

CHAPTER ONE

INTRODUCTION

This study is on the **Role of Headteachers in Professional Development of Newly Appointed English Teacher's**. It consists of background/ context of teachers' professional development and role of Head teacher to support newly appointed teacher.

1.1 Background /Context

The needs of newly appointed teachers should be met in order to make the successful classroom. Teacher induction programme and mentoring are the sources of support for the newly appointed English teachers to meet those needs. These needs can be met from Head teacher's support. They are also supported by the experienced teachers. The role of the Head teacher for this purpose is crucial. It requires a closer look at the role of the school Head teacher for teacher's professional development. It also describes the overall purpose of school Head teacher to increase student achievement by providing guidance and counseling to students and teachers. Head teachers are said to be school leaders and integral part of the overall success of school.

1.1.1 Professional Development of Teacher

Profession refers to an occupation, vocation, or career where specialized knowledge of a subject, field, or science is applied. Wallace (2010, p. 5) argues, "in profession, we have a kind of occupation which can only be practiced after a long time and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public goods it brings".

Now a days, teachers are regarded as professionals and teaching is a profession. Teachers like other personnel such as doctors, pilots and engineers

require a special type of skills or expertise in their respective jobs or fields. They also provide public goods and need prolonged academic study to perform their jobs. So teaching is a profession. Teachers are the major elements of the entire education system and they are placed at the heart of education system and thus, they have to be more professional in their jobs. Wallace (2010, p. 5) further mentions that structured professional education should include two kinds of knowledge. They are received knowledge and experiential knowledge.

Professional development in broad sense refers to the development of a person in his or her professional role. It includes both received knowledge and experiential knowledge. It often involves examining different dimensions of a teacher's practice as a basis for reflective review. It is a continuous and never ending process in which teachers change themselves. They update new skills, knowledge, information and techniques in order to deal with the new experience, challenge and opportunities in teaching profession. It is said that all types of professionals require change and growth once they start their career. So, teacher development is always "bottom-up." Head and Taylor (1997) mention:

Teacher development builds on past, because recognizing how past experiences have or have not been developmental helps to identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self reflective process, because it is through questioning old habits that alternate ways of being and doing are able to emerge (p. 1).

According to Underhill (1986, as cited in Head and Taylor 1997, p. 1), "teacher development is the process of becoming the best kind of teachers". Teacher development draws on the teachers' own inner resources for change. So, it is the process of developing professional excellence by learning,

experiencing, practicing and preparing oneself for new challenge and responsibilities to be encountered in teaching. Once teacher starts teaching, he/she always needs to struggle for keeping growing and this struggle requires his/her voluntary will and effort.

Thus, teacher development is the process of adding professional knowledge and adding up to date with theory and practice in the fields and improving teaching skills to build confidence. It is also concerned with understanding various principles and values of teaching. According to Richards and Farrell (2010, p. 4), the following are examples of goals from a development perspective:

-) Understanding how the process of second language development takes place.
-) Understanding how our roles change according to the kind of learners we are teaching.
-) Understanding the kinds of decision making that occurs during lessons.
-) Reviewing our own theories and principles of language teaching.
-) Developing an understanding of different styles of teaching.
-) Determining learners' perceptions of classroom activities.

Rossner (1992, as cited in Head and Taylor, 1997, p. 4) lists some essential characteristics of teacher development. They are as follows;

-) It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or technical expertise.

-) Much of TD is seen as relating to new experiences, new challenges and the opportunities for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their career as well as themselves.
-) TD is not just to do with language teaching or even teaching; it's also about language development (particularly for teachers whose native language isn't English), counseling skills, assertiveness training, confidence building, computing, mediation, cultural broadening almost anything in fact.

Similarly, Fullan (1987, pp. 24-31) mentions that there are four crucial factors for successful teacher development. They are:

-) Redefinition of staff development as a process of learning;
-) The role of leadership at the school level;
-) The organizational culture at the school level; and
-) The role of external agencies, especially at the local and regional level.

1.1.2 Need for Teachers' Professional Development

Professional development refers to skills and knowledge attained for both personal development and career advancement. Teachers' professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal course book conferences and informal learning opportunities situated in practice. The best professional development is ongoing experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Lucas (nd, p. 12) mentions:

Teacher preparation programmes provide educators-to-be with the tools, mentors and hands –on experience they’ll need once they begin their career. It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more.

Teachers’ professional development plays a very important role in the improvement of professional development of teachers and students. Teacher can perform their job perfectly and confidently only when they are professionally grown up. A teacher needs to be up to date for the new innovations to be successful. But a newly appointed teacher may not have the knowledge of environment, student's psychology, their needs and expectations. So, it is essential for qualitative improvements of any system of higher education. Improvements depend on the sense of purpose and commitment of teachers who feel teaching profession as a matter of deep satisfaction in teaching profession.

Head and Taylor (1997, p. 11) say, “stale or narrowly subject bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers are proliferate”. Hence, learning to teach is a lifelong process. In most schools and institutions today, language teachers are expected to keep up to date with development in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution. Thus, professional development is a key factor to bring the positive effect on the educational products. So, a teacher should advance in professional expertise throughout his/her career and this advancement does depend on formal courses or external input alone. So, a Head teacher's role in developing a teacher is crucial. A Head teacher is a person who is a teacher and parents of the teachers. He has various roles

than the teaching only. A Head teacher is a manager of the programme and he is a controller of the programme too. For this purpose a Head teacher should give the opportunity to the teachers to be developed.

1.1.3 Issues in ELT Teacher Education in Nepal

ELT teacher education has its own history in Nepal. Although this situation is gradually improving with the change of time, there are many challenges and many issues in ELT teacher education in the context of Nepal. As given by Awasthi (2009, p. 44), there are various issues regarding ELT teacher education in Nepal, which are as follows:

-) The main issue of English language teaching in Nepal is the lack of adequate English language proficiency of English teachers teaching from primary level to university level.
-) The class size of the teacher training classroom is still large and this makes the training very theoretical.
-) Both newly set up primary teacher training centers and university campuses lack appropriate physical facilities. No teacher training institution is equipped with even a language lab.
-) The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.
-) The findings of the researches carried out so far, mostly by Master's degree students, have not yet considered for implementation.
-) There is a lack of co-ordination between/among the in-service and/or pre-service teacher training programmes run by different agencies and institutions.

-) The government policy regarding the training of teachers has always been inconsistent because sometimes it is made obligatory and sometimes it is optional.
-) There is no policy regarding the training of teachers teaching at higher education level. As a result the teacher teaching at the higher level/classes are virtually untrained.
-) Availability of materials and access to electronic resources has been a luxury until now for a large majority of teachers.
-) There is a lack of database of English teachers of all levels of education.
-) Refresher training for the teacher educators and trainers is more or less infrequent.

1.1.4 Novice and Experienced Teacher

In teaching and learning activities, there are two types of teachers. They are novice and experienced. According to Tsui (2003), novice teachers are those who are ill prepared, no more ideas in teaching, less confidence etc. whereas experienced teacher have more than all of the above mentioned element are found. In such case experienced can help the novice teacher in their teaching. Tsui, (2003.p.245) has shown the difference between novice and expert teachers. It means expert/experienced teachers have the following differences:

-) A richer and more elaborate knowledge base.
-) Ability to integrate and use different kinds of knowledge.
-) Ability to make sound intuitive judgments based on experience.
-) A desire to investigate and solve a wide range of teaching problems.
-) Awareness of instructional objectives to support teaching.

) Better understanding and use of language learning strategies.

) Greater awareness about the learning content.

) Greater fluidity and automaticity in teaching.

(As cited in Richard and Ferrell 2005, p. 78)

Novice teachers are different because of the above mentioned elements. In this regard, Berliner, (1987 p. 72) states" novice teachers typically are less familiar with subject matter, teaching strategies and teaching context and lack and adequate repertoire of mental scripts and behavioral routines" (as cited in Richards and Farrell, 2005 p. 8).

The entire Headteacher should know the various problems faced by new teacher in their survival phase. The supports of Headteacher to the new teachers help getting the maximum job satisfaction of teaching. No single variable has consistently been identified as regard to effective teaching. Effective teaching focus on things teacher can promote learning teachers' needs and wants. A well opportunity to be professionally grown up getting most supports from seniors and school environment can provide effective learning context.

1.1.5 The Ways of Novice Teachers' Professional Development

As already mentioned, the professional development is a broad term which includes different types of trainings, seminars, workshops for teacher development. So for the perspective of teacher development we can find wide varieties of ways, ideas, procedure, methods, and options that are applied by the teacher to fulfill their needs.

Regarding the professional development of Novice teacher also we can find different ways of programme for their professional development. Like induction program, mentoring programmes, seminar, workshops, and classroom observation and supervision.

For in-service teachers' development, there are many ways. Richards and Farrel, (2005, p. 14) given some activities for the professional development.

Table No. 1

Activities for In-service Teachers' Professional Development

Individual	One-to- one	Group Based	Institutions
Self monitoring Journal critical incidents Teaching	Peer coaching, Peer observations critical friendships Action research	Case studies action research journal writing Teacher support group	workshops action research teacher support group
Action Research	Critical incidents	-	-
	Team Teaching	-	-

The teachers can develop their proficiency through different ways. If the teacher get proper opportunity they can develop themselves, in that case the institution should provide appropriate opportunities for them. Bullouch and Crow,(1991) suggest "learning to be a teacher requires the development of professional self-concept this is achieved through a reassessment of oneself and the context in which one works particularly the individual with which one interacts" (as cited in Sultana, 2004,p.38)

Similarly, Richards and Farrell, (2005, p.23-172) has mentioned different eleven strategies for the ways of developing in-service teacher professionalism in language teaching. They are as follows:

-) Workshops
-) Self-Monitoring
-) Teacher support group
-) Keeping a teaching journal

) Peer observation

) Teaching portfolio

1.1.6 Teacher Development of Newly Appointed Teacher

Teacher induction and mentoring programs are designed to meet the needs of newly appointed teachers so that they will be successful in their early years in the classroom. The needs of newly appointed teachers vary according to the individual teachers. But there are certain basic needs that should be addressed in order for newly appointed teachers to be successful. The first need to them will be the socializing in the new context. Arends (2001, p. 12) states that 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. To ensure that the needs of the newly appointed teacher are adequately met, it is important to be aware of the process that the teachers must go through to develop and grow. Teaching is a learning profession. A teacher learns from the seniors, his or her experiences. Newly appointed teachers are also in developmental stages. It is essential to understand the developmental stages that newly appointed teachers go through in order to effectively meet their overall needs. If the teachers' needs are met, then there is a greater likelihood that the teacher will be able to meet the needs of the students.

Hunt's research on teacher development and conceptual levels describes the teacher's ability to solve problems during teacher interactions. Hunt and Joyce (1967, p. 411) argues, "as a teacher, there are numerous decisions to be made on a daily basis." As teachers grow conceptually, they should develop the ability to function at one conceptual level and potentially advance to another conceptual level. Hunt describes these stages as Concrete Conceptual Level (Stage A), Concrete / Abstract Level (Stage B), and Abstract Conceptual Level (Stage C). When teachers are functioning in Stage A, they are very fixed in their actions, interactions, and thinking. When teachers progress to Stage B, they are more open to new ideas and have developed more of an ability to

adapt to changes and new strategies. When teachers are operating in Stage C, they have the ability to assess the needs of their students and adapt the curriculum to meet those needs. The teacher is more of a risk taker and uses more collaborative strategies as they function on a daily basis. Teachers do not automatically advance from one level to the next. However, the higher the conceptual level, the more flexible and stress tolerant the teacher becomes.

Kohlberg (1975) developed a Theory of Moral Development. Moral Development has also been identified as a domain of teacher cognitive development. Kohlberg's Theory of Moral Development is used to describe the level and rationale behind a justification when decisions are made. The theory relates to basic principles of right and wrong. Moral reasoning is used to describe how a person justifies the decision they make. Thus moral development is required to the teacher who wants to professionally grown up. There are three levels of moral development theory. The levels of Moral Development are pre-conventional, conventional and post conventional. There are two stages at each level. Conceptual development and moral development are two areas that can help understand how teachers cognitive development occurs.

Jean Piaget worked in the field of cognitive development. He believed that learning takes place because of action and interaction with the environment. This interaction creates a curiosity about new ideas that may be developed through complex cognition by assimilation with past views. For Piaget, cognitive growth takes place as we balance what we already know with what we would like to know. This type of growth can occur when there is interaction with the environment and experiences.

The five conditions for growth that are essential in a teacher's cognitive development are role-taking, reflection, balance, support and challenge, and continuity. These are elements of the teaching-learning framework espoused by Reiman and Sprinthall (1998). To effectively evaluate the growth of a newly

appointed teacher, these conditions should be evaluated. John Dewey contributed greatly to the area of human growth and development (Reiman and Sprinthall, 1998). According to Dewey, educators have a responsibility to recognize experiences that can lead to growth. Dewey was one of the first researchers to discuss how students and adults move or progress through stages. Quality of experience is critical and educative experiences should be promoted in order for the potential for growth to occur. According to Reiman and Sprinthall (1998), Dewey states that the following conditions should be in place to encourage educative experiences:

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 – 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.

Vygostky is another theorist who believed that in order for learning to take place, development must occur. Mitchell and Myles (2004, pp.221) argue Vygostky's Zone of Proximal Development that refers to the conceptual area that is immediately above where a student or adult is currently functioning. The zone is a possibly area of equilibrium that is slightly more advanced than where the newly appointed teachers have. The teachers are encouraged to increase in the zone. Teacher can develop their zone of proximal development to be grown up. Challenge arousing is required for this purpose. Such advance level of learning developed the cognitive development of the teachers.

Knowledge of the developmental aspect of cognitive development is critical for those who provide support to newly appointed teachers. In conclusion, in order to offer the kind of support that a newly appointed teacher needs to be successful. The support agent must be the Headteacher because Headteacher might be more experienced than them. They can offer cognitive and experiential knowledge to then to get support for professional development.

Addressing Johnson and Reiman, (2006,as cited in Richards 1991, p. 12) says such agents should have three characteristics. First, the person offering support must have a unique grasp of educational foundations and be able to offer perspectives on problem solving. This concept is an example of the conceptual domain. Second, the supporter must have the ability to offer advice that demonstrates independent decision-making based on social justice and diversity. This concept encompasses the moral / ethical domain. The third characteristic is that the person offering support has to have a realistic idea of who they are as a professional and be able to provide guidance to support the needs of another person. Such person can be either school supervisor, Headteacher or mentor or teacher of teacher. The nearer agent is Headteacher. He is a colleague or supporter or friend to the newly appointed teachers.

1.1.7 Needs of Newly Appointed Teachers

Newly appointed teachers tend to have needs socializing in the new environment. 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 and as a result they 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.

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, p.133) The stages included in the model are:

-) Survival: when expert teacher become novices temporarily as they attempt to incorporate something new into their repertoire
-) Exploration and bridging
-) Adaption: from technical application to reflective implementation
-) Conceptual change
-) Invention and experimentation
-) Reassessment
-) Serenity: "Being able to accept myself I am not as others would have me do"

-) 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, as responsible to teacher development those are responsible. Khaniya (2006) 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 (pp.7-10).

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

-) A culture of support: the role of school and education leaders
-) The role of context; multiple setting/ multiple professional communities
-) Time
-) Financial resources
-) Stages of professional development;
-) The use of technology for teaching purposes
-) The role of unions in teacher's professional development
-) 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.

Following Villegas-Reimers (2003, pp. 119-40) newly appointed teachers experience phases includes the following three stages.

The first stage begins at the *self-concerns stage* with the awareness (lack of) phase. At this stage the teacher is in survival phase. The newly appointed teacher is apathetic about what they do not know and has very little ambition toward gaining the unknown knowledge. It is hopeful that the teacher does not remain in this stage for very long and moves to the next phase. The teacher wants to get information about curriculum, methodological skills and pedagogical values. In this period the teacher is willing to learn more. The self-concern has one remaining phase that is of a more personal nature. In this phase, the newly appointed teachers are anxious to know how their students and colleagues will receive them. Newly appointed teachers must receive a great deal of support; otherwise, they will spend too much time on personal concerns.

A teacher moves from the self-concerns to the next level '*task concerns*'. At this stage the newly appointed teachers have difficulty with time management, planning, and the required paperwork. The main component at this level is with management and feelings of frustration where the newly appointed teacher expresses angst about lack of time to complete paperwork or grading. The teacher suffers from difficulties in managing time. To address his problem newly appointed teachers need support and adequate time to move beyond self-concerns and into the management stage.

The next stage is *impact stage*. The teachers count his action and impacts. The newly appointed teachers experience heightens his confidence. At this level, the newly appointed has moved beyond thinking about self and more towards

the achievement and needs of the students and collaboration with colleagues. Such experiences can be developed with the help of the colleagues and supporters of the teachers.

One of the main concerns of newly appointed teachers is classroom management. Classroom management can encompass several different aspects that allow the concept to come together as a whole. Effective classroom management strategies begin before the students enter the classroom. Following Eggen and Kauchak (1994, p. 411) argues the basic components of classroom management consist of setting expectations for the students and providing guidelines for the expectations they should meet. These expectations can be academic or behavioral. Developing and enforcing classroom rules is essential to good classroom management because the rules provide structure in the classroom. Room arrangement is also a key component to classroom management. Classroom disruption should be well managed to be successful teacher. The teacher should be able to observe all students at all times and the classroom materials should be readily available. Appropriate use of praise and consequences, withitness, smoothness, "I" messages are also vital. Students should be aware that they would be reprimanded for misbehavior and praised when they meet the expectations of the teacher.

Following Good and Brophy (1997), the skills are not easy for newly appointed teachers to develop. These teachers usually need a great deal of support and guidance to develop classroom management that works for them.

Naidu (2009) studies classroom behavior. He is talks about student's behaviours and assists them in behavioral management in the classroom. Newly appointed teachers need assistance in setting the stage for their lesson plans.. This need is key to newly appointed teachers because the inability to develop lesson plans can lead to an inability to effectively teach the intended lesson. Newly appointed teachers also tend to be unaware of the "unwritten" 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, what is appropriate for “spirit “days, how to get the keys for the classroom and where to get textbooks.

The newly appointed teachers may also have concerns regarding the appraisal system and how observations are conducted. They are not usually familiar with their personal rights and responsibilities as a teacher and often need support in becoming knowledgeable with legal issues. For such problems they need to help from mentor teacher or the headmaster's support. So that as Mashuhara (in Tomlison 1998, p. 246) says "teacher is an endanger species" , teacher cannot exist in the school environment.

Organizational and instructional skills are essential for a successful newly appointed teacher. Newly appointed teachers should be knowledgeable of their content area and be able to communicate the content accurately and clearly. Instructional strategies should be exemplified that will allow the newly appointed teacher to be aware of the skills that the students have additional methods that may need to be put into place to help them meet their individual needs. It is this area where newly appointed teachers need assistance in motivating students and promoting critical thinkers. They also require the support of designing or implementing changes in the curriculum to meet student needs and promote problem solving.

Newly appointed teachers often become overwhelmed with all of the responsibilities that they are expected to meet and have trouble with time management. These problems increase to them many sleepless nights. They need support in balancing the papers curricular and extra-curricular duties assigned to them. These responsibilities can be quite cumbersome, and newly appointed teachers often need someone to step in and help them prioritize and manage their time to ensure that everything that needs to be done is handled appropriately. Newly appointed teachers need to learn to manage the amount of

time that they have with the students to maximize student time and effort. These helps can be given by the Head teacher in the schools.

One of the most difficult tasks for newly appointed teachers is working with parents. This area is where newly appointed teachers are least familiar because they might not have interaction with parents before. Eggen and Kauchak (1994) say they need support in communicating effectively with parents and holding parent conferences. Communication with parents is required for the successful teaching. Newly appointed teachers are often advised to use parent communication as a means to assist them with student discipline.

Arends (2001, p. 135) Discipline management is another area of concern for newly appointed teachers. Newly appointed teachers need to be exposed to a variety of age appropriate discipline 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 newly appointed teacher because it could make the difference in whether or not the teacher returns to school for another day.

These common needs must be addressed in order for the newly appointed teacher to be successful in the classroom. Some newly appointed teachers need more help in some areas than others need. The key concept is that newly appointed teachers have a variety of needs that must be addressed and they may require additional support beyond the usual circle of mentors to help meet those needs.

A teacher is a social being. While newly appointed teachers attempt to become proficient developmentally and professionally, there are also certain social and emotional needs that must also be addressed for them to remain stable in their profession. Newly appointed teachers need support from a variety of school personnel. Support can also be someone providing constructive feedback in an

effort to help change a pattern of behaviour by the newly appointed or the students.

Reflection is not with them with newly appointed teachers because they are inexperienced. Reflection is necessary to allow the newly appointed to move closer to an expert in the classroom.

Newly appointed teachers require the assistance of Head teacher who have the ability to evaluate their developmental needs and who have the experience as a classroom teacher to identify with the professional and emotional struggles that they may encounter on a daily basis.

1.2 Review of Related Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of language teaching, a very few of them have been conducted in the field of teachers professional development. Similarly, a number of research works have been carried out on the role of teachers and students and there are very few studies on Head teacher's role in professional development of newly appointed English teachers. So, some research works related to this study are reviewed as follows:

Sharma (2010) carried out the research entitled “A Study on Role of Monitor in Learning English”. Her main objective was to find out role of the monitor in the classroom for learning English language. She collected data from 52 monitors of the classroom. It was a survey research. She used questionnaire and interview as the tools for data collection. She found that organizational feature of the classroom helped to developed student language proficiency. She further found that the better the monitor in the classroom in English the better the students learned English.

Gautam (2011) studied the “Perception of Teachers on NELTA activities for professional development of teachers”. The primary sources of data that he

used were the responses provided by NELTA members of Morang NELTA branch. He used questionnaire as a main tool and found out that hundred percent teachers viewed that one can develop his profession by joining his related professional organization and also found out that NELTA has been able to develop professional awareness among the English teachers. Headteachers are not merely school manager. They are also teachers. The tasks assigned to the Headteacher are different from teachers who are assigned the task to teach. Thus, the role of the teacher is different from the Headteacher.

According to Education Rules, 2059 (2002 A.D.) policed in Nepal Gazette 2059-2-16 B.S. (May 30, 2002 A.D.) with their amendments: Functions duties and power of headmaster shall be as follows:

-) To maintain academic environment, academic quality and discipline,
-) To create an environment of mutual co-operation having coordinated with teachers, other employees, among teachers and other working staff, students and guardians,
-) To carryout necessary functions for maintaining discipline, good moral character, politeness etc. in the school,
-) To prepare programs for running class in the school in consultation with teachers, and supervise whether or not the classes have been run as per the program,
-) To make or cause to make provision for sanitary and other extra-curricular activities in the school,
-) To operate administrative functions of the school,
-) To admit students in school and cause to conduct examination,
-) To give transference and other certificates to the students,

-) To keep records of significant works and activities of the school,
-) To recover losses incurred to school property from salary if any teacher causes such loss knowingly or negligently,
-) To take departmental actions including dismissal from the service on the recommendation of the Management Committee, against any teacher or employee appointed on the school on its own resources who do not perform their official duties,
-) To maintain records of the punishment given to teachers and other employees and to show such records to District Education Officer and Supervisor when they want to see,
-) To submit reports relating conduct, behaviour and work performance of teachers and other employees to District Education Office and Management Committee,
-) To make recommendation to Management Committee and District Education Office for reward and punishment to teachers,
-) To hold teachers meeting at least once a month, have discussion on the school related subjects and to maintain record of such meeting and discussions,
-) To submit salary reports of the teachers and other employees appointed on own resources of the school to the Management Committee for endorsement,
-) To restrain any mischievous activity in the premises of school and hostel,
-) To prepare annual programs of the school and to implement it having got it approved by the Management Committee,

-) To prepare monthly, half yearly and annual programs relating to teaching and learning activities in the school and to implement such programs,
-) To send teachers to District Education Office for training having got it approved by Management Committee,
-) To expel any student violating discipline from the school,
-) To implement the curriculum and textbooks prescribed by His Majesty's Government in the school,
-) To spend budget according to direction and powers entrusted to him/her and to maintain or cause to maintain accounts of income and expenditure,
-) To conduct or cause to conduct periodical examinations to be held in school in regular, fair and well-regulated manner,
-) If more than fifteen percent of students fail in any subject taught by any teacher for a consecutive period of three years or if any teacher commits any act with negligence or against discipline, to suspend the grade of such teacher for a period of two years,
-) To take or cause to take classes in the school daily as prescribed by the Ministry,
-) To send salary report of the teachers working in the school under the posts approved by His Majesty's Government to District Education Office for approval,
-) To prescribe functions and duties of the teachers and other employees working under him/her,

-) To abide or cause to abide by the directives given by Management Committee and the District Education Office,
-) To send details and statistics relating to academic progress of the school having it certified by the Inspector in the format and within the time prescribed by the Ministry;
-) To fill in the work performance evaluation forms of teachers appointed on the school's own resources and to submit them to the Management Committee.

Thus, many researchers have been conducted in the area of role of teachers and students and professional development of teacher. However, no research work has been conducted to explore the role of Head teacher's role to support newly appointed teacher. Therefore, this proposed study is different from all the studies carried out. This is a new step on research in the Department of English Education.

1.3 Objectives of the Study

The objectives of the study were as follows:

-) To explore Headteacher's roles in professional development of newly appointed English teachers.
-) To suggest some pedagogical implications.

1.4 Significance of the Study

This study will significantly analyse the role of the Head teacher to support newly appointed teachers. This will indicate the managerial role of the Head teacher to heighten the institutional development and their personnel professional development. It will help the Head teacher to get expertise in teaching and managing profession. This study is supposed to plays a crucial role to all who are directly or indirectly involved in teaching learning

activities. Being different from other researches, mainly the administrators are the beneficiary of this study. Moreover, the teachers, teacher of teacher, institutional manager, administrators and language trainers, etc will also be significantly beneficial from this study. So, the findings of the study will have significant contribution to those who are interested in evaluating the role of teacher as a manager as well. This provides the theoretical information, previous research on role of teacher and professional development and regulations made by the government.

CHAPTER TWO

METHODOLOGY

This study adopted the following methodology to fulfill the objectives of this study:

2.1 Sources of Data

I used both primary and secondary sources for the collection of the required data. The primary sources were used to collect the data from the field and secondary sources of data were used in forming the theoretical part of the study.

2.1.1 Primary Sources of Data

Headteachers of 40 schools of Khotang district were the primary sources of data for this study.

2.1.2 Secondary Sources of Data

I consulted different books related to the English teacher development and the role of Head teacher in professional development of novice teachers. Different articles, journals, internet websites related to the problem of this study as well as some previous researches. Some of the secondary sources were Head and Taylor (1997, Tsui 2003, Richards and Rodgers 2009, Wallace 2010

2.2 Population of the Study

The population of this study was the Headteacher who were teaching in various school of Khotang district.

2.3 Sampling Procedure

The sampling procedure in this research was non-random purposive sampling. Forty schools were selected from different parts of Khotang district

purposively. The Head teachers were selected from both public and private secondary schools of Khotang district. The selected Head teachers altogether were forty. Forty questionnaires were distributed to fill up them to the forty Headteachers. Only, 32 of them were returned. Hence, the selected Headteachers were 32 in number who were selected non-randomly.

2.4 Tools for Data Collection

The questionnaire was used to elicit the required information for the study as the tools for data collection. Therefore, questionnaire was prepared including the managerial roles of Headteachers and their roles in professional development of newly appointed English teachers.

2.5 Process of Data Collection

The following stepwise methodological procedures were adopted to collect the required data.

-) At first, the questionnaire was designed to collect the data related to the research.
-) Then pilot testing of the questionnaire was done orally among 4 Head teachers.
-) After piloting of the questionnaire, selected schools were visited.
-) Permission was taken from the Head teachers and request was made to them to help by giving their responses to the questionnaire.
-) Then, questionnaires were distributed to the selected Head teachers.
-) The filled questionnaires were collected from the teachers.

2.6 Limitations of the Study

This research was carried out in Khotang district, it had the following limitations.

-) The study was limited to 32 selected schools in Khotang.
-) The study was to the selected 40 Head teachers who are teaching in
-) The study was limited to supports of Head teachers to newly appointed teacher's development.
-) This study was limited to the role of Headteacher to support newly appointed teachers.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the school Headteachers (HTs) working in the selected school. The primary goal of this research study was to examine the role of HTs in professional development of newly appointed English teachers. The results from this study were reported in two ways. The data from the survey questions have been presented using statistical devices. The results from the open ended questions of the survey have been presented in narrative form to provide a detailed description of the information gathered from the questionnaire.

Of the 40 questionnaires distributed to school HTs, 32 of the questionnaires were returned with an unreturned rate of 20%. The questionnaires were distributed to private and government aided schools HTs who were teaching in lower secondary and secondary level. The survey used a Likert scale to examine the role of HT in professional development of novice English teachers. These responses were analysed using statistical devices. The collected data were analyzed and interpreted by using descriptive approach. To analyse the open –ended data display devices like tables and figures were used. The responses of closed ended questions were pressed and analysed descriptively. Hence, the collected information was presented and interpreted using both qualitative and quantitative approach to data analysis.

The following are the headings and sub headings of this chapter.

) Classroom management

- Assistance in developing classroom rules and procedures
- Assistance in following classroom rules and procedures
- Assistance in managing classroom disruption

- Assistance in time management

) Non-instructional duties and local policies

- Assistance at conducting co-curricular activities
- Assistance in legal rights and socio-cultural background
- Assistance in recording and filing
- Assisting with instructional duties
- Assistance with dealing with students and parents

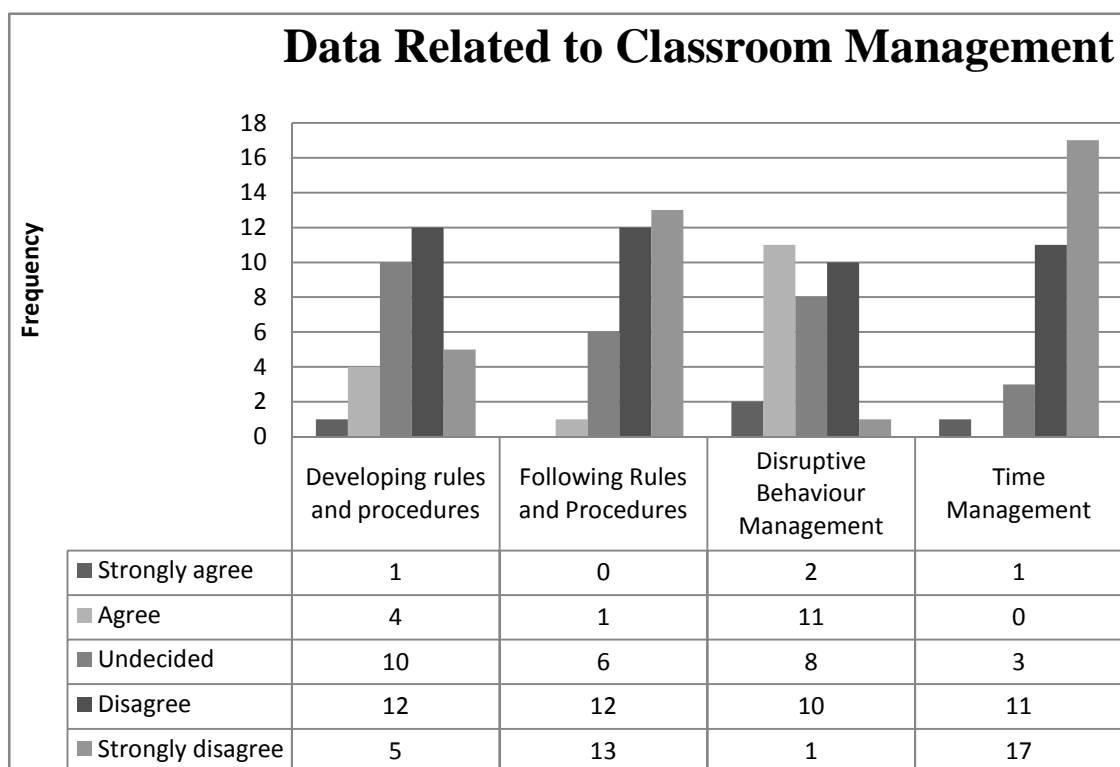
) Data related to open ended question

- Programme after teacher appointment
- Challenges of newly appointed teachers
- Knowledge and expertise to support newly appointed teacher
- Skills to support newly appointed teacher
- Support given to new teacher by HT

3.1 Classroom Management

The HTs were given a set of closed ended and open ended questions in the questionnaire to fill up them. For closed ended questions, four statements were related to the classroom management to measure whether they assisted to the newly appointed teachers in classroom management or not. The answers were various within a scale of strongly disagree, disagree, undecided, agree, and strongly agree. The respondents were 32 in number. The data related to classroom management are presented in the following figure.

Figure No. 1



The data related to the supports given by the HTs to the newly appointed teachers are presented and analysed in the subsequent headings and sub – headings.

3.1.1 Assistance in Developing Classroom Rules and Procedures

The HTs were given a statement to measure their assistance to the newly appointed teacher for developing classroom rules and procedures. The data obtained from the HTs are presented in table No.2.

Table No. 2

Assistance in Developing Classroom Rules and Procedures

Variable	Categories	Frequency	Percentage	Mean
Assistance in developing classroom rules and procedures.	SD (1)	5	15.62	2.65
	D (2)	12	37.5	
	U (3)	10	31.25	
	A (4)	4	12.5	
	SA (5)	1	3.12	
Total		32	100	

SD= Strongly Disagree, D=Disagree, U= Undecided, A=Agree, SA= Strongly Agree

The mean score for this question is 2.65 which is between disagree and undecided. It denotes that the HTs were providing less support to the newly appointed teachers for developing classroom rules and procedures. The analysis of the data reveals that 37.5% HTs indicated that they supported newly appointed teachers by assisting them in the classroom in developing classroom rules and procedures. Similarly, 31.25% and 15.62% of the total HTs undecided and strongly disagreed respectively to this issue. Only 12.5% and 3.12% of the total HTs believed that they supported newly appointed teachers in developing classroom rules and procedures by responding agree and strongly agree respectively.

3.1.2 Assistance in Following Classroom Rules and Procedures

The HTs were given a statement to measure their assistance to the newly appointed teacher for applying classroom rules and procedures. The data obtained from the HTs are presented in table No 3.

Table No. 3

Assistance in Applying Classroom Rules and Procedures

Variable	Categories	Frequency	Percentage	Mean
Assist in applying classroom rules and procedures.	SD (1)	13	40.62	1.84
	D (2)	12	37.5	
	U (3)	6	18.75	
	A (4)	1	3.12	
	SA (5)	0	-	
Total		32	100	

SD= Strongly Disagree, D=Disagree, U= Undecided, A=Agree, SA= Strongly Agree

The data presented in the table No. 3 show that 40.62% of the total HTs accepted that they did not assist their newly appointed teachers in following classroom rules and procedures. Similarly, 37.5% of the total HTs disagreed that to this issue. It means 88.12% of the total HTs did not provide support to the newly appointed teacher to follow classroom rules and procedures.

Likewise 18.75% of the total HTs responded that they were undecided. The rest of the participants 3.12% of the total agreed to this statement. No responses were found on strongly agree. The mean score was 1.84 which was between disagree and strongly disagree. The data reveals that HTs believed that they did not support in following classroom rules and procedures.

From the table 2 and table 3, it is clear to me that the HTs believed that they neither assisted in developing classroom rules and procedures nor assist in following them.

3.1.3 Assistance in Managing Classroom Disruption

The HTs were given a statement to measure their assistance to the newly appointed teacher for managing disruptive behaviours in the classroom. The data obtained from the HTs are presented in the table No 4.

Table No. 4

Assist in Managing Disruptive Student Behaviours

Variable	Categories	Frequency	Percentage	Mean
Assist managing disruptive behaviours of students in the classroom.	SD (1)	1	3.12	3.09
	D (2)	10	32.0	
	U (3)	8	25	
	A (4)	11	34.37	
	SA (5)	2	6.24	
Total		32	100	

SD= Strongly Disagree, D=Disagree, U= Undecided, A=Agree, SA= Strongly Agree

Table 4 shows that 34.37% of the total HTs agreed that they assisted their newly appointed teachers at managing classroom disruption. Similarly, 6.25% of the total HTs strongly agreed to this issue. It means 40.61% of the total HTs provided support to the newly appointed teachers at managing disruptive classroom behaviours. Likewise, 25% of the total HTs responded that they were undecided. On the other hand, 32% of the total HTs responses were they disagreed and the rest of the participants i.e. 6.24% of the total strongly disagreed to this statement. It meant the data showed that 35.12% of the total participants disagreed that they believed that they assisted teacher at managing disruptive classroom behaviour. The mean score was 3.09 which was undecided. The data revealed that more than 50% of the total HTs believed that they supported newly appointed teachers at managing disruptive behaviours in the classroom.

3.1.4 Assistance in Time Management

The HTs were given a statement to measure their assistance to the newly appointed teacher at managing time. The data obtained from the HTs are presented in table No. 5.

Table No. 5

Time Management

Variable	Categories	Frequency	Percentage	Mean
Assisting at time management	SD (1)	17	53.12	1.65
	D (2)	11	34.37	
	U (3)	3	9.36	
	A (4)	0	-	
	SA (5)	1	3.12	
Total		32	100	

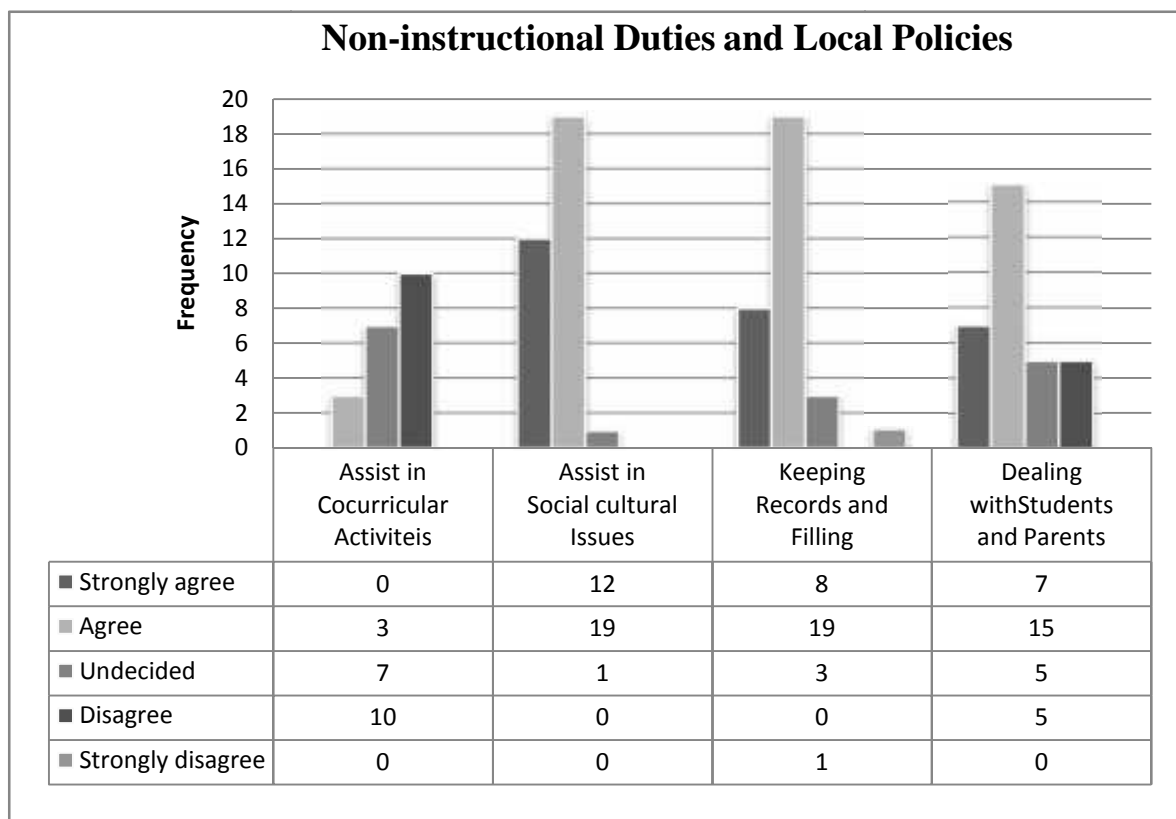
SD= Strongly Disagree, D=Disagree, U= Undecided, A=Agree, SA= Strongly Agree

The mean score for this question was 1.65 which is between disagree and strongly disagree. The analysis of the data revealed that 53.12% and 34.37% HTs indicated that they did not support newly appointed teachers in time management. Similarly, 15.62% of the total HTs responded in undecided to this question. Only 3.12% of the total HTs believed that they supported newly appointed teachers in time management. From the computing mean score and percentage it made clear that most of the HTs believed that they did not assist newly appointed teachers at time management.

3.2 Non-instructional Duties and Local Policies

The HTs were given a set of closed ended questions to fill up them. Four statements were related to the non-instructional duties and local policies to measure whether they assisted to their newly appointed teachers to this issue. The total respondents were 32 in number. The data related to non-instructional duties and local policies are presented in figure No. 2.

Figure No. 2



The data related to the supports given by the HTs to the newly appointed teachers are presented and analysed in the following sub-headings.

3.2.1 Assistance at Conducting Co-curricular Activities

The HTs were given a statement to measure their assistance to the newly appointed teacher at managing disruptive behaviours. The answers were various within a scale of strongly disagree, disagree, undecided, agree, and strongly agree. The data obtained from the HTs are presented in table No. 5.

Table No. 6

Assistance in Conducting Co-curricular Activities

Variable	Categories	Frequency	Percentage	Mean
Assist in conducting co curricular activities	SD (1)	12	37.5	2.03
	D (2)	10	32	
	U (3)	7	21.87	
	A (4)	3	9.36	
	SA (5)	0	-	
Total		32	100	

SD= Strongly Disagree, D=Disagree, U= Undecided, A=Agree, SA= Strongly Agree

The data presented in the table 6 show that 37.5% and 32% of the total HTs strongly disagreed and disagreed; they responded that they assisted their newly appointed teachers in conducting co-curricular activities. Similarly, 32% of the total HTs agreed that to this issue. It means 79.5% of the total HTs provided supports to the newly appointed teachers in conducting co-curricular activities. Likewise 9.36% and 3.12% of the total HTs responded that they disagreed and strongly disagreed. The mean score of the data is 2.03 which is near to disagree. The computing percentage of the data shows that most of the HTs believed that they rarely assisted their newly appointed teachers in conducting co-curricular activities.

3.2.2 Assistance in Legal Rights and Socio-cultural Background

The HTs were given a statement to measure their assistance to the newly appointed teacher in legal rights, socio-cultural tradition and his duties. The data obtained from the HTs are presented in the table No. 7.

Table No. 7

Sociocultural Background and Legal Rights

Variable	Categories	Frequency	Percentage	Mean
Assisting in legal rights and socio cultural backgrounds	SD (1)	0	-	4.6
	D (2)	0	-	
	U (3)	1	3.12	
	A (4)	19	59.37	
	SA (5)	12	37.5	
Total		32	100	

SD= Strongly Disagree, D=Disagree, U= Undecided, A=Agree, SA= Strongly Agree

The mean score for this question is 4.6 which is between agree and strongly agree. The analysis of the data reveals that 37.5% and 59.37% HTs indicated that they supported newly appointed teachers in sociocultural background and legal rights at conducting their duties. It also means that the HTs helped new teachers in the socialization process of school culture. Only 3.12% of the total HTs believed that they were undecided to this issue. From the computing mean score and percentage it is clear that most of the HTs believed that they assisted newly appointed teachers in socializing and some of the new environment and new teacher's duties and responsibility to these cultural and social background.

3.2.3 Assistance at Recording and Filing

The HTs were given a statement to measure their assistance to the newly appointed teacher at keeping records and filing. The data obtained from the HTs are presented in the table No 8..

Table No. 8

Assistance at Recording and Filing

Variable	Categories	Frequency	Percentage	Mean
Assisting in keeping records and filing	SD (1)	1	3.12	4.03
	D (2)	1	-	
	U (3)	3	9.36	
	A (4)	19	59.37	
	SA (5)	8	25	
Total		32	100	

SD= Strongly Disagree, D=Disagree, U= Undecided, A=Agree, SA= Strongly Agree

Table No. 8 shows that 59.37% of the total HTs viewed that they assisted their newly appointed teachers in recording and filing. Similarly, 25% of the total HTs strongly agreed that to this issue. It means 79.37% of the total HTs believed that they provided support to the newly appointed teachers in keeping student's behavioural records, marks records and filing them in the proper places to save them. Likewise 9.36% of the total HTs responded that they were undecided. On the other hand, 3.12% of the total HTs responses were that they strongly disagreed on they help their newly appointed teachers in keeping students records and filing necessary documents and testimonials. The mean score is 4.03, which is agree.

The data reveal that most of the total HTs believed that they supported newly appointed teachers in keeping records and filing.

3.2.3 Assistance with Dealing with Students and Parents

Dealing with students and parents was a burden for newly appointed teachers. To accomplish the objectives of this study, the HTs were given a statement whether they assist their new teachers in dealing with students and parents. The data obtained from the HTs are presented in table No. 9.

Table No. 9

Dealing with Students and Parents

Variable	Categories	Frequency	Percentage	Mean
Assistance in dealing with students and parents	SD (1)	2	6.24	3.81
	D (2)	5	15.62	
	U (3)	5	15.62	
	A (4)	15	46.87	
	SA (5)	7	21.87	
Total		32	100	

SD= Strongly Disagree, D=Disagree, U= Undecided, A=Agree, SA= Strongly Agree

The data presented in table No. 9 show that 46.87% and 21.87% of the total HTs agreed and strongly agreed; they assisted their newly appointed teachers in dealing with parents and with students. Hence, 68.57 % of the total teachers agreed that they supported teachers in dealing with parents and students. Similarly, 15.62% of the total HTs undecided to that issue and the same number i.e. 15.6% of the teachers believed that they did not support the new teachers in dealing with students and parents. It means 21.86% of the total HTs believed that they did not provide support to the newly appointed teachers in dealing with students and parents. The mean score is 3.81 which is very near to agree. The data reveal that most of the HTs believed that they supported to newly appointed teachers in managing and dealing with students and parents.

From the overall data related to non-instructional duties and local policies or sociocultural background. the HTs believed that they provided supports and assistance to the teachers who were appointed for teaching as a teacher of English at their school.

3.3 Assistance with Enhance Professional Development and Lessen the Stress

The HTs were given a close-ended question to fill up them. This question was related to the professional development reducing stress of the teacher who was appointed as the teacher of English. The answers were various within a scale of strongly disagree, disagree, undecided, agree, and strongly agree. The total numbers of the respondents were 32. The data are presented in the figure No. 3.

Figure No. 3

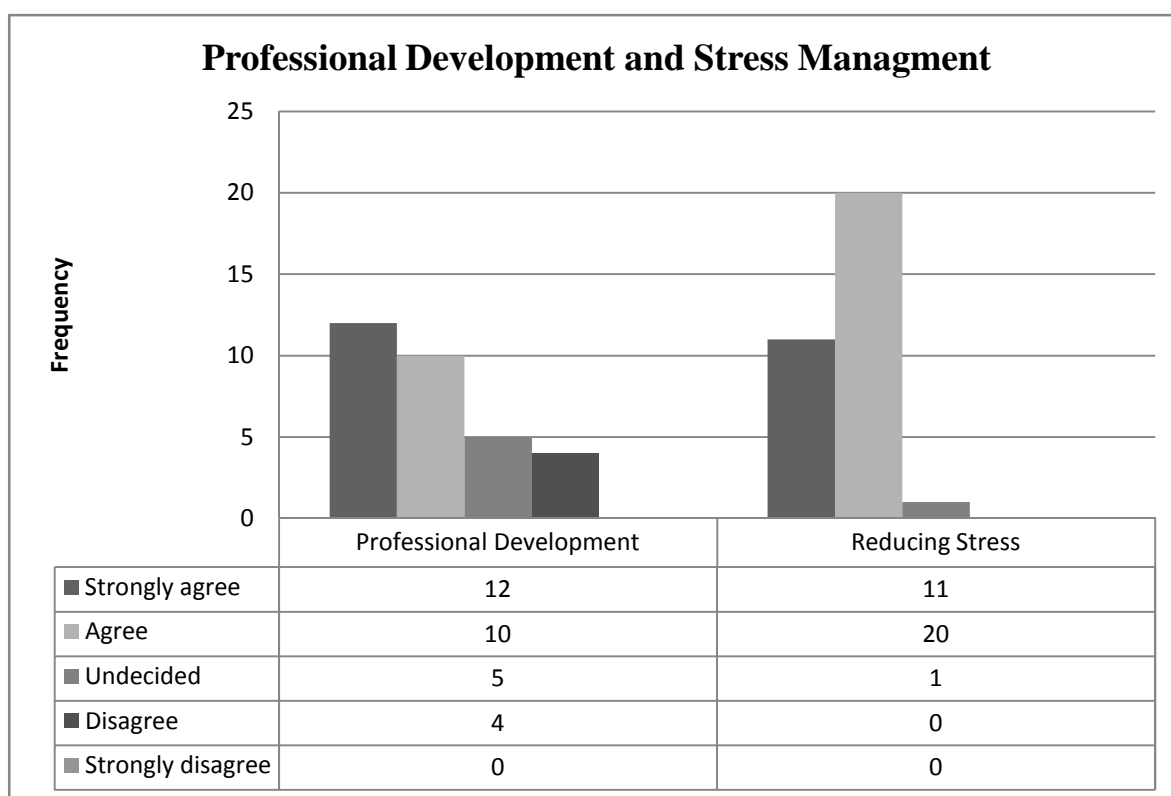


Figure No. 3 shows that the attitude of HTs was measured in terms of teachers professional development and reducing stress of the newly appointed teachers. Most of the HTs believed that they supported their new teachers for professional development and they tried to lessen the stress of the teachers when they were new in the school. In both issues, i.e. professional development and reducing teachers stress most of the teachers believed that they agreed they

helped teachers professional development task and they tried to reduce teachers stress which appears in the first year of life of teaching.

3.4 Assisting with Instructional Duties

The HTs were given a closed ended question to fill up them. This question was related instructional duties of the teacher who was appointed as the teacher of English. The answers were various within a scale of strongly disagree, disagree, undecided, agree, and strongly agree. The respondents were 32 in number. The data are presented in figure No. 4.

Figure No. 4

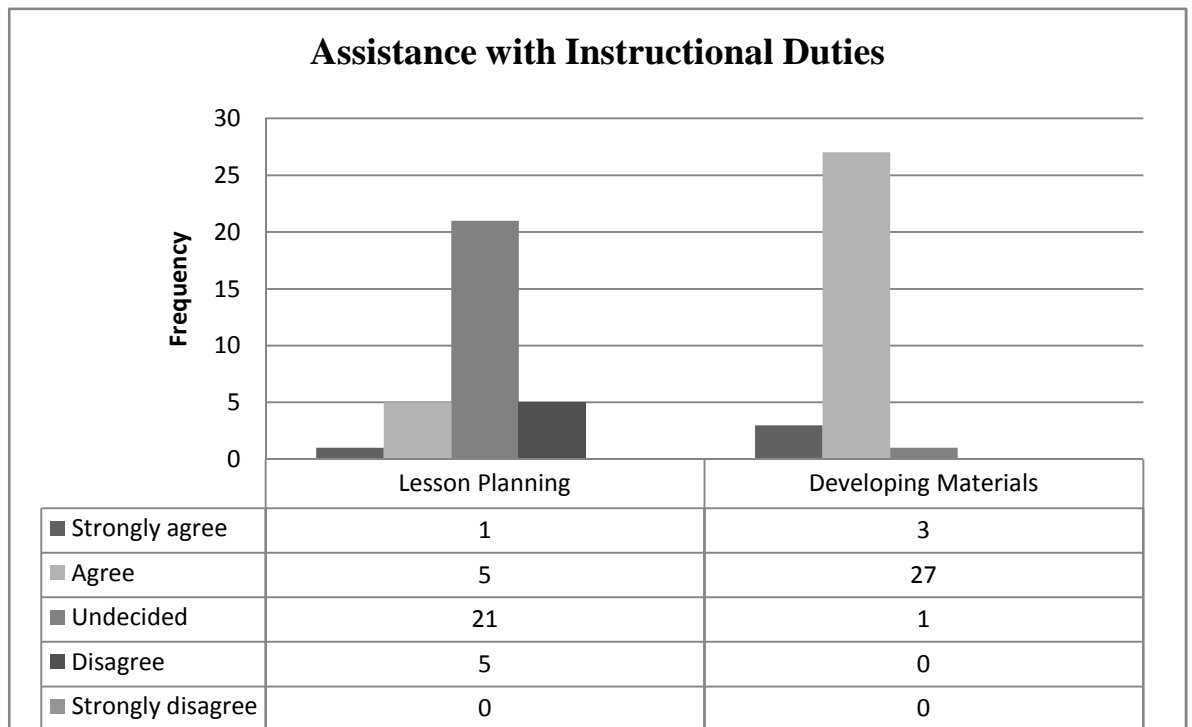


Figure No. 4 shows that the teachers views on assisting new teachers on planning lesson and developing materials. The large number of the teachers believed that they were undecided to this issue but in case of developing materials many more teachers believed that they provided supports to the new teacher in developing instructional materials.

From the presented data it was clear that new teachers got supports from HT in developing materials. However, in planning lessons new teachers themselves tackle because the HTs responded that they might not have knowledge about particular subjects of all teachers.

3.5 Data Related to Open Ended Question

The teachers were given a questionnaire with open ended and closed ended questions. The data related to open ended question were given to the HTs to identify the supports that they had given to the newly appointed teachers and to make cross analysis of the data obtained through open ended questions in the questionnaire with their responses to close ended questions in the questionnaire. These data are presented and analysed in the following sub-headings.

3.5.1 Challenges of Newly Appointed Teachers

Regarding the question 'What are the challenges that you think newly appointed teachers have been facing?' All the teachers accepted that there were many challenges when the teachers are novice or their first year of professional life of teaching. They also accepted that teachers faced many ups and downs in their first days at school as teacher. One of the Head teachers stated that the teachers had many challenges such as environmental, students, culture, teaching methods and procedures and rules. Other teachers accepted that teachers faced linguistic problems. One said, "*Most headmasters are veteran teachers and have refined and mastered classroom management, teaching strategies and many other imperative skills needed to be a successful teacher. But these areas are the challenges for the teachers who are new in the profession*". Another view derived from the HTs was they faced challenges because they did not know how to behave with students, and they might not understand students and teacher or parents too.

From the data derived from the HTs questionnaire the challenges can be summarized as: linguistic problems, student's problems, classroom management difficulties, sociocultural understandings, their mother tongue, code and conduct, way to behave to them, not knowing the names of the students, students' ability and their understandings. Some of the students were disruptive and they were main challenges to the new teacher even veteran one. These data made clear to me that the teacher has many problems in their first year of life. To overcome these problems new teacher needs help from HT, or other senior teachers.

3.5.2 Programmes after Teacher Appointment

The Head teachers were given another question to identify the activities or the programmes the school or HT conducted at his or her school. Almost all Head teachers have responded to this question but they expressed similar views. One HT stated that he had appointed a new English teacher in his school. He was kept in private resource quota. At the day of the appointment, he was introduced some rules and regulations at his school. He also informed that his duties and responsibilities in front of the School Management Committee (SMC). From the next day he started to come to the school. At the first day he was introduced in front of the school assembly. He also added that the teachers organized a welcome programme at the school. At that day all the teachers were introduced with him. He was also informed about the culture and instructional activities of the school.

The view of another HT was similar. She appointed a teacher last year. She added that she conducted the following programmes to make him socialize.

-) Staff meeting
-) An introduction meeting with SMC
-) Welcome programme

Another different view was given by another HT. He stated that neither the teacher nor the HT made any programme. The new teacher was informed about the school culture and students. They were taken to the classroom. New teachers in these days were more talented and forward so that they need not to be informed about anything. The new teachers can ask if they have difficulties in the school. One of them stated, *"As part of the leadership team, I believe the school headmaster played an integral part in assisting with support of the new teacher. The headmaster is able to provide the teacher with background information that sheds light on different behaviours, attitudes, and conduct of the student."*

Another HT added his own experiences. When he was appointed as the teacher of English 10 years ago, he was not informed anything. Nor any programmes were conducted at the school addressing his arrival in the school. He was shown the class and taken in front of the students without informing lesson or classroom too. He added nothing was done to the teacher's arrival.

From the data given by the HT it was clear to me that some school conducted welcome programme and informed a little about the schools and students. Most of the schools do not conduct any programme even if they recruit teacher.

3.5.3 Knowledge and Expertise to Support Newly Appointed Teacher

From this it was explored the HTs knowledge and expertise is necessary to support a newly appointed teacher. Regarding the question 'What type of knowledge or expertise do you think you could offer to support a new teacher?' to answer this question, the HTs responded differently. One of the HTs said that they need to know the social and content knowledge. Another Head teacher stated that experiential knowledge working as an administrator in the school works to support new teachers. He further added that he appointed more than 40 teachers in his own teaching life. So he knew that how to behave with new teachers.

Another view was forwarded by another HT. He mentioned, "*Pedagogic knowledge, knowledge about teaching techniques and methods, knowledge about child and child psychology, classroom management techniques, behavioural management techniques and dealing with varying ability people are the required knowledge to the HTs.*" The other views forwarded by the HTs were similar to this view. The one HT stated, "*School headmaster because of their teaching backgrounds would be an excellent candidate to assist new teachers. Not only that, I feel that one of the biggest fears of new teachers besides classroom management would be grade reporting. That's where we come in.*"

From the teachers view it is clear to me that helping newly appointed teachers is an art. To help to them the HT should have multiple intelligence. They require to understand teachers first and their needs. They should have the knowledge about motivation in teaching profession.

3.5.4 Skills to Support Newly Appointed Teacher

Regarding the question related to the skills required to support newly appointed teachers, the responses were multiple. The Head teachers had their own experiences and knowledge about the skills to support newly appointed teachers. One of HTs stated, '*Effective headmaster or school Principal needs the skills as maintaining control of the classroom, using appropriate listening techniques to help novice teacher reflect in daily classroom occurrence.*' To perform the role of effective HT and administrator they need to have knowledge of teacher training and pedagogic knowledge from education faculty.

Head teachers were not only administrators but they were also teachers, friends and resource persons because they were more experienced than the new teachers. Similarly another stated that if any disruptive students come with the new teacher, he/or she could not handle properly. Such activities hinder teacher's instructions in the classroom. So that HTs should be more experienced

than the new teachers. The skills that the HTs should have that they could conduct school environment and help other teachers in the same area.

3.5.5 Supports Given to New Teacher by HT

Teaching is a profession which requires expertise knowledge and rigorous effort and commitment to the profession. The teacher who was appointed might have the knowledge of content but might not have practical knowledge about pedagogy. Regarding the question the supports given by the HTs to the new teachers, the respondents stated that the Head teachers should assist in managing classroom and dealing with student's disruptive behaviours and aggressive behaviours. The other Head teacher stated the area where he supported to the newly appointed teacher was job performance requirements such as active listening.

Another teacher who supported new teacher in the area of classroom management stated that he supported his newly appointed teacher in the behavioural management area, building positive climate, enhancing students self concept. Similarly he stated that the other areas of classroom management were developing classroom rules and guidelines.

From the HTs responses in the area of classroom management HTs supported in developing rules and procedures, building positive classroom climate and behavioural management.

In the area of sociocultural context and the teachers were supported in the area of local norms and values; and making clear understanding on them. Most of the new teachers might not familiar with them. Thus the HT provided supported in the area of local policies and procedures and the HT performed the role of supporter and counselor. But in case of planning lesson and preparing and developing materials, the HTs normally did not provide supports to them. Some of them might not have knowledge about planning lesson and ways of developing materials being specific in content. An HT accepted that he

wants to support them in needed area. Supporting this view he stated, "*As a HT I would not mind helping new teachers (we already do that). However, if that were a duty for us, we would eventually be over mentors and mentees. Helping is a big difference than leading.*" The teacher wanted to support them and wanted to work as mentor.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents the main findings of this study. The major concern of this study was to explore the types of support given to the newly appointed English teacher by the HT. This chapter further includes recommendations based the major findings.

4.1 Findings

After analyzing and interpreting the data explored through questionnaire, I have come up with the following findings.

1. The HTs believed they provide the most frequent support to newly appoint English teachers in the areas of classroom management, stress management, some instructional duties, non-instructional duties, discipline management, taking decisions and conducting co-curricular activities. One of the roles of the HT is to help teacher to deal with academic, social, and environmental issues. They assisted new appointed teacher in expressing their needs and the problems occur to them in the area where they needed. The HTs were experienced and they had ideas to solve the problems in daily life basis of teaching.
2. Most of HTs had positive attitude towards newly appointed English teachers. They viewed that they supported new teachers in managing classroom. In the area of classroom management HTs viewed that they also supported them in developing rules and procedures, building positive climate and enhancing student's self-concept.
3. Most of the HTs viewed that they did not provide support to the new teachers in the area of planning lesson and teaching techniques. This means lesson planning was the least amount of support area.

4. Almost all the HTs believed that they supported new teachers to the area of school culture, local culture, local policies and procedures and legal rights. They believed that HTs supports were paramount to socialize new teachers in the school culture and local culture.
5. Newly appointed English teachers got supports in the area of conducting curricular activities, recording and filing and non instructional duties assigned to the teachers by the HTs.
6. Most of the HTs believed that they supported their new teachers in various areas so that those activities support them to enhance professional development and lessen stress in their survival phase.
7. The HTs believed that the challenges faced by new teachers were linguistic problems, student's problems, classroom management difficulties, sociocultural understandings, their mother tongue, code and conduct, way to behave to them, not knowing the names of the students, students' ability and their understandings. Some of the students were disruptive and they were main challenges for the new teachers.
8. The HTs were experienced and veteran teachers and had better techniques of managing the classroom management, teaching strategies and many other imperative skills needed to be a successful teacher. Such HTs provided supports to the new teachers.

4.2 Recommendations

On the basis of the findings, the following implications have been made.

1. The HTs believed that the challenges faced by new teachers were linguistic problems, student's problems, classroom management difficulties, sociocultural understandings, their mother tongue, code and conducts, way to behave to them, not knowing the names of the students, students' ability and their understandings. Some of the students

were disruptive and they were main challenges to the teachers. It is recommended that new teachers should be supported by mentor or HT or senior teacher.

2. Most of the HTs viewed that they did not provide support to the new teacher in the area of planning lesson and teaching techniques. This means lesson planning was the least amount of supported area. So that new teacher might have some difficulties in these areas. It is recommended that training should be given to the teachers after their appointment in these areas.
3. Almost all the HTs believed that they supported new teachers to the area of school culture, local culture, local policies and procedures and legal rights. They believed that HT's supports were paramount to socialize new teachers in the school culture and local culture. HT might be busy in his own task. So, a mentor teacher or mentor should be appointed to support newly appointed English teachers.
4. It was found that The HTs were experienced and veteran teachers and they have better techniques of managing the classroom, teaching strategies and many other imperative skills needed to be a successful teacher. Such HTs provide supports to the new teachers. So, it is suggested that new teacher should ask to the HT or senior teacher about the problems that they face in their classroom because they are more experienced than them.

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APPENDIX-I

Questionnaire for Headteacher

Don't assign your real name.

Years of Experience as a Headteacher:

1. What are the challenges that you think newly recruited teachers have been facing?

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.....
.....

2. What are the programmes/ activities you conduct after teacher's appointment at your school focusing on new teachers?

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3. Briefly describe the amount and type of support, you may provide to novice teachers on your school.

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4. What types of support you provide to the teacher when you recruit them in your school?

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5. What are the activities you conduct at your school after recruiting a new teacher?

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6. Describe your views on supporting for newly recruited teacher teachers.

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7. What knowledge and/or expertise do you think you could offer to support a new teacher?

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8. What skills do you need to meet the needed supports to the newly appointed teacher?

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9. What additional information would you like to provide regarding the idea of school supporting for new teachers

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.....

Please tick () the following questions using the Likert Scale below.

5 Strongly Agree

4 Agree

3 Neither Agree nor Disagree

2 Strongly Disagree

1 Disagree

SN	Categories	1	2	3	4	5
1	Classroom management					
	Assistance in developing rules and procedures					
	Assistance in following rules and procedures					
	Assistance in managing disruption					
	Assistance in time management					
2	Non-instructional duties and local policies					
	Assistance at conducting co-curricular activities					
	Assistance at legal rights and socio-cultural background					
	Assistance in keeping records and filing					
	Assistance with Dealing with students and Parents					
	Assistance with enhance professional development and lessen the Stress					
	Assisting with Instructional Duties					

Your Signature

Thank you for your kind cooperation.

Researcher

Jaya Kumar Rai

APPENDIX-II

List of School and Head Teacher's Name

S.N.	School Name	Head Teacher Name
1	Shree Shakela H.S.School., Ratanchha-9, Khotang	Krishna Bdr. Bodhathoki
2	Sarsoti H.S.School., Matim, Khotang	Shiva Bhattarai
3	Bidthodaya H.S.School., Dorpa, Khotang	Mankaji Rai
4	Manakamana Janakalyan H.S.School., Nirmali, Khotang	Paucha Kumar Rai
5	Si-Samrit Secondary English Boarding School, Ratanchha, Khotang	Sita Ram Rai
6	Sakel Secondary Boarding School, Ratanchha, Khotang	Asbin Chandra Rai
7	Sarasawati H.S.School., Diktelbazar, Khotang	Rajan Shre Rai
8	Mount. Everest Secondary Boarding School, Dektel, Khotang	Sagar Joshi
9	Diktel H.S. English Boarding School, Dektel, Khotang	Krishna Bdr. Rai
10	Balbalika H.S. School, Naulakharka, Khotang	Kumar Dhakal
11	Sidhyasawari S. School., Khidima, Khotang	Ubraj Katwal
12	Annapurna H. S. School., Khidima, Khotang	Rekha Basnet
13	Sital Lower Secondary School, Chiuridanda, Khotang	Giriraj Rai
14	Chaudesawari L.S.School. Chiuridanda, Khotang	Dil Bahadur Devja
15	Radha Krishna H. S. School., Chendanda, Khotang	Hari Dhan Rai
16	Jalapa L. S. School., Sekhuwa, Khotang	Tika Bdr. Bhudhathoki
17	Kalika S. School., Nerpa, Khotang	Bedi Kumar Rai
18	Paucha S.School., Diktel, Khotang	Bhabindra Kathayet
19	Sabitra S.School., Bambrang, Khotang	Saran Khatri
20	Shree Secondary School, Laphyang, Khotang	Keshar Kumar Rai
21	Sital S. School., Khalle, Khotang	Krishna Prasad Adhikari
22	Prithibi H. S. School., Baksila, Khotang	Januka Rai

23	Surya S. School., Sundel, Khotang	Lalit Chandra Rai
24	Jalpa S. School, Nunthala, Khotang	Dhan Kumar Tamang
25	Rastriya S. School, Baspani, Khotang	Dili Kumar Shrestha
26	Mahendra H.S. School, Okhre, Khotang	Ram Prasad Rai
27	Simpani H.S. School, Simpani, Khotang	Rajan Dhakal
28	Bhagawati H.S.School., Khotangbazar, Khotang	Kumar Parajuli
29	Chisapani H.S.School, Chisapani, Khotang	Rajan Dhakal
30	Durchhim H.S. School, Khotang	Bishnu Rai
31	Tribhuvan H.S. School, Khotnag	Tek Chhetri
32	Deurali H.S. School, Dumre Dharapani, Khotang	Kesar Adhikari