approximately 60.86% were male ($n=28$), and 39.13% were female novice teachers ($n=18$). The age of the sample

ranged from 18 to 35 with a mean standing for 2.02. The mode in the age group was 18-24 with the highest frequency of 36 people (76.26%). Almost all (97.82%) of the participants were 30 years old and below. Approximately 89.13% were 24 and below. 76.26% of the participants were in the age group from 18 to 24, and 10.86% of them were below 18 years old.

Almost all (95.65%) of the participants had Nepali as the mother tongue. But, only two teachers i.e. 4.35 % of the total were from Gurung as mother tongue background. All the teachers were teaching English in the secondary classroom. I did not find the teachers of English who were from English background. I found that all teachers had learned English as the second language in an EFL context.

The distribution of their board from where they learned education or learned English, They represented 3 boards of Nepali university or HSEB board in Nepal. Approximately, most of the participants (84.78%) of the participants had graduated from Tribhuvan University. The other, (10.86%) of the total participants was educated from Higher Secondary Board of Nepal and the rest of the participants (2.17%) were graduated from Mahendra Shankrit University.

All participants were educated from 3 different boards of Nepal. However, they all did not come from education background; 60.86% of the participants studied in “Education Faculties” in their pre-service years ($n=28$), and the rest (39.13%) studied in “Non-education Faculties” ($n=18$) like humanities, science and Management.

Types of schools of the participants were categorized into two categories. Some of the novice teachers were from government-aided school and some other novice teachers were selected from private school. On the basis of the collected data, it was found that 76.08% ($n=35$) were assigned their duties in private English medium schools of Palpa district. The rest of the participants, 23.91% ($n=11$) were assigned to the government aided schools. As a whole,

76.08% of the novice teachers started teaching in private English medium school in their first years. Another finding revealed that 23.91% were teachers in government aided schools. This clearly shows that most of the novice teachers were assigned duties in private school.

The table shows that the novice teachers in the study were teaching at different school levels and different grade levels ranging from primary level to secondary level. While 26.86% were teaching at primary school level, 4.34% were teaching at secondary level and the rest of the teachers were teaching at lower secondary level. This indicates that most of the teachers (65.21%) started teaching from lower secondary level as teaching their first year of life. The other teachers (8.69%) were teaching both in primary and lower secondary or lower secondary and secondary level at the same time. It was drawn from the findings that most of the novice teachers had primary school and lower secondary schools teaching experience, and very few of the novice teachers had secondary level school teaching experience. For the teaching levels, it was found out that some teachers 8.69% were teaching at different grade levels, while 91.30% were teaching only at one level.

The distribution of their experienced of teaching were collected. They represented 58.73 % of them had experience 1 year to 2 years. The other responses showed that 32.58 % of them had experienced of teaching more than 6 months and below 1 year. The least number of the participants were 4% . They had below six months of teaching experience in the school.

Among the classroom teachers, 91.30% were assigned to single-level class whereas 8.69 % of them were assigned to multi-level class. This indicated that the novice teachers were not assigned to any specific classroom.

3.2 Holistic Analysis

This section supplies information about the main issues of the novice teachers had in general and the frequencies and percentages of the main issues. The sub categories under these main issues are analyzed in the subsequent sections.

In relation to my research objectives I asked the novice teachers to rate the issues using most and least category, the general professional issue of novice teachers was investigated under 3 categories: Work-related issues, pedagogical issues and managerial issues. The participants are given the issues and they were asked to rate them in five scale rating scale; always, usually, sometimes, rarely and never.

These results indicated that novice teachers experienced work-related issues a little often than the pedagogical and managerial issues. This was because 50.00% and 34.78% of the total participants always and usually experienced work-related issues in their first year of teaching experience. Under pedagogical concern only 54.34% of the total participants were sometimes experiencing pedagogical issues as issues to them. The further data shows that 43.47% and 41.30% of the total participants were rarely and never experiencing managerial issues as the issues for novice teachers. The detail information extracted from the novice teachers are given in table No. 2.

Table No. 2

Analysis of the Issues of Teachers

Variable	Categories	Frequency	Percentage	Mean	Number
Work-related issues	A (1)	23	50.00	1.7	46
	U (2)	16	34.78		
	S (3)	4	8.69		
	R (4)	3	6.52		
	N(5)	-	-		
Pedagogical issues	A (1)	1	2.17	3.36	46
	U (2)	2	4.34		
	S (3)	25	54.34		
	R (4)	15	32.60		
	N(5)	3	6.52		
Managerial issues	A (1)	-	-	3.26	46
	U (2)	7	15.21		
	S (3)	20	43.47		
	R (4)	19	41.30		
	N(5)	-	-		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5.Never

Table 2 shows the participants' responses to questions related with the main issues of novice teachers. Firstly, the participants were asked to rate the professional issues of novice teachers under three sub-issues within a scale of

(1) A= Always, (2) U=Usually, (3) S=Sometimes, (4) R=rarely and (5) Never, the issues are rated.

In case of work-related issues of novice teachers, the table shows that the mode response was "1 (always)" getting the most frequent rating from 23 (50%) participants. Similarly, the arithmetic mean was 1.70 standing between always and usually. Only, 34.78% (n=16) of the participants accepted that they usually think it was need to be discussed. The other responses 8.69% of the total informants sometimes faced such problems and the rest (6.25%) never think work-related issues needed to be discussed.

Secondly, to the question ' problems related to pedagogical issue which was asked to the informants', the most frequent rating from 25 (54.34%) participants. Similarly, the arithmetic mean was 3.36 standing between sometimes and rarely. Only, 32.60% of the participants were rarely faced difficulty and think it as an issue. The other responses were 4.34% and 2.17% of the participants usually and always respectively thought pedagogical issue as an important issue to be discussed for their professional development of the novice teachers.

The participants were, thirdly, asked to rate managerial issues as main issue for novice teachers. The mode response was rarely getting the most frequent rating from 20 (43.47%) participants. Similarly, the arithmetic mean was 3.26 standing closer to value of 3 (sometimes). The rest 41.30% of the total participants were rarely facing the problems related to managerial issues. Similarly, the rest 15.21% of the participants usually accepted that managerial issues were needed to be discussed for the professional development of the novice teachers.

Under professional issue, there were 3 sub-groups of the issues. The three most frequent sub-group issues were listed in order of: (1) work-related issues having the lowest mean ($M=1.70$), (2) managerial issues the second lowest

mean ($M=3.26$) and (3) pedagogical issues ($M=3.36$). The data shows that most of the novice teachers faced difficulties on work-related issues and the least problematic experiencing area for them was pedagogical issues.

3.2.1 Participants' Responses in Relation to Work-related Issues

The participants were given six statements to rate the work-related issues that they were experiencing being novice teachers. The novice teachers were given the questionnaire with the rating scale of (1) A= Always, (2) U=Usually, (3) S=Sometimes, (4) R=rarely and (5) Never to these statements. The data collected from the novice teachers about their experience of issues related to the work of teachers are given in the subsequent sections. Anyway, the data about task completion issue under work –related issues are given in table No.3.

Table No. 3

Difficulties in Task Completion

Variable	Categories	Frequency	Percentage	Mean	Number
I have difficulties in completing the task assigned to me in time	A (1)	5	10.86	2.60	46
	U (2)	15	32.60		
	S (3)	20	43.47		
	R (4)	5	10.86		
	N(5)	1	1.17		

1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Table 3 shows the participants' responses to issue with work-related to the novice teaches. Firstly, the participants were asked how much they felt

difficulty in task completion assigned to them. Within a scale of 1 A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "3 (sometimes)" getting the most frequent rating from 20 (43.47%) participants. Similarly, the arithmetic mean was 2.60 standing in between usually and sometimes. Only, 32.60% of the participants usually faced difficulties in completing the task assigned to them in time. The other responses 10.86% of the total informants always and rarely faced such problems and the rest (1.17%) never experienced the difficulties in completing the task assigned to them in time.

Table No. 4

Difficulties in Non-instructional Duties

Variable	Categories	Frequency	Percentage	Mean	Number
Non-instructional duties become boring to me.	A (1)	14	30.43	2.10	46
	U (2)	14	30.43		
	S (3)	14	30.43		
	R (4)	3	6.52		
	N(5)	1	2.17		

1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Secondly, to the question 'problems related to non-instructional duties and their experiences about it were asked to the informants'. The answers were various within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never. The mode response were repeated "always (1), usually (2) and sometimes (3)" getting the most frequent rating from 14 (30.43%) participants. Similarly, the arithmetic mean was 2.1 standing closer

the value of 2 (sometimes). Only, 6.52% and 2.17 % (n=8) of the participants were rarely and never becomes boring to them due to non- instructional duties. From the data it is clear to me that most of the novice teachers felt boring due to non-instructional duties assign to them. The data indicates that very few people sometimes faced difficulties due to non instructional duties assign to them.

Table No. 5

Challenges in Administrating Materials and Student’s Reports

Variable	Categories	Frequency	Percentage	Mean	Number
I have challenges in preparing administrative materials and reports of students.	A (1)	7	15.21	2.68	46
	U (2)	15	32.62		
	S (3)	15	32.62		
	R (4)	7	15.21		
	N(5)	2	4.34		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

The participants were, thirdly, asked whether they faced challenges in preparing administrative materials and reports of students or not within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5.

N=Never, the mode response was "2 (usually) and 3 (sometimes)" getting the most frequent rating from 15 (32.62%) participants. Similarly, the arithmetic mean was 2.68 standing between usually and sometimes. The rest 15.21% of the total were always and never faced challenges in preparing administrative materials and reports of the students. The rest of the participants i.e. 4.34% of

the total never faced difficulties in preparing administrative materials and reports of the students.

This indicates that most of the participants faced difficulties in preparing administrative materials and reports of the students. This reveals that very few teachers never faced difficulties in preparing administrative reports and reports of the students.

Table No. 6

Issues on Extra-curricular Activities

Variable	Categories	Frequency	Percentage	Mean	Number
Extra-curricular tasks require too much time.	A (1)	2	4.34	2.78	46
	U (2)	2	4.34		
	S (3)	20	43.47		
	R (4)	3	6.52		
	N(5)	10	21.73		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Fourthly, the participants were asked that to what extent they need time for extra-curricular task and the answer were various with in a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never. The mode response was "3 (sometimes) getting the most frequent rating from 20 (43.47%) participants. Similarly, the arithmetic mean was 2.78 standing between usually and sometimes. Only 21.73% of the total participants never need extra time for extra- curricular activities. Likewise, participant 6.52% rarely faced difficulties in adopting extra-curricular activities. The other 4.34% of the total participants always and usually need time for extra -curricular tasks.

This reveals that most of the participants require time for extra-curricular activities. Hence, the participants were also facing problem related time to manage for extra -curricular activities.

Table No. 7

Issues on Teachers Burden

Variable	Categories	Frequency	Percentage	Mean	Number
I have sleepless nights due to time consuming burden.	A (1)	3	6.52	3.15	46
	U (2)	9	19.56		
	S (3)	16	34.78		
	R (4)	14	30.43		
	N(5)	4	8.69		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

The other question which was asked to the participants was related to what extent they felt burden due to time constraint. Within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "3 (sometimes)" getting the most frequent number 16 (34.78%) participants. The other participants, i.e.30.43% of them had chosen that they rarely had sleepless nights due to time consuming burden. Similarly, 19.56% of the total participants accepted that they usually had sleepless nights due to time consuming burden. The rest, 8.69% and 6.52% of the total participants never and always had sleepless nights. The mean response of this issue was 3.15 which was nearly rarely. This indicates that the teachers rarely had sleepless nights due to time consuming burden.

Table No. 8

Lesson Planning

Variable	Categories	Frequency	Percentage	Mean	Number
I spend my time at home preparing for tomorrows lesson.	A (1)	3	6.52	3.00	46
	U (2)	15	32.60		
	S (3)	14	30.43		
	R (4)	7	15.21		
	N(5)	7	15.21		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Lastly, the participants were asked a question whether they spent time at home for next lesson or not and the answers were various within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never Accordingly the mode was "2(usually)" getting the most frequent rating form 15(32.60%) participants. The arithmetic mean was 3.00, i.e. '3(sometimes). Likewise, 30.43% of the participants accepted that they sometimes spent their time at home preparing for next lesson. Only, the rest 15.21% of the total informants never and rarely preplan for tomorrow's lesson. The rest, 6.52% of the total participants always spent their time at home for lesson planning. This shows that most of the participants sometimes spent their time at home for preparing next lessons.

3.2.2 Participants' Responses in Relation to Pedagogical Issues

The participants were given 8 statements to rate the issues on pedagogical issues that they were experiencing being novice teachers. The novice teachers were given the questionnaire with the rating scale of (1) A= Always, (2) U=Usually, (3) S=Sometimes, (4) R=rarely and (5) Never to these statements. The data collected from the novice teachers about their experience of issues related to the language pedagogy are given in the subsequent sections.

Table No. 9

Decision on Importance of Teaching to Teach

Variable	Categories	Frequency	Percentage	Mean	Number
I cannot decide what is really important to teach.	A (1)	-	-	3.47	46
	U (2)	6	13.04		
	S (3)	16	34.78		
	R (4)	20	43.47		
	N(5)	4	8.69		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Table 9 shows the item 7 in the questionnaire indicates that the participants were asked whether they were able to make a decision about important to teach or not. Within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response were "4 (rarely)" getting the most frequent rating from 20 (43.47%) participants. Similarly, 34.78% of the participants sometimes cannot take a decision about important to teach.

Similarly, the arithmetic mean was 3.47 standing between sometimes and rarely. The rest (i.e.8.69%) Never decided what was really important to teach. This indicates that most of the novice teachers are facing the problems about the decision to take what is really important to teach.

Table No. 10

Extra Supports for Teaching

Variable	Categories	Frequency	Percentage	Mean	Number
I feel I need an extra support in planning.	A (1)	5	6.52	3.41	46
	U (2)	-	-		
	S (3)	18	39.13		
	R (4)	17	36.95		
	N(5)	6	13.04		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Next, to the question 'issues related to the extra support for planning the lessons were asked to the informants'. The answers were various within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5.

N=Never. The mode response was repeated "sometimes (3)", getting the most frequent rating from 18(39.13%) participants. Similarly, the arithmetic mean was 3.41 standing between the values of sometimes and rarely. Similarly, 36.95% of the total participants rarely felt they need extra support in planning. Next, 13.04% of the total participants accepted that they required support in planning. The rest, 6.52% of the participants never faced difficulty in planning and they never required extra support even if they were novice.

The analysis of the data concludes that the novice teachers did not face difficulties in planning the lessons. Most of them accepted that they did not need extra support to them for planning.

Table No. 11

Selection for course objectives and content

Variable	Categories	Frequency	Percentage	Mean	Number
Selecting course objectives and right topic for classroom is hard for me.	A (1)	-	-	4.73	46
	U (2)	-	-		
	S (3)	-	-		
	R (4)	12	26.08		
	N(5)	34	73.91		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

The participants were, asked about the statements “Selecting course objectives and right topic for classroom is hard for me” within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "5(never)" getting the most frequent rating from (73.91%) participants. Similarly, the arithmetic mean was 4.73 standing closer to value of 5(never). Likewise, 26.08% of them accepted that they rarely felt hard for selecting course objectives and right topic for classroom.

This indicates that the novice teacher did not have the problems of selecting course objectives and right topic for classroom. They rarely and never faced such problems so, that it is not great issue to them.

,Table No. 12

Issues on Methods and Techniques

Variable	Categories	Frequency	Percentage	Mean	Number
I have difficulty in choosing appropriate methods and techniques.	A (1)	-	-	4.47	46
	U (2)	-	-		
	S (3)	2	4.34		
	R (4)	20	43.47		
	N(5)	24	52.17		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

The participants were, then, asked whether they had difficulties in choosing appropriate methods and techniques or not. Within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "5(never)" getting the most frequent rating from 24 (52.17%) participants. Similarly, the arithmetic mean was 4.47 standing between the value of never and rarely. Likewise, 43.47% of them rarely had difficulty in choosing appropriate methods and techniques. The rest 4.43% of the total were sometimes facing the problems related choosing appropriate techniques and methods. This indicates that most of the participants did not have the difficulties in selecting the techniques and methods for their classroom. The issue related to the selection about the techniques and methods clearly reveals that the novice teachers did not have the issues.

Table No. 13

Implementation of Lesson Plan

Variable	Categories	Frequency	Percentage	Mean	Number
I have difficulty when implementing what I plan.	A (1)	1	2.17	3.78	46
	U (2)	3	6.52		
	S (3)	13	28.26		
	R (4)	17	36.95		
	N(5)	12	26.08		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Next, to the statement issues related to implementation of the plan was asked to the informants -“I have difficulty when implementing what I plan”. The answers were various within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never. The mode response was “rarely(4)”, getting the most frequent rating from 17 (36.95%) participants. Similarly, the arithmetic mean was 3.78 standing between the values of rarely and never. The other responses were 28.26%, 26.08% and 6.52% of the participants sometimes never and usually respectively had difficulties to implement the plan. The rest, 2.17% of the participants were always had difficulties to implementing their plan.

The analysis of the data concludes that most of the learners did not face difficulties related to implementation of the pre-plan. This reveals that the issue related to the implementation of the plan was not the important issue to the novice teachers.

Table No. 14

Issues on Students' Attention

Variable	Categories	Frequency	Percentage	Mean	Number
I have difficulty in drawing attention of the students into the activities in the lesson.	A (1)	1	2.17	3.82	46
	U (2)	2	4.34		
	S (3)	11	23.91		
	R (4)	22	47.82		
	N(5)	10	23.03		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

The participants were, then, asked whether they faced problems attracting student's attention into the activities in the lesson or not. Within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "4(rarely)" getting the most frequent rating from 22 (47.82%) participants. Similarly, the arithmetic mean was 3.82 standing closer to value of 4 (rarely). Likewise, 23.91% and 23.03% of them sometimes and never respectively faced difficulties in drawing attention of the students into the activities in the lesson. The rest 4.34% of the total was usually faced problem about the issue. This indicates that most of the participants rarely faced difficulties in drawing attention of the students into the activities in the lesson. The issue related to the student's attention in the classroom to the lesson was no too problematic to the novice teachers.

Table No. 15

Issues on Testing and Evaluation

Variable	Categories	Frequency	Percentage	Mean	Number
I feel insufficient in testing and evaluation.	A (1)	-	-	4.65	46
	U (2)	1	2.17		
	S (3)	3	6.52		
	R (4)	7	15.21		
	N(5)	35	76.08		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Next, the issue ' I feel insufficient in testing and evaluation'' was asked to the informants'. The answers were various within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never. The mode response was repeated "never (5)", getting the most frequent rating from 35 (76.08%) participants. Similarly, the arithmetic mean was 4.65 standing between the values of never and rarely. The rest, 15.21%, 6.52% and 2.17% of the participants were rarely sometimes and usually respectively felt insufficient in testing and evaluation.

The analysis of the data concludes that most of the novice teachers accepted that they did not have the feeling of insufficient in testing and evaluation. The teachers did not have the great issues on the language testing aspect even if they were novice.

Table No. 16

Instructional Materials

Variable	Categories	Frequency	Percentage	Mean	Number
I feel difficulty in using instructional materials	A (1)	-	-	5.65	46
	U (2)	-	-		
	S (3)	6	21.73		
	R (4)	12	43.47		
	N(5)	23	65.19		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

The last statement about the pedagogical issue was “I feel difficulty in using instructional materials. That was measured within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "5 (never)" getting the most frequent number 23 (65.19%) participants. The other response was 43.47% of the total participants had faced the difficulty in using the instructional materials. The rest number of participants, i.e.21.73% of them had chosen that they sometimes felt difficulties in using instructional materials. They accepted that implementation of the materials was the another problem to them.

To this issue, the mode response was 4.75 which were nearly never. This indicates that the novice teachers did not have the great use of the instructional materials in the classroom. This issue was not in focus to them.

3.2.3 Participants' Responses in Relation to Managerial Issues

The participants were given 6 statements to rate the managerial issues that they were experiencing being novice teachers. The novice teachers were given the questionnaire with the rating scale of (1) A= Always, (2) U=Usually, (3) S=Sometimes, (4) R=rarely and (5) Never to these statements. The data collected from the novice teachers about their experience of issues related to the classroom management are given in the subsequent sections.

Table No. 17

Challenges on Classroom Management

Variable	Categories	Frequency	Percentage	Mean	Number
I think classroom management is the most Challenging part of the profession.	A (1)	6	13.04	2.86	46
	U (2)	14	30.43		
	S (3)	12	26.08		
	R (4)	8	17.39		
	N(5)	6	13.04		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Firstly, the participants were asked that to what extent they think classroom management is the most challenging part of the profession and the answer were various with in a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never. The mode response was "2 (usually) getting the most frequent rating from 14(30.43%) participants. Similarly, the arithmetic mean

was 2.86 standing closer value to sometimes. Only 26.08% of the total participants were sometimes thought that classroom management was the most challenging part of the profession. Likewise, 13.04% of the participant always and never accepted that they thought classroom management was the great issue to them teaching profession. This reveals that classroom management was the issue to the novice teachers.

Table No. 18

Classroom Rules and Procedures

Variable	Categories	Frequency	Percentage	Mean	Number
I have problems in determining class rules.	A (1)	1	2.17	3.89	46
	U (2)	3	6.52		
	S (3)	9	19.56		
	R (4)	20	43.47		
	N(5)	13	28.26		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

The other question which was asked to the participants was related to the classroom rules and procedures. Within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "4 (rarely)" getting the most frequent number 20 (43.47%) participants. The other responses were 28.26% usually, 19.56% sometimes, 6.52% usually and 2.17% of participants had chosen that they had problems in determining the classroom rules. They accepted that classroom rules and procedures was the another issue for novice teachers.

The arithmetic mean responses was 3.89 which reveal that most of the teachers rarely had problems in determining the classroom rules and problems in their teaching first year of the life.

Table No. 19

Issues on Dealing with Students

Variable	Categories	Frequency	Percentage	Mean	Number
I don't know the best way to behave with student.	A (1)	2	4.34		46
	U (2)	7	15.21		
	S (3)	8	17.39		
	R (4)	29	63.04		
	N(5)	1	2.17		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

The other statement which was asked to the participants was “I don't know the best way to behave with students”. Within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "4 (rarely)" getting the most frequent number 29 (63.04%) participants. Similarly, 17.39% of the participants did not have the knowledge to behave with students. Likewise, 15.21% of the usually accepted the issue and very frequent number i.e. 4.34% of them always in favour of the issue. The rest number of participants, i.e.2.17 of them had choosen that they knew the way to behave the students.

The data presents the novice teachers acceptance about their lack of ability to behave the students. Most of the novice teachers did not know the way to behave the students.

Table No. 20

Effective Classroom Management Strategies

Variable	Categories	Frequency	Percentage	Mean	Number
I can't use effective classroom management strategies.	A (1)	2	4.34	3.86	46
	U (2)	3	6.52		
	S (3)	14	30.43		
	R (4)	17	36.95		
	N(5)	11	23.91		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Fourthly, the participants were asked that to what extent they can use effective classroom management strategies, and the answer were various with in a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5.

N=Never. The mode response was "4 (rarely) getting the most frequent rating from 17(36.95%) participants. Similarly, the arithmetic mean was 3.86 standing between sometimes and rarely. Only 30.43% of the total participants were sometimes cannot use effective classroom management strategies. Then, 23.91% of them never cannot use exceptive classroom management strategies. This indicates that the teachers can use the better classroom management strategies. Likewise, the rest of the participant 4.34% always cannot use effective classroom management strategies in the classroom.

The data presented that classroom management strategy was another issue for novice teachers. Most of the teacher stated that they did not have the knowledge about to use effective classroom management strategies.

Table No. 21

Disruptive Behaviour Management

Variable	Categories	Frequency	Percentage	Mean	Number
I have difficulty in managing disruptive students in the classroom	A (1)	2	4.34	3.23	46
	U (2)	7	15.21		
	S (3)	19	41.30		
	R (4)	14	30.43		
	N(5)	4	8.69		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

Disruptive behavior management was one of the classroom managerial strategies used by the teachers in the classroom for effective classroom management. The other statement which was given to the participants was “I have difficulty in managing disruptive students in the classroom”. Within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "3 (sometimes)" getting the most frequent number 41.30% participants. The mean score was 3.23 that means nearly sometimes. Only 30.43% of them rarely had difficulty in managing disruptive behavior in the classroom. Similarly 15.21% usually and 8.69% never had difficulty in managing disruptive students in the classroom. The rest number of participants, i.e.4.34% of them had chosen that they always had problems of disruptive students.

The data indicates that disruptive behavior management was another issue to the novice teachers. Some teachers did not have the problems and the others had faced some problems in the classroom to manage them properly.

Table No. 22

The Leadership Role in the Classroom

Variable	Categories	Frequency	Percentage	Mean	Number
I feel my leadership role is crucial in classroom teaching	A (1)	-	-	4.13	46
	U (2)	-	-		
	S (3)	2	4.34		
	R (4)	36	78.26		
	N(5)	8	17.39		

1.A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never

The last statement given to the participants was related to the classroom leadership role. Within a scale of 1. A= Always, 2. U=Usually, 3. S=Sometimes, 4. R=Rarely, 5. N=Never, the mode response was "4 (rarely)" getting the most frequent number 36 (78.26%) participants. The other responses were 17.39% of the participants accepted that they rarely felt their leadership role was crucial in the classroom teaching. The rest 4,34% of them sometimes felt the leadership role of the teachers was crucial in the classroom. The arithmetic mean was 4.13. This means the participants accepted that the leadership role in the classroom was another issue for novice teachers. In response to this issue most of the teachers rarely felt that leadership role was crucial in classroom teaching.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

As a whole, all the participants were found to have focused on different issues. The overall percentage of the issues indicates that novice teachers' level of work-related issues was more prominent than the managerial and pedagogical issues. It shows that novice teachers had fewer problems in pedagogical and managerial aspects. Additionally, the specific findings of the study have been derived from the analysis and comparison of the data given below:

Holistic Findings

- i. The results indicated that novice teachers experienced work-related issue more than pedagogical and managerial issues. Most of the novice teachers usually, sometimes and rarely experienced work related, pedagogical and managerial issues respectively.
- ii. Most of the novice teachers were assigned duties in private school. The teachers started their teaching career from private school than government-aided school.

In terms of work-related issues

- i. It was found that the most of the novice teachers felt boring due to non-instructional duties assigned to them. The others faced the problems in preparing administrative materials and reports of the students.
- ii. The participants were also facing problem in managing time for extra-curricular activities.
- iii. It was found that most of the participants sometimes spent their time at home for preparing next lessons.

In terms of pedagogical issues

- iv. Most of the novice teachers were facing the problems about the decision to take what is really important to teach. However, it was also found that most of the participants did not have the difficulties in selecting the techniques and methods for their classroom.
- v. It was found that the novice teachers did not face difficulties in planning the lessons. The implementation of the plan was not the great issue to the novice teachers.
- vi. The novice teachers did not have important issue on use of the instructional materials in the classroom. This issue was not in focus to them.

In terms of managerial issues

- vii. Most of the novice teachers did not know the way to behave the students.
- viii. The data presented that classroom management strategy was another issue for novice teachers. Most of the teachers stated that they did not have the knowledge about to use effective classroom management strategies. It was also found that disruptive behaviour management was another issue to the novice teachers.

In conclusion, all the test results thus made it obvious that teachers had many problems to face in the classroom in the first year of life.

4.2 Recommendations

On the basis of the findings of the research, I have made the following recommendations for pedagogical implications:

- a. The results indicated that novice teachers experienced work-related issue a little more often than pedagogical and managerial issues. Most of the novice teachers usually, sometimes and rarely experienced work related, pedagogical and managerial issues respectively. That is why; classroom management and practicality of teaching should be included in the texts which were prescribed in school level.
- b. According to analysis, interpretation and comparison of data it was found that novice teachers experienced work-related issues a little less often than the pedagogical and managerial issues. So, it is recommended that teachers should be inducted in the managerial aspects then work related aspects.

In terms of work-related issues

- a. It was found that the most of the novice teachers felt boring due to non instructional duties assigned to them. The others faced the problems in preparing administrative materials and reports of the students. To solve this problem the teachers should be assigned instructional duties and provide the opportunities to get them faced to the problems from the administrators.
- b. The participants were also facing problem in managing time extra - curricular activities. It was also found that most of the participants sometimes spent their time at home for preparing tomorrow's lessons. That is why; the teachers should be properly trained before they recruited.

In terms of pedagogical issues

- a. Most of the novice teachers were facing the problems in deciding to take what was really important to teach. The novice teachers should be well informed about the goals of teaching.

In terms of managerial issues

- a. Most of the novice teachers did not know the way to behave with the students. The novice teachers should be well trained mentor when they are recruited in the school.
- b. Most of the teachers stated that they did not have the knowledge about using to use effective classroom management strategies. It was also found that disruptive behaviour management was another issue to the novice teachers. That is why; it is recommended that the administrators should help the new teachers for the managerial issues in seminars or in meetings.
- c. The teachers are also suggested that they should show their interests towards the problems to solve them rather than avoid them.
- d. Invention technique is an effective technique for developing confidence, co-operation, positive interdependence and decreasing the unhealthy competition and shyness in the students. Therefore, it should be used by all the teachers from the very first day of the school.

References

- Allingham, A. H. (1990). *An examination of the socialization of newly-qualified inexperienced teachers: Formal and informal processes*. An Unpublished Master's Thesis. Canada: University of Victoria.
- Brandley, K. M. (2010). *Roles of school counselors in supporting novice teachers*. Texas: A. and M. University.
- Eggen, P. & Kauchak, D. (1994). *Educational psychology classrooconnection*. New York: Macmillan College Publishing Company.
- Khaniya, T.R (2006). Professionalism of English language teacher. *Young Voice of ELT*.
- Kounin, J. S. (1970). *Discipline and group management in the classroom*. NewYork: Holt, Rinehart and Winson.
- Lindgren, C.A. (2004). Teacher development: The struggle of beginning teachers increating moral (caring) classroom environments. *Early Childhood Development and Care*, 174 (6), 549-564.
- Naidu, R.V. (2009). *Teachers' behaviour and students' behvaiour*. Hyderabad: Neelkamal.
- Phyak, P. B. (2006). How does a teacher interact with students in an English Classroom: A case of government aided school. *Journal of NELTA*, vol. 11: 35-38.
- Richards et al. (2001). Exploring teachers' beliefs and the processes of change. *The APA journal*. 1. 41-62.
- Richards, J.C. & Lockhart, C. (1996). *Reflective teaching is second language classrooms*. Cambridge: Cambridge University Press.
- Richards, J.C. & Renandya, W.A. (2010). *An anthology of current practice*. UK: CUP.
- Samadarsi, S. D. (1998). *A Study on the expected classroom behaviour of trained English teachers*. An Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Smith, K., & Sela, O. (2005). Action research as a bridge between pre-service

teacher education and in-service professional development for students and teacher educators. *European Journal of Teacher Education*, 28 (3), 293-310.

Soproni, Z. (2007). *The teachers of English learn: Through the eyes of novice and experienced teachers*. In J. Horvath and M. Niokolov (Eds.), *UPRT 2007: Empirical studies in English applied linguistics*, pp. 55-74 pages, L.R Cosport.

Talbert, J.E. & Mclaughlin, M.W. (1994). *Teacher professionalism in local school context*. *Chicago Journal*, 12, 123-153.

Tsui, A. B. M. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge: Cambridge university press.

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of literature*. Paris: UNESCO (Retrieved from [www.unesco.org\oie.](http://www.unesco.org/oie)).

Wallace, M. J. (2010). *Classroom observation task*. London: Arnold.

Williams, A., & Prestage, S. (2002). The induction tutor: Mentor, manager or both? *Mentoring & Tutoring*, 10, 1. 35-46. (Retrieved from: <http://williwm.prestage.meb.gov.tr/dergiler/153-154/yalcinkaya.htm>)

Winch, C. (2004). What do teachers need to know about teaching? A critical examination of the occupational knowledge of teachers. *British Journal of Educational Studies*, 52, 2. 180-196.

Appendix-I

Questionnaire for Teachers

(Please, do not mention your real name and your school name)

School's Name:

Date:

Teacher's Name:

Designation:

Dear sir and madam,

The questionnaire is a part of my research study entitled 'Issues for Novice Teacher' under the supervision of Dr. Tara Datta Bhatt, Reader at the Department of English Education, T.U., Kirtipur. Most of the teachers face difficulties in their classroom teaching due to novice hood in their teaching first year of life. I will find out the issues for novice teachers.

Your kind cooperation in completion the questionnaire through the authentic and reliable information will be great value to me. Any responses you provide will be kept entirely anonymous. I assure you that it does not harm to you at all. Rather, it will be beneficial for the amateur teachers who are newly recruited in the school or campus.

Researcher

Bandana K.C.

M.Ed. Second Year

T.U., Kirtipur

Background Information about Participant (Novice Teachers)

Tick in the box that suits you.

Gender: Male Female

Age in years:

Mother Tongue: Nepali

Other (Name):.....

Graduate from: Tribhuvan University

Others (Name):.....

Faculty Type: Education Non-Education

Type of School: Private Institution Public School

School Level Taught: Primary School Lower Secondary

Secondary School Both

(Name):.....

Duration of Teaching: Below six months

Six months to 12 months

12 months to 24 months

Circle the best option that you think.

A= Always, 4. U=Usually, 3. S=Sometimes, 2. R=Rarely, 1. N=Never

Work-related Issues

1. I have difficulty in completing task assigned
to me in time 1 2 3 4 5
2. Non-instructional duties become boring
to me. 1 2 3 4 5
3. I have challenges in preparing administrative
materials and reports of students. 1 2 3 4 5

- | | | | | | |
|--|---|---|---|---|---|
| 4. Extra-curricular tasks require too much time. | 1 | 2 | 3 | 4 | 5 |
| 5. I have sleepless nights due to time consuming burden. | 1 | 2 | 3 | 4 | 5 |
| 6. I spend my time at home preparing for tomorrows lesson. | 1 | 2 | 3 | 4 | 5 |

Pedagogical Issues

- | | | | | | |
|---|---|---|---|---|---|
| 7. I cannot decide what is really important to teach. | 1 | 2 | 3 | 4 | 5 |
| 8. I feel I need an extra support in planning. | 1 | 2 | 3 | 4 | 5 |
| 9. Selecting course objectives and right topic for classroom is hard for me. | 1 | 2 | 3 | 4 | 5 |
| 10. I have difficulty in choosing appropriate methods and techniques. | 1 | 2 | 3 | 4 | 5 |
| 11. I have difficulty when implementing what I plan. | 1 | 2 | 3 | 4 | 5 |
| 12. I have difficulty in drawing attention of the students into the activities in the lesson. | 1 | 2 | 3 | 4 | 5 |
| 13. I feel difficulty in using instructional materials. | 1 | 2 | 3 | 4 | 5 |
| 14. I feel insufficient in testing and evaluation. | 1 | 2 | 3 | 4 | 5 |

Managerial Issues

15. I think classroom management is the most challenging part of the profession.	1	2	3	4	5
16. I have problems in determining class rules.	1	2	3	4	5
17. I don't know the best way to behave with student.	1	2	3	4	5
18. I can't use effective classroom management strategies.	1	2	3	4	5
19. I have difficulty in managing disruptive students in the classroom	1	2	3	4	5
20. I feel my leadership role is crucial in classroom teaching.	1	2	3	4	5

Thank You for Your Cooperation.

Appendix III

The Participants of the Study

1. Ashwin Poudel
2. Batuk Lal Tamang
3. Bir Bahadur Basnet
4. Bishnu Hari Adhikari
5. Bishnu Hari Ghimire
6. Damador Baral
7. Deena Tripathi
8. Durga Prasad Kafle
9. Hem Lal Sunar
10. Ishowri Prasad Sapkota
11. Janaki Paudel
12. Jeevan Khatri
13. Kedar Nath Baral
14. Khem Lal Pahari
15. Khil Bahadur Basnet
16. Mahesh Dahal
17. Meg Bahadur Tamang
18. Mitra Bandhu Chappagain
19. Mitra Prasad Rijal
20. Mukthi Nath Dhungana
21. Muktinath Adhikari
22. Nabina Timilsina
23. Ogina Paudel
24. Phanrindra Prasad Bhushal
25. Prakash Dhungana
26. Prakirti Bastola
27. Pramila Adhikari

28. Prasant Kunwar
29. Puja Khadka
30. Punya Prasad Sharma
31. Purna Kala Kandel
32. Ranu Tamang
33. Resham Lala Sapkota
34. Rudra Prasad Adhikari
35. Rupesh Kumar Nepali
36. Sabita Pahari
37. Sanishchara Pabe
38. Saroj Kumar Adhikari
39. Shishir Poudel
40. Shiva Prasad Adhikari
41. Shiva Shankar Bhushal
42. Suman B.K.
43. Surendra Amgai
44. Toyanath Adhikari
45. Umanath Sapkota
46. Yubraj Giri