CHAPTER-ONE

INTRODUCTION

The present study is concerned with "Current Practices of Teacher Induction for Professional Development". In this study, I explored the current practices of English teacher induction and challenges faced by the secondary level teachers and school principals during their induction in Nepal. This chapter consists of background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1   Background of the Study

Education is a continuous process. It begins from the cradle and ends in a grave. It is always associated with social advancement, economic prosperity and employment. There is a widely held view that a continuum or bridge is necessary in the professional development of teachers, linking initial training, entry into full time teaching, and subsequent longer-term learning. The central span of that bridge is usually referred to as the period of induction. Actually, induction is the support and guidance provided to novice teachers and school administrators in the early stages of their careers. It encompasses orientation to the work place, socialization, mentoring and guidance through beginning teacher practice. It is the planned activity for supporting further investment in the learning of new teachers. Through induction, we can develop knowledge of professional practice, capacity to assess the needs, awareness of future responsibilities, dedication to the profession and ability to maximize the use of the resources available around. The induction programmes should focus on the subject matter knowledge, pedagogical skills, curriculum understanding and the practical implication of the curriculum. In this connection, DECD (1994, as cited in Tickle, 2000, p. 17) writes:

The new challenges and demands on schools and teachers emerge from new and heightened expectations of schools, advances in research on teaching and learning and the need to manage classroom that are increasingly diverse in terms of ethnic, linguistic and cultural backgrounds. These challenges and demands required new capacities and knowledge on the part of teachers. The current situation is both dynamic and varied.

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

According to Feiman-Nemser (1991, as cited in Deruage, 2007, p. 13), induction is central to three main ideas and these ideas suggest that induction is:

a.   unique teacher development phase where an individual makes the transition from being a student to becoming a teacher of students,
b.   period of socialization into the norms of the teaching profession, and
c.   formal program of sustained support and professional development for teachers in their first few years.

Teaching is taken as a challenging job because many challenges occur in one's teaching career. Most of the challenges occur in the early years of teaching. Teachers especially those who are new to the profession or aspire to join it, find themselves unclear or even confused about how they are to become best equipped to serve the pupils (Tickle, 2000, p. 3). Therefore, teacher induction programmes help new teachers to overcome those confusions.

Veenman (1984, as cited in Saka, 2007, p. 14) views that challenges of newly appointed teachers include mainly two dimensions: One of them is contextual challenges associated with discipline, management, parents and community, administration, teaching strategies, colleagues, motivating students, materials, curriculum and assessment. The second one is individual challenges associated with the felling of isolation, culture shock, and the confusion of self-understanding. To solve these problems, newly appointed teachers need help and support. These help and support programmes are known as teacher induction programmes. Thus, teacher induction programmes aim to help newly appointed teachers to overcome from all these challenges, and support them to become a professional in teaching. Induction has been highly practiced these days for the professional development. In this sense, the present research is concerned to study the current practices of teacher induction for professional development in this study.

1.2   Statement of the Problems

Many studies are carried out in the field of teachers' professional development in other countries as a means of transforming novice teachers to a professionally developed one. The novice teachers usually get difficulties in the early phase of their career. When they face difficulties, they expect some sort of guidance and coaching from the administration, senior teachers, and their colleagues. In Nepal as well, new studies have been done in the field of teacher development, which I have discussed in literature review part. "In Nepal, a huge number of teachers join teaching profession without any preparation. However, young people start teaching profession with hopes for life, ambitions, excitements, and enthusiasm. But very soon, most of them fail to continue such hopes and become frustrated" (Kafle, 2002, p. 80). Although there is separate program in the educational institution to train the novice teachers in many countries but in Nepal it is still not in discussion. Due to such condition, the novice teachers usually get frustrated in their job. There is still not a single

3

research done in regard to the causes of the teachers' frustration from their career.

In the absence of authentic study in this field, it has been very difficult to find out what is the prevalent situation of induction practices in our educational institutions. Nevertheless, it is not worthwhile to expect good out comes from educational institution without teachers' professional development. At the same time, induction has been considered a good way of teachers' professional development in my countries. Lack of professionalism can cause a major problem for the improvement of teaching learning activities in Nepalese educational institutions. Novice teachers can certainly contribute a lot to improve English language teaching situation of Nepal if they are professionally developed. The role of induction practice can be a prominent for language teachers' professional development. Therefore, lack of induction practice in language teachers could be a major problem for making necessary changes and improvement in our ELT situation. So this study clearly states the problem of teacher induction and the prevalent situation of induction practices in our educational institutions.

1.3   Objectives of the Study

We cannot find any study conducted without setting objectives. There are certain objectives which have led the researcher to conduct the study. The objectives of the study have also influenced him / her to select appropriate research design and methodology, consequently analyses, and interpret the data for the derivation of its finding and conclusions. The following objectives were taken in the forefront while carrying out this study:

a.   To find out the current practices of teacher induction in Nepal.
b.   To find out the challenges faced by the secondary level teachers and school principals during their induction.
c.   To suggest some pedagogical implications.

1.4 Research Question or Hypothesis

The research questions are largely guided by the objectives of any study. They also assist a researcher to design appropriate methodology and consequently to discuss, analyse, and to draw conclusions of the study. As far as the study is concerned, the following research questions were used in this study:

a. To what extent are the English language teachers aware of the induction mode of professional development?

b. What is the current practice of teacher induction in Nepal?

c. What are the challenges faced by the secondary level teachers and school principals during their induction phase?

d. Can guidance and support be a mode of English language teachers' professional development?

1.5 Significance of the Study

Teaching has always been a difficult job, and with the advent of time and development of newer and nobler methods and techniques it has become more challenging. This study is very significant in the sense that it helps to add a brick in the field of teacher induction and teachers development. It certainly helps newly appointed teachers to make their induction period lively. Being different from other researchers, both the newly appointed teachers and experienced teachers (i.e. mentor) are the beneficiary of this study. This study will be valuable because it will throw light on the usefulness of induction. I hope that study deserves a significant contribution in the area of teacher induction. Moreover, the students, teachers, textbook writers, syllabus designers, language trainers, etc. will also be significantly beneficiary of this study. So, the findings of the study will have significant contribution to those who are interested in teacher induction as well. This is a new step on research in the field of teacher development and department of English education TU, Kirtipur.

1.6   Delimitations of the Study

This study had following limitations:
a.   The study was limited to the current practices in teacher induction.
b.   The study was limited to fifteen newly appointed English teachers who have not more than three years teaching experience and school principals of the same school.
c.   Unstructured interview was the tools for data collection.
d.   Purposive non-random sampling procedure was used to select the sample population.
e.   The research area of this study was limited to different secondary schools of Kathmandu district.
f.   The sample was taken only from the teachers teaching English at secondary level of Kathmandu district.

1.7   Operational definition of the key terms

Beginning teacher: (new teacher, novice, novice teacher) a teacher with one to five years of teaching experience.

Induction: Induction could be seen as the process of preparing, supporting and retaining new teachers. It includes all the activities and processes necessary to successfully induct a novice teacher into the profession in order to develop a skilled professional.

Professional: having a job which needs special training and a high level of education.

Survey: an investigation of the opinions, behaviour, etc. of a particular group of people, which is usually done by asking them questions.

Practice: a way of doing something that is the usual or expected way in particular situations.

Induction Period: The transition from student teacher ship into a regular certified teacher position.

Induction program: An in-service training program organized to prepare novice teachers for certain standards by introduction the realities of teaching profession.

Professional development: Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development could furthermore be defined as the process of increasing the professional capabilities of teachers/ staff by providing (or providing access to) training and educational opportunities.

Teacher development: It is the process of becoming the best teacher as far as possible. It is the personal growth a teacher achieves as a result gaining increased experience and examining his/her teaching systematically.

CHAPTER-TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Related Theoretical Literature

Theoretical framework is a concept, belief, system about the topic. The theoretical aspects of this study includes the discussion of teacher development, teacher training, teaching, teaching as a profession, initial teacher education, teacher induction, historical background of teacher induction, nature of teacher induction, types of teacher induction, goals of teacher induction, characteristics of teacher induction, areas of teacher induction, components of teacher induction, views on teacher induction, importance of teacher induction, and teacher induction in Nepal which are discussed in following sections.

2.1.1 Teacher Development

Development means change and growth. Therefore, the term teacher development refers to the process of becoming the best kind of teacher. The concept of teacher development came into existence in the field of language teaching due to the heavy demand of in service teachers that they wanted to be well equipped with recent teaching and learning methodologies which can assist them to combat against pedagogical problems which may appear in teaching and learning. Development generally does not focus on a specific job but the general growth. It serves a larger term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom up". Teacher

development is a way of improving one's knowledge of teaching and thereby increasing one's confidence as a teacher. Awareness of teaching is empowering. The teachers must be aware of how they teach, the more freedom they will have to direct their teaching towards successful student learning. Teacher development is an unending process of learning in the teacher's life. It means, it requires drawing on the teacher's own inner resource for change. If it stops to keep on learning in one's life, then there is no sign of development at all. The term development requires the continuous flow of change in one's life. It defined variously by various ELT experts in their own ways. Underhill (1988, p. 12) states, "The teacher development is to keep learning always to keep alive a sense of challenging and adventure in one's career, and to avoid getting into rut." Now, we understand from this statement that we should accept the problems in day to day life which gives us golden opportunities to explore our hidden potentials. Avoiding problems or getting back from the problem creates barrier in one's life and he/she will never get such opportunities to feet new sense of life. According to Head and Taylor (1997):

> Change may not be developmental unless it involves a challenge to these beliefs, and willingness to recognize that they may no longer be serving us well. We know that teaching is really one of the most challenging job in the sense that it provides opportunities to the teachers to dip into the depth of existing problems to cultivate desert land in order to explore hidden potentials (p. 19).

Development cannot take place if someone getting into rut. From the interaction's perspective, knowledge is constructed through dialogue among people. If somebody is very much rigid in their personal theory, they will never cope with existing problems.

There is a big issue that who is responsible for teacher development. So, Head and Taylor (1997, p. 5) state:

> Teacher development is an on-going process through which teachers keep growing with their own voluntary effort. A facilitator can help teachers realize that they have the potentials within themselves to become better teachers depending their own understanding and awareness of themselves and their learners.

Head and Taylor (ibid), further state that, there are four key characteristics of teacher development. They are:

1. Teacher development is seen as relating to new experiences, challenges and the opportunity 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 careers as well as themselves.

2. Teacher development is about dealing with the needs and wants of the individual teacher in a way that suite that individual.

3. Teacher development is not just only teaching but it encompasses counselling skills, assertiveness training, and confidence computing meditation and soon.

4. Teacher development follows bottom up approach.

Strategies for teacher development often involve documenting kinds of teaching practices, reflective analysis of teaching practices; examine beliefs, values and principles, conversation with peers on core issues; and collaborating with peers on classroom projects. However, many things can be learned about teaching through self-observation and critical reflection such as subject matter knowledge, pedagogical expertise, an understanding of curriculum and materials. Professional development therefore, should go beyond personal and

individual reflection, for example, it can include the exploration of new trends and theories in language teaching; familiarization with developments in subject matter knowledge such as pedagogical grammar, composition or genre theory, and critical examination of the way schools and language programs are organized and managed. Bell and Gilbert (1994, as cited in Evans, 2000) describe what they consider to be key features of the teacher development process. They state:

> Teacher development can be seen as having two aspects. One is the input of new theoretical ideas and new teaching suggestions …. The second is trying out, evaluation, and practice of these new theoretical and teaching ideas over an extended period of time in a collaborative situation where the teachers are able to receive support and feedback, and where they are able to reflect critically …. Both are important if all three aspects of teacher development personal, professional, and social development are to occur (pp. 127-128).

From the above description of teacher development, it becomes clearly that, it includes comparatively longitudinal process of teacher's behavioural changes. It appears to be a process involving the generation of ideas that may be applicable to teaching, trying out these ideas, discussing in collegial contexts the viability and implications of the ideas as they emerge as potential practice and adopting new practices that emanate from the ideas. Teacher development occurs in less systematic and unplanned ways: incidentally, or accidentally. In both of the respects, teacher development requires personal, professional and social development.

2.1.2 Teacher Training

The word 'Training' has been frequently used in the professional development programme. Training is the formal procedure which a company utilizes to facilite learning. So that the resultant behaviour contributes to the attainment of the company's goals and objectives. Training is a prerequisite phenomenon for handling any responsibility for everybody. Regarding teacher training, Balsara (2004) states, "Teacher training provides the practical knowledge with emphasis on methods and techniques of classroom teaching and management." Balsara's (2004) view focuses on the importance of training to the teachers to acquire practical knowledge. Here, practical knowledge implies the ability of the teachers to handle the classroom and the activities as they happen in it. In a broader sense, teachers are called nation builders in every country and society. The importance of this profession lies in the fact that teachers produce others professionals. As the teachers are important components of a whole educational process, their performance plays a vital role to change the entire society as per the nation's or society's needs. It is obvious that knowledge is obtained through experience and study, hence forth; the teacher cannot remain untouched from the fact that their professionalism is enhanced through training. They are required to be efficient to import knowledge with suitable methods and techniques how their learners learn effectively with having certain goals.

Regarding the term "training", Wallace (2001) writes that training prepares anybody for a particular function or profession.

From the above mentioned ideas of training, we can conclude that training is a process which consists of theoretical and practical aspects that help somebody to do something. In the case of teachers, training is a process to learn theories which help them to teach according to the methods and techniques as implied by those theories. As mentioned above, teacher training consists many methods, skills and techniques which help teachers run a class very systematically giving benefits to teacher as well as learners. Therefore, training

12

helps to strengthen the professionalism of a person of any field. In the case of teachers, training is a must since the teachers have very crucial role in the field of education and the classroom is considered as a lab, where the teachers can test their theoretical knowledge i.e. principles and techniques to find out how effective they are. The trained teachers are basic requirements in the English as foreign language (EFL) setting to impart quality English education.

Teacher training also involves trying out new strategies in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books. The following are some of the examples of goals from a training perspective:

•   Learning how to use effective strategies to open a lesson
•   Adapting the textbook to match the class
•   Learning how to use group activities in a lesson
•   Using effective questioning techniques
•   Using classroom aids and resources
•   Techniques for giving learners feedback on performance

(Richards and Farrell, 2008, p. 3)

2.1.3 Teaching

Teaching is a skill. It is the process of passing information to the students on given particular subject or disciplines. The purposes and objectives of teaching are guided by the society's needs and cultures as Tickle (2001, p. 6) states, "definition of good teaching are socially contended and socially constructed". On the other hand, teaching is taken as the facilitation of students' learning. Teachers do not teach or impose his knowledge and values to the students; he/she only facilitates or guides students' learning. A teacher helps and makes them to learn with their interests.

Regarding the term 'Teaching', Harmer (2008, p. 107) writes, Teaching is often helpful to use metaphors to describe what teachers do. Some teachers say that it is a science; some teachers say that it is an art and some both. Teaching is an art or craft in the sense that teachers do different roles and activities according to classroom situation. Sometimes, the teachers say they are like actors because they feel as if they are always on the stage; 'Orchestral conductors' because they direct conversation and set the pace and tone; 'Gardeners' because they plant the seeds and then watch they grow.

Teaching is a very complex process as well as personal activity. It is personal in the sense that some teachers are polite, soft-spoken, and pleasant to their students. Some teachers want to make very formal relation between them and their students. Regarding this, Richards and Lockhat (2010, p. 36) opine, "Teaching is a very personal activity, and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching".

2.1.3.1   Teaching as a Profession

A profession requires knowledge of some type of learning. A professional is one who follows an occupation as a means of livelihood or gain. Professional development does not exhaustive definition. Some commentators have noted, the word "profession" is, today, almost synonymous with occupation. The term professional is now applied to a wide range of such individuals as footballers and cricketers. "Professional development, in broad sense, refers to the development of a person in his or her personal role" (Villegas – Reimers, 2003, p. 11).

Profession refers to an occupation or vocation founded upon specialized educational training, the purpose of which is to supply interested counselling and service to other, for a direct and definite compensation, wholly apart from expectation of other business gain. A profession arises when any trade or occupation transform itself through the development of formal qualifications

based upon education, apprenticeship and examinations, the emergence of regulatory bodies with powers to admit and discipline members and some degree of monopoly rights. Usually, professions tend to be autonomous, this means, they have a high degree of control of their own affairs.

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 (Wallace, 2010, p. 5).

Leung (as citied in Burns and Richards, 2009) points out that in general usage a professional is a trained and qualified specialist who displays a high standard of competent conduct in his/her practice, for example, school principals are likely to say 'we are very proud of the professional manner in which our teachers have implemented the curriculum reforms.

Similarly, Ur points out:

> A professional is, broadly speaking, someone whose work involves performing a certain function with some degree of expertise. But a narrower definition limits the term to apply to people such as doctors, teachers and lawyers, whose expertise involves not only skill and knowledge but also the exercise of highly, sophisticated judgment and whose accreditation necessitates extensive, study, often university - based, as well as practical experience (1996, as citied in Richards and Renandya, Eds, 2002, p. 388).

In this sense, a professional contrasts to amateur or layman. A layman is a person that does not belong to a specified professional group. The members of

the professional group possess certain skills, knowledge and conventions that the lay population do not have.

2.1.3.2   Initial Teacher Education

Initial Teacher Education (ITE) is the first and foundational stage for teaching career. It is a pre-service teacher training for the process of new entry into the classroom as a fully responsible teacher. The teachers need certain knowledge and skills. To attain those skills, they need training. So, the training that is required for the acquisition of skills needed for entry into a job or related jobs undertaken prior to starting the desired job and typically at the expense of the learner is known as pre-service training. It is a "complex endeavour with the underlying goal of preparing quality beginning teachers in specific areas of education" (Kane G.R. (Ed.) 2005, p. xii). Actually, initial teacher education (ITE) is the preparatory training. So, it is concerned with the professional education and development of student teachers, preparing them for work in schools, and acting as a basis for continuing personal and professional development. These programs ensure that teachers are committed to excellence, professionally responsible and are able to work in the world of change and accountability, in an environment influenced by its social, economic, cultural and political contexts. These programmes are more often viewed as the first stage in a longer professional learning process where certain knowledge bases and practices (e.g. subject knowledge, curriculum knowledge, general pedagogical knowledge, knowledge of learners, and knowledge of education contexts) are introduced and practiced in a simple manner. It introduced different conceptual orientations about the role of teachers in teaching.

Different conceptual orientations about the role of teachers and their preparation have shaped the nature of the initial preparation of teachers. Calderhead and Shorrock (1997, as cited in Villegas-Reimers, 2003, pp. 42-43) describe the following orientations for initial teacher education:

16

a.   The personal orientation: In it, importance of interpersonal relationships in the classroom is emphasized. This orientation is inspired by humanistic psychology of Carl Rogers. The key element in teaching preparation is, therefore, experimentation and discovery of personal strengths.

b.   The practical orientation: This orientation emphasizes the artistry and classroom technique of the teacher. The key ingredient in this orientation is the practical experiences in the classroom.

c.   The critical inquiry orientation: It views schooling as a process of social reform, and the role of schools as promoting democratic values and reducing social inequities. A key element of this perspective is to promote the development of critical and reflective practices.

d.   The academic orientation: It emphasizes teachers' subject expertise and sees the quality of the teachers' own education as their professional strength. In this orientation, a solid liberal arts education is the key factor.

e.   The technical orientation: It emphasizes the knowledge and behavioural skills that teachers require. It is associated with micro-teaching and competence-based approaches, and inspired by the behaviourist model of teaching.

In the context of Nepal, the policy of government regarding ITE is highly inconsistent. We can find a very few policy and programs stated by the government. Some of the programs and policy which are recommended by different national education commission are not effectively implemented in practice. Though there is not a clear policy and programs for ITE in Nepal, we can find some of the endeavour from the side of government and private sectors' educational institutions. Awasthi (2008, p. 197) states, "Pre-service teacher education as per the recommendation of the Royal Commission on

Higher Education is conducted by faculties and schools of different universities and HSEB affiliated schools".

2.1.4 Teacher Induction

Teacher induction is the support and guidance provided to the novice teachers and school administrators in the initial stages of their careers. It is the planned activity for supporting further investment in the learning of new teachers. Induction helps to develop knowledge of professional practice, capacity to assess the needs, awareness of future responsibilities, dedication to the profession and ability to maximize the use of the resource available around. The novice teachers or the new entrants should be well-informed about the growing and changing challenges and expectations of the educational institution. The new challenges and demands on schools and teachers emerge from new and heightened expectations of schools, advances in research on teaching and learning and the need to manage classroom that are increasingly diverse in terms of ethnic, linguistic and cultural backgrounds. These challenges and demands require new capacities and knowledge on the part of teachers. The current situation is both dynamic and varied (OECD, 1994, as cited in Tickle, 2000, p. 17). It is the gateway for a teacher to entry into the full time teaching and learning as Tickle (2000, p. 1) states, "Induction is entry into full time teaching and subsequent longer term learning".

Similarly, the term 'induction' refers to the process of becoming a teacher in a system of mass schooling, which is increasingly buffeted by structural economic, technological, political, and social changes, resulting commonly in contradictory pressures and increased role expectations. Exposure to scrutiny of performance in traditional practices in which some people are considered to have failed, or in new measures which have yet to be tried and tested, leaves new teachers vulnerable in their work.

Thus, induction is the support and guidance provided to novice teachers and school administrator in the early stages of their careers. It encompasses

orientation to the workplace, socialization, mentoring and guidance through beginning teacher practice. It can help socialize beginning teachers into the profession, creating lifelong learners who use collegial relationships to improve their teaching. These programs are designed to train, support, and retain new teachers. Regarding this, Tickle (2000, p. 2) further states:

> A process in which the capital already vested in new entrants by the time they become teachers can be extended by way of systematic and sensitive provision for their further professional development, in accord with the need for transformative and dynamic dispositions towards educating which they will need to share with more seasoned colleagues.

Induction can be seen as an educational opportunity which the learners or the prospective teachers need before they enter into the profession. It is the process that promotes the utilization of the expertise for their professional development. Induction is, in the simplest sense, a process of becoming a teacher in a system of mass schooling which is increasingly buffeted by structural, economic, technological, political and social changes, resulting commonly in contradictory pressures and increased role expectations. Actually, induction is the support and guidance provided to novice teachers and school administrators in the early stages of their careers. It encompasses orientation to the workplace, socialization, mentoring and guidance through beginning teacher practice (Tickle, 2000, p. 2).

Induction can be seen as an educational opportunity which previous generations in the service have failed to grasp. In that sense, it is itself one of education's many unresolved problems. There is certainly plenty of evidence that throughout the twentieth century, despite persistent (but spasmodic) attention, satisfactory opportunities for new teachers to utilize their expertise,

and provision for their professional development in the early years of teaching. This is surprising given that the experience of induction has been a recurrent and common theme in the profession.

In the absence of induction programme, the novice teachers may get only vague and confused experiences which ultimately make them unplanned. This may create serious misunderstanding with those of move experienced teachers. Evidence shows that learning during induction is affected by different values, and characterized in part by change placement in employment, the happenstance of working circumstances, the views of senior teachers about their own roles as tutors, assessors, or managers and their conceptions of newly qualified teachers' potential to innovate and lead as well as learn and follow. Discussing about the problem of induction, (Tickle (2000, p. 19) says 'Induction is a period of disturbance and imbalance, in tension with a tendency to seek calm and equilibrium'. Though there are problems or controversies in teacher induction programs, it is wide - scoped since it has to do wholly with the advancement of the professionalism in the teachers.

To conclude, there are some other notable characteristics that are tied up in professional culture and the circumstances of schooling, particularly in the school conditions and physical environments of teaching which, for instance, result in the way:

•   Classroom practice is a largely isolated and individualized activity;

•   Teachers sometimes seek to be, or by force of circumstance become, autonomous and private in their work, and carry their responsibilities individually;

•   The monumental demands of the job outstrip the resources for doing all aspects of it as well as teachers would like to;

•   The shortage of time prevents discussion with others about education and its effectiveness, about the curriculum, or about policy;

- New entrants are expected suddenly, and despite sentiments to the contrary, to do the same job as experienced colleagues (Tickle, 2000, p. 19).

2.1.4.1 Historical Background of Teacher Induction

Teacher induction is the most important factors of teachers' professional development; its evolution or history is not old. So, teacher induction is the recent field of the study in teacher education. This is surprising given that the experience of induction has been a recurrent and common them in the profession. It has also been the focus of numerous reports by government agencies in Britain confirming that it is a subject of interest in the central administration. Yet these very reports show it to be underdeveloped at all levels in the system (DES 1968; as cited in Tickle, 2000, p. 2.

This historical background of teacher induction goes back to the early 1960s (Blakley, 2006, p. 39). The publication of Conant Report (1963) in USA, which outlined several recommendations specifically addressing the needs of beginning teachers (Serpell, 2000, as cited in Blakley, 2006, p. 39), brought the concept of teacher induction in the field of teacher education.

In the field of research, the historical development of the research on the teacher induction period was mainly limited to the research on induction programmes. The first account of research on targeting teacher induction goes back to the 1970s when the Wisconsin Improvement Programme initiated their first teacher induction programme in 1971, (Saka, 2007, p. 12). Through the 1970s and early 1980s the emphasis of the research no beginning teachers' induction focused on management and training procedures. Then due to the educational movement in 1980s the implementation of induction programmes in teaching was increased and the researches on teacher induction were started to carry out rapidly. Nowadays, teacher induction is one of the main research fields in teachers' professional development all over the world.

Though teacher induction is the recent research field in teacher professional development, it is the burning issue in teacher education nowadays. Because of its importance in continuing professional development, many countries are implementing it. But in the context of Nepal, due to the political influences in education, the policy of education is not clear. Teacher training programmes and teaching learning activities are taking place in mess. The leaders are not seemed ready to reform the educational system. Still now, teacher induction programme is neglected field here in Nepal. It is not introduced formally and institutionally to the teachers, researchers, and others. A very few researches are carried out in the field of teacher induction. We find a very few recommendations that are related to teacher induction programmes given by different commissions in different time but they are not implemented effectively. None of the commissions are organized for the purpose of research in teacher induction programme especially. We do not find any clear cut policy to conduct teacher induction programme. We do not find any orientation programmes for newly appointed teachers before entering the class. After taking the appointment from school authority teachers go to face the class directly. They do not get any preparation programmes before going to real classroom teaching and they do not get supporting programmes after entering into teaching. Schools do not provide such type of supporting programmes for newly appointed teachers. They rarely get support from the experienced mentor teachers. Because of the lack of these types of preparation or supporting programmes many teachers leave their job in the first year of teaching.

2.1.4.2 Nature of Teacher Induction

Teacher induction programmes are the supporting and orientation programmes for newly appointed teachers. So, it is supporting in nature. The teachers have, different needs at different times during their career, and the needs of the schools and institutions in which they work also change over time. Here, nature refers to the main themes of teacher induction which are similar in all over the

world although they are conducting in varies. Wojcikiewicz (n.d.) has described the main themes of teacher induction in following points:

a)   Acculturation and Collegiality: There is a focus, across programmes, on the acculturation of new teachers into the profession of teaching, including personal and professional development, practices, content knowledge, and acceptance into the professional community. This acculturation takes many forms, informal and formal, and is a matter of culture and attitude even more than of mandate and policy. Yet formal structures do greatly influence the professional atmosphere, and add to its cooperative nature.

b)   Professionalization Assistance and Development: The programmes represented here focus on assistance, rather than assessment and monitoring, or on development, as opposed to psychological and technical support for retention purposes. This focus is due in part to connections with teacher education, testing, certification, and hiring practices.

c)   Multiple Approaches to Induction and Wide Support at All Levels: Multiple levels and approaches to induction were prevalent in the more extensive programmes, including not just mentoring and observation but also collaboration, counselling, in-and out-of school workshops and classes, and release-time options. Of these, new teachers themselves seemed to value some practices more than others. These multi-tiered programmes were widely supported and implemented, both within individual schools and districts and at national levels: commitment to induction, often represented by spending, is key.

2.1.4.3 Types of Teacher Induction

Teacher induction programmes support new teachers' learning. Beginning teachers are provided with support which is supposed to increase the likelihood

that they will stay in their jobs and do their jobs well. It is also called supporting programmes for the teachers in which teachers, get support from mentors. Although the goal and objectives of teacher induction programmes are the same, we can find variety of teacher induction programme all over the world such as orientation programmes, enculturation programmes, etc. Seyfarth, (1996, as cited in Kempen, 2010, pp. 51-53) distinguishes between three categories of induction programmes. They are orientation programmes, those aimed at performance improvement and induction programmes for certification. These three programmes are discussed briefly in following ways:

a. Orientation programmes

Orientation programmes aim at introducing the new teacher to the school and the community. These programmes provide new teachers with essential information. These programmes are of short duration and the emphasis is on information dissemination.

b. Performance improvement programmes

Performance improvement programmes aim at improving the instructional effectiveness of beginning teachers. Classroom management procedures, performance assessment procedures etc. come under this programme. Mentoring programmes are included in this category and this type of programme often continues over a semester or a full year.

c. Induction for certification

This type of programme operates under state mandate and is primarily evaluative in nature, but evaluation is combined with limited assistance. Beginning teachers are required to demonstrate the mastery of specified teaching competencies in order to receive a permanent teaching certificate.

2.1.4.4 Goals of Teacher Induction

Induction programmes vary considerably in their goal. Some are designed to develop the new teachers' instructional practice, while others are designed to acculturate them into their schools. Such different goals determine variation in the content and organization of induction programmes. Kempen (2010, p. 56) states, "The goal of teacher induction is to make the newly appointed teachers' transition into the teaching profession less negative and less traumatic". Although teacher induction programmes vary greatly in their length, breadth, and scope, effective teacher induction programmes share a well-defined set of common goals and method of induction. According to Wood (2001, p.p. 71-72), some of the goals of teacher induction program are as follows:

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

Even though teachers have probably completed their formal preparations as a teacher, their professional development does not stop once they have acquired their professional qualification. The first step in planning for their ongoing professional development is to determine what their short-term and long-term goals are. Richards and Farrell (2010, p. 15) write the following characteristics of teacher induction:

- To become better informed about the field.
- To learn more about learning strategies and to explore ways of incorporating a focus on strategies into my teaching.
- To develop more effective ways of assessing students.
- To improve aspects of my teaching those are in need of review.

- To develop better understanding of English grammar and how to teach it.
- To work on collaborative materials-development projects with colleagues.
- To learn how to plan and evaluate a language course.

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

2.1.4.5 Characteristics of Teacher Induction

Teacher induction simply refers to a method of discovering general rules and principles from particular facts and examples. Induction is the support and guidance provided to novice teachers and school administrators in the early stages of their careers. Induction encompasses orientation to the workplace, socialization, mentoring, and guidance through beginning teacher practice. Here, characteristics refers to the features which make distinct the teacher induction programmes from other educational trainings and programmes. Research that shows induction is experienced by new teachers illustrates how they see the nature and complexity of the challenges they face. Tickle, (2000, p. 23) presents some characteristics of induction programmes. They are:

- Getting to know resources.
- Handling different curriculum content.
- New school situation and organizational features.
- The fullness and complexity of new responsibilities.
- Change of location.
- Tension between expected professional performance and learning on the job.
- The shift in status.
- Strangeness of new colleagues.
- Basing them on clear standards.

- Structuring and defining them through the input from beginning and veteran teachers
- Having a subject-specific focus.
- Meeting many young people who have suddenly become significant in one's life.
- Isolation from other novices as soul mates.

Similarly, Wong (1998, cited in Blakley, 2006, p. 41), mentions the following characteristics of teacher induction:

- Help new teachers to establish effective classroom management procedures, routines and instructional practices,
- Help to develop teachers' sensitivity to and understanding of the community,
- Help to promote lifelong learning and professional growth and,
- Help to establish a team-oriented work environment.

In the induction phase, novice teachers learn many things, so, it is important to consider beginning teachers learning over time.

2.1.4.6 Areas of Teacher Induction

Areas refer to the coverage or scope of teacher induction programs. It means the developmental or supporting areas for a teacher in which teacher induction programmes support and play significant role in a teacher's professional development. MeCormack, (2006, p. 99) identifies the three main focus areas of teacher induction programmes. They are:

1. Teaching skills: includes teaching pedagogy, classroom management, creating learning environment, time management, handling the class smoothly and effectively etc.

2. Interpersonal relationship: includes smooth relationship with colleagues, mentors, administrators, students, parents, community and other staffs of institution etc.

3. Professional and personal qualities: includes the development of subject/content knowledge, professional expertise, pedagogical mastery, being updated etc.

Induction, an intensive, comprehensive, structured and sequentially organized program provided to the novice teacher and school administrators in the early stage of their careers, has wider areas in teaching learning.

2.1.4.7 Components of Teacher Induction

The components of teacher induction play the vital role for long-term planning for improving teaching and learning during induction period. It has a significant role for successful teacher induction programmes and comprises effective teacher induction.

Kempen (2010, pp. 56-60) states the following components of teacher induction programme:

a. Mentoring and staff induction

Mentoring is often cited as the most critical aspect of induction. Mentoring is the support most commonly associated with induction programme. It is one of the supports provided to novice teachers especially during induction period. Regarding it, Richards and Farrell (2010) state, "Mentoring is a process whereby an experienced teacher works with a novice teacher, giving guidance and feedback".

b. Study groups or critical development teams

Study group is the way to grow professionally through collaborative activities for new teachers. According to Lick (2000, as cited in Kempen, 2010, p. 60), study groups can be regarded as "a mechanism to integrate individual and institutional development through personal and group relationships, creating conditions where members can gain understanding and learn together". Teachers in these study groups take ownership of their own learning and

development. They construct their own practical theories, which they share with colleagues and administrators.

c. Peer coaching

Peer coaching is a particular form of peer observation which involves an experienced teacher working with a less experienced teacher in a mentoring role. Peer coaching is a procedure in which two teachers collaborate to help one or both teachers improve some aspects of their teaching. Robbins (1991, p. 1) defines peer coaching as a confidential process through which two or more professional colleagues work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Similarly, According to the American National Teacher Recruitment Clearinghouse (2002, as cited in Deruage, 2007, p. 28), successful induction programmes are made up of following components:

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

2. Education in classroom management, students' assessment and curriculum content, as well as department and staff meetings, lesson plan checks, programme outlines and preparation checks by supervisors, and lesson observations of themselves and others coupled with post-lesson conferences to evaluate the observation.

3. Support from an assigned mentor: includes advice, guidance and assistance to collect materials, discussing teaching methods, answering curriculum-related questions.

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

Induction program helps the beginner teachers to face the challenges and daily pressures experienced in teaching. It provides orientation, mentoring and staff induction, study groups or critical development teams, peer coaching guidance, assistance and help to the novice teachers.

2.1.4.8 Views on Teacher Induction

In the professional development of teachers, there is a widely held view that a continuum, or bridge, is necessary, linking initial training, entry into fulltime teaching, and subsequent longer-term learning. In their career, they are provided with different subsequent trainings which aim to enhance their long-term learning. The central span of that bridge is usually referred to as "the period of induction - the first year of employment as a teacher" (Tickle, 2000, p. 1). Though teacher induction programme is viewed as the first year of teaching, it differs from country to country. Some take it as the preparation course for teaching, some take it as the orientation for teaching, some take it as 'career entry' stage etc. We found differences in their length, breadth, and scope in different countries. Most of the countries are taken teacher induction as the first year of teaching, for, e.g. In Papua New Guinea, it is viewed as the first year of teaching (Deruage, 2007, p. 13), whereas some of the provinces of USA and New Zealand view it for first 3 years (Fry, 2010, p. 1165).

Regarding the views of scholars on teacher induction, Feiman-Nemser (2001, as cited in Mc Cormack et al., 2006, p. 98) says, "The induction stage occurs during the first three years of teaching". Similarly, Odell & Huling (2000, as cited in Fry, 2010, p. 1165) states that a teacher's induction period consists of student teaching through the first three years of teaching.

Teacher induction is taken differently among the teachers also. From the perspective of new teachers, induction is the acculturation process of beginner teachers into the school culture and environment. Tickle (2000, p. 7) mentions:

Induction is a local and personal problem of school-based

acculturation and assessment of performance, combined with the

infusion of new blood capable of bringing about change. That is

it means being assimilated into the existing conditions and milieu

of school, which might clash with their identities, ideals and

ambitions as members of the new graduate force in Education.

2.1.4.9 Importance of Teacher Induction

Though, the main importance of teacher induction is to help and support new teachers, many scholars identified specific purpose of teacher induction differently. It is the most important programme for the newly appointed teachers for their adjustment in school. It helps to increase their teacher retention, improve new teachers' teaching performance etc. in the beginning of teaching career. So, the main importance of teacher induction programme is preventing teachers' attrition. It helps new teachers to apply their theoretical knowledge into the real life teaching.

Regarding the importance of teacher induction, Flanagan (2006, p. 8) mentions:

A teacher induction programme aids in the transition of

beginning teachers from students to professionals by providing

supervision and support as they adjust to their new roles. It

socializes beginning teachers into the teaching profession,

acclimates them to the procedures and mores of the school

district and their individual school, as well as aids in the

development of effective instructional and classroom

management skills.

From the above citation it becomes clear that teacher induction has many advantages in teacher professional development. Newly appointed teachers are mainly benefited from teacher induction programmes.

The importance of teacher induction programmes are as follows:
- Heightened job satisfaction
- Greater self-confidence
- Accelerated success and effectiveness
- Improved personal and professional well-being
- Enhanced commitment to students, school and profession
- Increased opportunity for building connections with the community
- Improved level of comfort and support

So, the main importance of teacher induction program is to facilitate the teachers in their early years of teaching. So, a well-organized, well-managed, and well- implemented teacher induction program can improve practice of newly appointed teachers which helps to utilize their theoretical knowledge into actual field.

2.1.4.10 Teacher Induction in Nepal

Induction programs hold the promise of shaping effective teachers. So, it is the support and guidance provided to the novice teachers and school administrators in the early stages of their careers. It is the planned activity for supporting further investment in the learning of new teachers. It is one of the aspects of teachers' development. Through induction, we can develop the capacity to assess the needs, knowledge of professional practice, awareness of future responsibilities, dedication to the profession and ability to maximize the use of the resources available around. Therefore, teacher induction programmes help new teachers to overcome from those confusions.

In our context, there is not system-based process of teacher recruitment in community-based school. However, we have separate legal provision for providing teaching license, selection and appointment of the teachers. The

operating government agency in this field is known as Teacher Service Commission (TSC). This body under the Ministry of Education is remaining passive. It only conducts examinations for the sake of providing teaching license to the prospective teachers who want to enter into the teaching profession. However, it seems a bit active from last two years. Many more fresh prospective teachers for long time are waiting at the door of TSC. Now, from here what we need to understand is if there is no proper teacher selection system in Nepal, the teacher induction program for them will be a wild goose chase.

So, teacher induction program is in the verge of implementation in the days to come. From these evidences, we can predict that though teacher induction program is not in practice at present, it will be seen in real field in the near future. At present, some steps of improvement can be seen in this area. A provision of SSRP is recently started in practice. Similarly, Teacher Service Commission (TSC) opens vacancies of teacher. Similarly, a significant institution related to teacher training. NCED has started to "prepare guidelines for the teacher induction teacher induction programs are not in use currently in our country, these programs will be launched in real field very soon.

2.2   Review of the Related Empirical Literature

Though a number of research works have been carried out in the field of teacher training and teacher development, a very few research works are found to be carried out in the field of teacher induction in the Department of English Education, T U, Kirtipur. So, this study will be unique one for this department. Here, I have explored the current practices of teacher induction and challenges faced by the secondary level teachers and school principals during their induction in Nepal. For the review purpose, I consulted many researches which are carried out in the international context. Some of the related major research works and articles are mentioned here below:

Blakley (2006) conducted a doctoral research under the Supervision of Graduate Faculty of the University of New Orleans, USA. The research title was "Rites of Passage: The Role of Induction in the Enculturation of Beginning Teachers". The main aim of the study was to explore factors which impact how beginning teachers are acculturated into the profession and the school culture and how new teachers develop as teaching professionals within the school culture. He purposively sampled ten new teachers for primary sources of data. Questionnaire, participant observation and semi-structured interview with open-ended questions were the tools for data collection. The study showed that enculturation into teaching and school culture proved to be challenging. New teachers need supportive environment to acculturate into school culture. Newly appointed teachers' enculturation into teaching and the school culture are influenced by positive and negative factors.

Deruage (2007) carried out a research at University of Waikato, New Zealand. The research title was "Beginning Primary Teachers' Induction and Mentoring Practices in Papua New Guinea". The main objective of this study was to explore beginning teachers' views on their experiences of induction and mentoring in Papua New Guinea primary schools. He purposively sampled ten beginning teachers and mentors from two primary schools for primary sources of data. Semi-structured interview was used for data collection. The main finding of this research was that beginning teachers in Papua New Guinea experienced so many challenges in the first few months of teaching.

Hellsten (2009) conducted a research entitled "Teacher Induction: Exploring Beginning Teacher Mentorship". The main aim of this study was to explore the mentorship experiences of Saskatchewan beginning teachers. The sample size was twelve purposively selected beginning teachers. Interview was the tool for data collection. The finding of this research showed that whether the mentors were assigned or unassigned, engaged or disengaged, the opportunity to be exposed to more than one mentor appeared very influential in the personal learning of the teachers.

Kempen (2010) conducted a research at University of South Africa. The research title was "Guidelines for an Effective Staff Induction Programme at a Special School in Gauteng: A case Study". The main aim of the study was to set guidelines for an effective staff induction programme, which will improve teacher performance and retention, at a school for learners with intellectual disabilities in Gauteng, South Africa. She purposively selected eight newly appointed teachers for data collection, who were teaching at a school for intellectually disabled learners. Semi-structured interview with both open-ended and close-ended questions were used as research tools. The findings of the research were that beginning special education teachers experienced various problems and needs but that, with well-planned structured support, these problems could successfully be overcome.

Bosamata (2011) carried out a study on "Induction Experiences of Beginning Secondary Teachers in Solomon Islands". The main purpose of this study was to provide beginning teachers with an effective and supported transition into the teaching profession. Data was collected through semi-structured interview. This study found out the positive influence of schools leadership support which was identified as a further critical factor in the induction of beginning secondary teachers. The development of an effective induction programme has important implications for beginning teachers in Solomon Islands and to develop a national beginning teacher induction programme with a strong commitment to on-going professional development for all stakeholders and an emphasis on professional mentoring as an induction approach

Kearney (2012) conducted a research entitled "New Schema of Teacher Induction in New South Wales Independent Schools: Challenges and Opportunities". The main aim of this research was to ascertain the nature of teacher induction in a selection of independent schools in New South Wales (NSW) and determine whether those programmes are effective. Six independent schools in New South Wales (NSW) were part of a collective case study in which interviews with administrators and New Schema Teachers

(NSTs) were undertaken to understand the general phenomena of induction practices in these schools. The finding of this research showed that the implementation and management of New Schema Teacher (NST) induction in the schools selected was unsystematic and depended wholly on the school's conception of induction, which often did not coincide with the New South Wales Institute of teacher's (NSWIT) depiction of effective induction.

Bhandari (2014) conducted a research entitled "Role of Induction for Teachers' professional Development" at Tribhuvan University, Kirtipur. The main objective of this study was to find out the practices and needs of induction for teachers' professional development in Nepalese context. He purposively selected thirty English language teachers of Kathmandu valley. Tools are the major elements of any research study. In this regard, He used pre formulated questionnaire and interview schedule to gather required information from the selected respondents. The main finding of this research was that the problems faced by novice teachers lack of teacher induction in Nepalese context.

Panday (2014) conducted a research entitled "Role of Mentoring in Teachers' Professional Development." at Tribhuvan University, Kirtipur. The main objective of this study was to find out the practice of mentoring in the secondary level. He purposively selected twenty English medium schools of Kathmandu district. Tools are the major elements of any research study. In this regard, he used open ended questionnaires. The main finding of this research was that mentoring is necessary for teachers, especially for novice teachers for the betterment of academic institutions.

Subedi (2014) conducted a research entitled "Current Issues in Teacher Induction of English Language Teachers" at Tribhuvan University, Kirtipur. The main objective of this study was to find out the current issues in teacher induction of English teachers in the context of Nepal. He purposively selected ten newly appointed English teachers from higher secondary level of Jhapa district. Tools are the major elements of any research study. In this regard, he

used semi-structured interview and classroom observation to gather required information from the selected respondents. The main finding of this research was that the induction program has not been conducted in Nepal formally and most of the English teachers from higher secondary level were unknown about it. It has not been introduced to them.

Thus, aforementioned reviews depict that there are many research studies carried out in the field of teacher induction in world scenario but in Nepalese context, the situation is different. There are not many researches carried out on teacher induction in Nepal though it is emerging concept in the field of teachers' professional development. Therefore, this proposed study is different from all the studies carried out so far in the sense that it focuses especially on the problems that the teachers are facing due to the lack of teacher induction. So, I believe that it will be a different and unique study which has explored the current practices, challenges and the need of induction for teachers' professional development.

2.3   Implication of the review for the Study

Literature review helped me to understand the topic more clearly. It is of crucial importance for my research study. It helped me to get insights about theory and trends and provided a clear path to walk. It provided theoretical backup. It helped me to establish the link between the relate studies and develop critical thinking about the findings and methodologies. It also helped me to show the validity of my entire methodology that can be adopted. It also provided insights about the systematic way to interpret the data and draw the valid conclusion.

Reviewing literature helps researchers in different ways, Kumar (ibid) states a list of help, a researcher gets from reviewing literature.
a) bring clarity and focus to your research problem
 b) improve your methodology
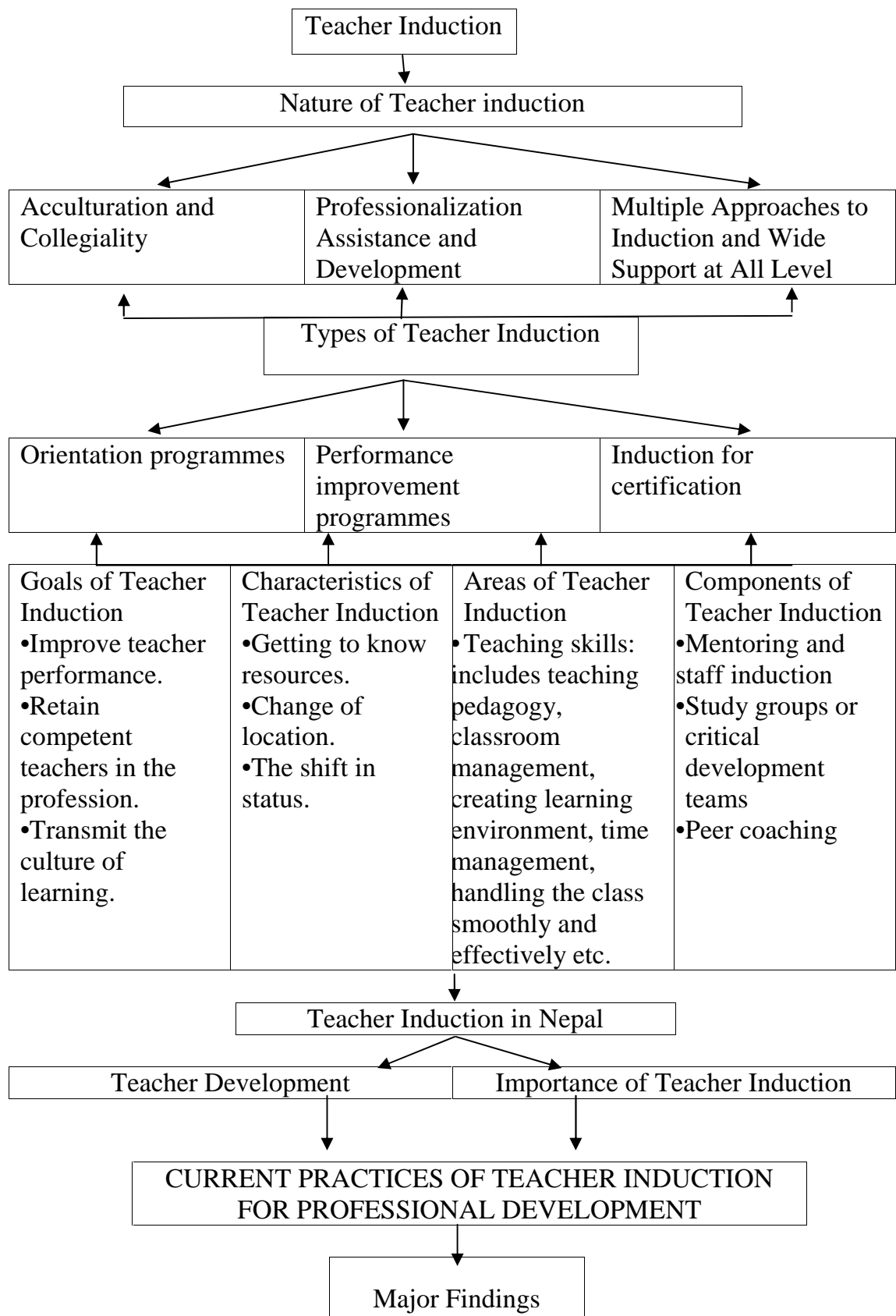 c) broaden your knowledge base in your research area

d) contextualize your finding

The above theoretical and empirical review helped me to understand the English teachers' perception on the current practices in teacher induction at secondary level. This research has got clear roadmap from the reviewed literature. I have followed same methodologies that I have found in reviewed literature. No researches have been carried out on the same topic but have some related studies that facilitate to draw more contextual and valid findings.

After reviewing these research tasks, I got information on background information of teacher induction, its characteristics, its objectives, benefits, scope, elements, and historical background and so on. In order to conduct those research works, they have used survey design. Therefore, after reviewing those researches, I got ideas about the process of survey design. In their research, they have used questionnaire and observation as the research tools for the data collection and which are also applicable in my research. So, they also help me regarding research tools. Thus, these research works become very helpful for me to accomplish my task since it helps me to broaden my insights and knowledge about teacher induction program. Similarly, the study of Bhandari (2014) helped me set the questions to ask for the teachers to find out their induction practice. So the review of the literature becomes milestone to make my task more informative and reliable.

2.4 Conceptual Framework

Conceptual framework is an analytical tool with several variation and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual framework captures something real and does this in a way that is easy to remember and apply. Likewise, conceptual frameworks are abstract representations, connected to the research project's goal that directs the collection and analysis of data. Lastly, we can say that a conceptual framework is the way on which ideas are organized to achieve a research project purpose. The given figure summarizes the steps and process of the whole research.

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                    │  Teacher Induction  │
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            ┌──────────────────────────────────────┐
            │      Nature of Teacher induction      │
            └──────────────────────────────────────┘
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Acculturation and Collegiality	Professionalization Assistance and Development	Multiple Approaches to Induction and Wide Support at All Level

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            ┌──────────────────────────────────────┐
            │       Types of Teacher Induction      │
            └──────────────────────────────────────┘
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Orientation programmes	Performance improvement programmes	Induction for certification

Goals of Teacher Induction	Characteristics of Teacher Induction	Areas of Teacher Induction	Components of Teacher Induction
•Improve teacher performance. •Retain competent teachers in the profession. •Transmit the culture of learning.	•Getting to know resources. •Change of location. •The shift in status.	•Teaching skills: includes teaching pedagogy, classroom management, creating learning environment, time management, handling the class smoothly and effectively etc.	•Mentoring and staff induction •Study groups or critical development teams •Peer coaching

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            ┌──────────────────────────────────────┐
            │       Teacher Induction in Nepal      │
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Teacher Development	Importance of Teacher Induction

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    ┌──────────────────────────────────────────────────┐
    │   CURRENT PRACTICES OF TEACHER INDUCTION          │
    │   FOR PROFESSIONAL DEVELOPMENT                     │
    └──────────────────────────────────────────────────┘
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                    ┌─────────────────────┐
                    │   Major Findings    │
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CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

It is one of the most important parts of the study. This chapter deals with the method and design of the study, population, sample and sampling strategy, study area/field, techniques of data collection, data collection procedure, data collection procedure, data analysis and interpretation procedure respectively.

3.1   Method and Design of the Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data.

A traditional research design is a blueprint or detailed plan for how a research study is to be completed-operationalizing variables so they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analysing the results (Thyer, 1993, as cited in Kumar, 2009, p. 84).

According to Selltiz, 'A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure' (1962, as cited in Kumar, 2009, p. 84).

The above definitions suggest that a research design has two main important functions. The first relates to the identification and development of procedures and logistical arrangements required to undertaken a study, and the second emphases the importance of quality in these procedures to ensure their validity, objectivity and accuracy.

The study design is a part of the research design. It is the design of the study per se, whereas the research design also includes other details related to the carrying out of the study. So, a research design is a procedural plan that is adopted by the researcher to answer questions validity, objectivity, accuracy and economically. This study is based on survey research design.

In survey research the data are gathered from relatively large numbers of population using certain sampling procedure where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Some of the characteristics of survey research stated by Cohen Manian and Morrisan (2010) are as follows:

➢ it collects data on a one-shot basis and hence is economical and efficient

➢ represents a wide target population

➢ generates numerical data

➢ gathers standardized information

➢ captures data from multiple choice, closed questions, test scores or observation schedules

Survey, in the context of educational research, is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situations and phenomena. While talking about the process of survey, we have to be clear for what do we want to find what we want to find out and how will results be written up and presented. For this, different researchers have suggested the survey research procedure differently in their own style. Nunan (1992, p.70) suggests the following eight-step procedure of survey in more comprehensive way.

) Define objectives   - What do we want to find out?

) Identify target population   - Who do we want to know about?

) Literature review   - What have others said/discovered about the Issue?

-) Determine sample   - How many subjects should we
                                    survey, and how will we identify these?

-) Identify survey instructions - How will the data be collected:
                                    questionnaire/interview?

-) Design survey procedure   - How will the data collection actually
                                    be carried out?

-) Identify analytical procedure - How will the data be assembled and
                                    analysed?

-) Determining reporting procedure - How will results be written up and
                                    presented?

Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalizable findings. It is assumed to be the best research in educational and public operations, professional behaviours and attitudes and so on.

I carried out a survey research to study the role of teacher induction for ELT teachers in which I followed the same procedure that is preferred by the survey research.

3.2   Population, Sample and Sampling Strategy

The sample population for the study were all novice/beginning English teachers and the principals who were teaching in different schools of Kathmandu valley. The sample of the study consisted of fifteen secondary teachers and five schools principals from secondary level who were selected through purposive non-random procedure. For this purpose, I selected one teacher from a school and necessarily, the principals of the school as well.

3.3   Study Area/Field

The area of the study was Kathmandu district and the field of it was concerned with the practice of induction for English language teachers' professional development.

3.4   Techniques of data collection

Structured interview was used as a major tool to elicit the required data in this study.

3.5   Data collection Procedure

The following steps were used to collect the data from the primary sources by in taking an interview:

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

ii.   After getting permission from the authority, I consulted with the English language teachers, built rapport with them, explained them the purpose of the research and requested them to take part in interview with recording.

iii.   Finally, I recorded and saved the information and lastly thanked the informants and school authority for their cooperation.

iv.   I followed the same procedure to collect the data from the school principals as well.

3.6   Data Analysis and Interpretation procedure

Systematically collected data were analysed and interpreted descriptively. In order to do such, I prepared the theme on the basis of the nature of questions interviewed with and carried out item analysis from qualitative point of view.

CHAPTER-FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists of detailed analysis and interpretation of the data collected from the respondents. Similarly, the discussion and the summary of the results based on the data is also the content of this chapter.

4.1 Analysis and Interpretation of Data

The purpose of this study was to find out the practice of teacher induction in Nepalese context. This study further aimed to find out the challenges or the problems faced by the novice teachers in their induction phase of teaching. Interview questionnaire was administered in order to collect the required data from the informants. Fifteen different questions were interviewed to the selected teachers to find out the practice, challenges, and problems related to the teacher induction. The analysis and interpretation of which is systematically presented in following sub-section:

4.1.1 Teacher awareness on induction and its importance in professional development

While talking about the teacher awareness on teacher induction and its importance in professional development, I interviewed with the teachers by asking question, *"Are you familiar with the term teacher induction? Is it an important mode of professional development?"* I found most of the English teachers were aware of the concept of induction (guidance and support). Different teachers expressed their own opinion of induction although the theme of their view was similar to each other. They said that different benefits can be derived from effective induction (guidance and support). They viewed that induction (guidance and support) helps to adjust the new situation and cope with the problems, get new ideas of solving the problems. So, it is a platform for new and experienced teachers to share the things, helpful to understand the new situation. Although a few of the participants were unfamiliar about the

practice of induction (guidance and support). But most of the participants were informally experienced about induction (guidance and support). One of the participant said, *"Yes, it helps to increase their performance and competence level."* The responses of the teachers shown that they were well known about induction in teaching.

4.1.2. Current Practice of Teacher Induction Program in Nepal

This part is directly related with the objective of my study. The first objective of my study was to find the practices and needs of teacher induction for their professional development in Nepalese context. Though this program has not launched formally, some institutions have been practicing this program informally. It is newly emerged concept in Nepal especially in the context of teaching. The question was *"What is the current status of teacher induction in Nepal?"* Generally, all teachers said that, institutions have been practicing this program informally. One of the participants said that, *"Actually, it is difficult to say to about the current status of teacher induction in Nepal without any systematic type of analytical research. Teacher induction has not been systematized yet though there are some symptoms of initiations. Right now there are no modalities of teacher induction are conducted or very few modalities are conducted."* The responses of the teachers shown that there were informally practiced of teacher induction program in Nepal.

4.1.3 School's Support to the Initial Phase of Teaching to the Teachers

Teachers need support and guidance from the school in their initial phase of teaching. I asked the question to identify school's support to the initial phase of teaching to the teachers. The question was *"How did the school support you in your initial phase of teaching period?"* Generally, all teachers said that, in beginning, school provided some training, motivation and encouraged, as well as suitable environment. Among them one of the participant said, *"Even though you may have adequate knowledge of your subject matter, you may not*

be able to transfer all this knowledge into your pupils' skill. This is where support and guidance prove so useful." And another one said, *"To update them, to be familiar with the new teaching methodologies etc."* The evidence proves that teachers need support and guidance from the school to develop their career in their initial phase of teaching.

4.1.4 School Information Obtained by the Teachers

Most of the teachers, before their teaching in the school, do not have information about the school. The school information helps them to adjust new environment, share the problems with colleagues and so on. The question *"How did you obtain background information of this school?"* was asked to them. In response to this question, Teacher 'A' said that, *"Firstly, I had known about that school by reading newspaper's advertisement. Moreover, I got the details information from other colleagues and students."* And all the teachers obtained the information from their colleagues, senior teachers, principals and other teachers. One of the participants said, *"I got background information from school's credit in the locality and the teacher who has been working here."* The responses of the teachers shown that they were obtained school information from locality, experienced teachers and principal in their teaching.

4.1.5 Importance of Support and Guidance for Newly Appointed Teachers

The question was asked under this section to elicit teachers' attitude towards the need and importance of support and guidance for teacher induction in Nepal. For this, the question was, *"What is the importance of support and guidance for newly appointed English teacher?"* Teacher 'A' said that, *"New place is always new for whoever they go to do the job. If they do not get support in their survival phase they may be frustrated from their profession, so, it is necessary."* Most of them said that they were aware of the fact that induction (guidance and support) can involve different professional development activities. One of the participant said that, *"That is very good question. It's*

motivates and inspires the teacher to be adjusted in teaching profession by encouraging them. Why it is importance and necessary." The participants gave some reasons behind the importance of induction (guidance and support); why and how induction (guidance and support) involves different professional activities. They felt it extremely necessary because induction (guidance and support) would contribute towards professional development of teachers whether they are novice (new appointed teachers) or the experienced one. Almost all participants were in view that for effective induction (guidance and support), there should be mutual trust and commitment. Although few of the participants were unsure about the relationship whether it should be in mutual trust or not but most of the participants were found focussing on the issue of good relationship between newly appointed teachers and experts for effective induction as well as their professional development.

4.1.6 Necessity of Support and Guidance

Support and guidance are very important for the newly appointed teachers in the teaching. I asked the question to them, *"Why do you think that support and guidance are necessary for teaching profession?"* In response to this question, different respondents came up with their varied ideas. Among them, Teacher 'A' said that, *"Like other profession, teaching also needs to be supported guided because without the guidance and support no one can develop their profession and teaching is not the exception"*. Most of them told that support and guidance are necessary to motivate and inspire, familiar, as well as update the teachers. One of the participants said that, *"These two factor help you strength your confidence and sharpen your profession simultaneously."* The responses of the teachers shown that they were well known about necessary of support and guidance in teaching. Support and guidance are the backbone for their professional development.

4.1.7 Believe on Support and Guidance as the way of professional development

While talking about the teacher believe on support and guidance as the way of professional development, most of the teachers came up with the similar response that it is a process of orientation, help, guidance and support provided to the novice teachers to enhance their personal and professional career. The question, *"How did you believe that support and guidance are the way of professional development?"* Teacher 'A' said that, *"Support and guidance are the way of professional development by ensuring the candidate to be enjoying the work and it also enhances their quality of patience and professionalism in the teaching field."* Teacher 'B' said that, *"No one is perfect at the beginning, training support and guidance makes him/her perfect. So, support and guidance work as ladder to climb up the career"*. On the basis of the above responses, it can be said that, professional teachers need support and guidance not only those trainings as well to make strong confidence development.

4.1.8 Major Problems Faced by Newly Appointed English Teachers

All newly appointed English teachers agreed that they faced by difficulties and problems. Among them, five teachers said that the problems are related to materials selection, textbook, training, selection of reference, teaching techniques/strategies. And other five teachers said that, mostly guidance, lack of confidence, interaction with students/parents in the interpersonal activities and adopted in the new environment. The question *"What are the major problems of newly appointed English teacher?"* was asked to them. In response to this question, Teacher 'A' said that, *Newly appointed teachers have to face different types of problems such as hesitation, lack of confidence and problem in interaction with students / parents in the interpersonal activities."* Similarly, Teacher 'B' said that, *"He has not got new colleagues; new students, new environment, new management, and even more we are in survival phase."* The evidence proves that, teacher induction program is great importance for the

professional and personal development of the teachers and help them to overcome different problems related to their profession.

4.1.9 Career Development Opportunity Provided to the Teachers

Career development is the way of one's professional development. I asked the question to them *"Does your school provide any type of career development opportunities during teaching session?"* In response to this question, different respondents came up with their varied ideas. Seven of them had positive response and some of them had negative and some of them even did not have any concept on it .It was found that the novice teachers need help and there is the great relevance of induction (guidance and support) in every educational institution of Nepal. English teachers had felt problems in the beginning of their teaching career. However, the problems and difficulties were varied in nature that most of the teachers felt. Psychological, classroom management, fluency, communication between principals and teachers, subject matter, syllabus designing, crowed classroom, lack of knowledge of available resources were some of the main problems of the teachers and principals. At the same time, almost all teachers' educators said that there was great relevance of induction (guidance and support). They said that if there was induction (guidance and support) program, it would be very easy to the new teachers to develop them career. They could be able to share their problems, challenges, successes, and concerns and would be motivated to develop them professionally. Among them one of the participant said, *"Yes, definitely, this school provides chances to participate in seminar, workshop and career related programmes."* The responses of the teachers shown that they needed workshop, career related programmes, and training for professional development.

4.1.10 Responsibilities of Senior Teachers

It was found that all newly appointed teachers agreed that if there were any difficulties and problems, they would usually take help from senior teachers.

Although the people to whom they consulted were inside and outside of their institution, they agreed that they consulted in the difficulties with the senior teachers. The question was, *"What are the responsibilities of senior teachers for the newly appointed teachers"* The response of teacher A said that, *"senior teachers should do at facilitators of motivators, and role- made to the junior teachers. So, the junior teachers can learn perform"*. However, some of them shared there is the problem of "problem sharing" in Nepal because the novice teachers do not share their problems and as a result they go on suffering. It is because the novice teachers have a fear if the experiences teachers would consider them unqualified. Whereas the experienced teachers think the novice teachers only come when they face problem and wherever comes to consult them they do not think positively. One of the teachers said that, *"Facilities, teachers should be facilitated to new environment; he/she has been to. Teachers do not know additional time, at what time check homework. They get such knowledge."* On the basis of the above responses, it can be said that, senior teachers should provide materials, teaching sources, background information and so on to the newly appointed teachers.

4.1.11 Help and Assistance Required to the Teachers

The teachers' attitudes towards teacher induction program all newly appointed English teachers agreed that they faced by difficulties and problems. So, four teachers said that training, selection of reference, teaching techniques/strategies and so on were needed for newly appointed English teachers. And other five teachers said that, mostly guidance, interaction with students/parents in the interpersonal activities, adjust in the new milieu, and adopted in the new environment. While I asked a question, *"What kind of help is needed for newly appointed English teachers?"* to a teacher 'A', he responded, *"Some of the needs, one of selection of reference, (curriculum text) training, and professional dignity."* One of the participants said that, *"materials, textbook, training"* this evidence proves that they needed idea for the selection of references, textbook etc. in teaching phase.

4.1.12 Colleagues' Roles to Overcome Problems

To find out the colleagues' roles to overcome problems in teaching program, the question *"What are your colleagues' roles to overcome your problems?"* was asked to them. In response to this question, Teacher 'A' said that, *"Their roles should be interactive, they should be understand and problem should be solved in a group so that the problem is not taken only at burden to the individual rather it is taken as a common problem of the whole circle."* And others said that, colleagues' role to facilitate by understanding their problems, advice and suggestions to make me more effective in my teaching. One of the participations said that, *"The main role is to facilitative by understanding their problems."* The responses of the teachers shown that they were facilitated over materials selection, understanding their problems from colleagues.

4.1.13 Responsibilities of the School

The researcher interviewed with the school's principals as well. Five school principals were interviewed. The principals' attitudes towards teacher induction program all newly appointed English teachers agreed that they faced by difficulties and problems. The entire principal said that, they provided friendly environment, told them clearly about rules and regulations, got them to work as sincerely as they can and provide them with ambience as best it can be worked and made them familiar to the staff and students. The question was, *"What are the responsibilities of the school for the newly appointed teachers?"* The response of principal 'A' said that, *"Facilities, teachers should be facilitated to new environment; he/she has been to. Teachers do not know additional time, at what time check homework. They get such knowledge."* The responses of the principals shown that they were well known about induction in teaching.

4.1.14 Benefits of Providing Guidance and Support for Institutional Development

Benefits of providing guidance and support for institutional development are important for teachers' professional development. It was found that all newly appointed teachers agreed that if there were any difficulties and problems, they would usually take different help from administration to develop their career institution as well. The question was, *"What are the benefits of providing guidance and support to new teachers for institutional development?"* The response of principal A said that, *"We know to become perfect any institute the employers should be perfect, if the employers are not perfect the institute won't be developed. So, institute is educational institute where our employee is teachers. We know all are not perfect to become perfect we need support and guidance."* And others principals said that, the teachers feel a part of house where they were working.

4.1.15 Resources provided by the Institutions

The institutions provide different resources for the teaching. While talking about the principals' awareness on teacher induction and its importance in professional development and institutional development, I interviewed with the principals by asking question, "What kinds of resources do you provide to the teachers? The response of principal 'A' said that;

- We can give different instruction.
- We can share knowledge.
- Different classes also we can arrange.
- Both in print and online as per need.
- ELT materials, internet facilities, library and so on.

I asked the question to them *"What kinds of resources do you provide to the teachers?"* In response to this question, different respondents came up with their varied ideas. One of the participants said that, *"Both in print and online as*

per need, and ELT materials, internet facilities and so on." this evidence proves that they needed textbooks, ELT materials, and internet facilities etc. in teaching.

4.2   Summary of the Findings

From the minute analysis of the data collected from the respondents, some of the major findings are drawn below:

a.   Regarding the practice of teacher induction in Nepal, most of the participants found that there was informal practice of teacher induction program in Nepal.

b.   Seven of the participant (i.e.47%) said it would help the novice teachers to adjust themselves in the new situation.

c.   Most of the participants said that they do not have formal induction system in Nepal but informally they had practiced induction in their institution by sharing, consulting with the senior teachers.

d.   All of the participants said that there is no such formal induction practice in their schools and university as well.

e.   Eight of the participants (i.e.54%) expressed their experiences that what they faced problems they shared with their senior teachers and the senior teachers used to take positively in their problems.

f.   Regarding the current practice of teacher induction, nine of the participants (i.e.60%) said that there were such practices in some private schools. The academic coordinator works as an expert.

g.   Most of the participants said believe that induction is necessary in terms of time and money because teachers cannot spare that much time and money to go somewhere for acquiring knowledge from their experienced teachers. So, if at last one experienced teacher was

available at their work plan that would certainly help the novice teachers to develop their profession.

h. Ten of the participants (i.e.66%) argued induction is necessary because the things, which the novice teachers get, but cannot be found in the books. Induction develops the professionalism among the novice teachers who gets advice from the seniors.

i. I found five (33%) of the newly appointed teachers were not found to share the problem with their colleagues and department head.

j. Most of the participants viewed induction as helpful, facilitating; close guiding, practical support, supervising to the new. So, it shows that they believed that induction could be a ladder for becoming the professionally developed teachers.

k. It was also found that all most all the newly appointed teachers said induction as a part of coaching to the junior or new comer to enable end encouraging them to cope with the problem while working in any organization.

l. Regarding the role of colleagues, most of the participants viewed that there should be as close relationship as possible.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATION

In this chapter, I mainly have drawn conclusion of the study from the findings and I have presented some points of recommendations for further improvement at different levels of applications.

5.1   Conclusion of the Study

Teacher induction is the guidance, orientation or assistance provided to the novice teacher at the time of their entrance in their job, occupation or profession in order make them well familiar with their job responsibilities, challenges and so on. I actually passed various stages of the study in course of deriving these conclusions.

I was at first inspired to conduct this study being influenced by the course on "Teacher Developments" where I got chance to study about the different modes, stages and ways of TPD. Among them, 'Induction model' was one of the modes of TPD that inspired me to do a research on it and find the status of induction in Nepal. I designed research questions which are also reflected in the objectives of the study. Research design and methodology were selected on the basis of mixed nature of the research. Literature reviewed in this field also contributed a lot for deriving the conclusion of the study. Above all analysis and interpretation of the data collected from the selected newly appointed teachers and ELT principals largely assisted me for deriving the conclusion of the study.

a.   After analysing and interpreting the data and discussing the summary of the findings, I came to the conclusion that the newly appointed teachers were aware of the concept of induction which can involve different professional development activities. They knew the importance of induction. They have understood that for effective induction there should be mutual trust and commitment. It is necessary to have good

relationship between novice teachers and experts for effective induction. They know that different benefits can be derived from effective induction. They informally have practiced induction in their institution.

b. Similarly, this study concludes that there is no any formal induction in educational institution in Nepal as a separate course on teacher induction to the new teachers. However, informally it was fond to be practiced in Nepalese institution. TU, which produces large number of ELT professional, sends the students teachers for one month practice teaching although it is only being the simulation of the real teaching has practiced induction informally. In the context of Nepal, teacher development process has to have strong state support. The state is supporting through it by means of teacher licensing policy and teacher training policy.

c. It can also be concluded that the novice teachers need help and there is a great relevance of induction in every educational institution of Nepal. It can be concluded that the novice teachers usually used to take help from senior teachers. Although, the people to whom they consult can be different, they consult in the difficulties. However, there is the problem of "Problem Sharing" in Nepal because the novice teachers do not share their problems and as a result, they go on suffering. It is become the experienced teachers think the novice teachers only come when they face problems and whoever comes to consult them they do not think positively.

d. As the importance of induction, the study concluded that induction helps people grow professionally and personally. Almost all the participants informally had got experience of induction. Different novice teachers and ELT principals have their own definition about induction although the theme of their definition is similar to each other.

e. Finally it can be concluded that novice teachers feel problems in the beginning of their teaching career. The difficulties and problems can be

varied in nature. The problem could be different like psychological, classroom management, fluency, communication between students and teacher, subject matter, syllabus designing, finding the available resources which are in the institutions' periphery.

5.2 Recommendation

On the basis of aforementioned conclusion, the following points of recommendations can be recommended at policy, practiced and further research areas respectively.

5.2.1 Policy Related Recommendation

I would strongly like to recommend that the policy makers like MOE and DOE should be responsible for making clear policy for the empowerment of novice teachers. MOE and DOE should mainly focus on the promotion of supportive environment for the use of induction practices, and consequently for novice teachers' professional development. For this, they should make certain policy and programs which can assist the authority below them like DOM to mobilize their resources for the maximum implementation of the induction practice. They should make policy and programs, which provide a period of a day for EFL teachers to share and discuss their experiences and that, can guide the authorities below them to provide induction practice as a way of EFL teachers' professional development. Some other recommendations are:

) The governmental policies should be oriented to develop the practical aspects as well the theoretical one. These two aspects should be developed simultaneously.

) There should be the provision of pre-service training, refresher training etc. for the professional development of the teachers.

) School level curriculum should be focussed on teacher induction program.

)   Government should formulate special types of policy for the teachers who are far from the access of resources and materials for teaching and learning.

)   Government should provide sufficient numbers of teacher mentors, supervisors, resources to implement induction program properly.

)   Government should provide induction program in the policy level for professional development.

5.3.2 Practice Related Recommendation

The educational institutions or universities like, TU, PU, KU and so many others are responsible for producing skilled human resources in the field of ELT and should design their course focussing on the agenda of induction practice and novice teachers' professional development. They should provide opportunities for its real practice along with theoretical knowledge required for it.

To, which produces large number of ELT professionals per year, has been trying for practicing teacher induction (although it is not exactly induction) by sending them for one month practice teaching but it is being the simulation of real teaching. The one-month teaching practice should be extended up to six month or one year to enhance induction properly and the student teacher would really get full authority and responsibility of teaching and they should supplement the previous teacher with other task like designing question papers, checking answer sheet, etc. under the guidance of the experienced teacher. Some of the recommendations at this level incudes:

)   There should be the regular provision of interaction between novice and veteran teachers at the regular basis.

)   There should be the provision of workshop, seminar, and group work for the professional and personal development of the teachers.

)   Collaboration and interaction among and between the teachers should be practiced.

⟩ ELT teachers need to be linked with the updated knowledge and modern world of techniques and technology.

⟩ Teachers need to be well-prepared in terms of course and teaching environment before entering the class.

5.3.3 Further Research Related Recommendation

Novice teachers should not only practice induction informally but they have to formally be responsible to practice it in their institution. They should always be ready to enhance their knowledge and understanding of induction into the real to enhance their knowledge and understanding of induction into the real practice for their professional development. Therefore they are highly recommended to be role models, researchers and critical investigators for others.

Similarly, this study attempts the current practice of teacher induction in Nepal, its role for the professional development of the teachers, different problems faced by novice teachers due to the lack of teacher induction program. So, it is thought to be more relevant to carry out research separately for the in-depth study of the responses and to draw clear inferences concerning these aspects.

Likewise, the study was only limited to the ELT teachers, Principals (Head teachers) and experts working in Kathmandu valley. The same study can be conducted among other teachers also besides English language teachers because not only English but also all the teachers equally need it. Moreover, this study has been centralized on the practices of teacher induction program provided by the governmental sectors, so the other researchers interested in this field, can study on the practices of teacher induction program conducted from the non-governmental/private sectors. Thus, further researches can be focused on the other various issues related to the field of teacher induction.

So, this research study explores varied issues related to teacher induction, English language and professional development as the area for the further studies.

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Appendix-I

QUESTIONNAIRES TO THE TEACHERS

Dear sir/madam,

This questionnaire is a research tool for gathering information for my research entitled **"Current Practices of Teacher Induction for English Teachers' Professional Development"** for the partial fulfilment of my master of Education in English at T U. I am carrying out this research under the supervision of **Mr Guru Prasad Poudel**, Teaching Assistant of the Department of English Education, T U, Kirtipur. The questions are based on Current Practices of Induction for English Teachers' Professional Development.

The current information provided by you will be of great help for the successful completion of this research. Your name and the name of your organization are optimal and your participation is voluntary. All the information collected though the questionnaires will be kept highly confidential and used only for research purpose. I would be greatly if you could kindly spare some time to complete the questionnaires below.

Researcher

Kalicharan Prasad Yadav

Department of English Education

T.U., Kirtipur

Email kcyadav60@yahoo.com

Appendix- II

Interview schedule

School's Name: Date:

Teacher's Name:

Teacher's Experience:

QUESTIONNAIRES TO THE TEACHERS

1.   Are you familiar with the term teacher induction? Is it an important mode of professional development?

2.   How did the school support you in your initial phase of teaching period?

3.   How did you obtain background information of this school?

4.   What is the importance of support and guidance for newly appointed English teacher?

5.   Why do you think that support and guidance are necessary for teaching profession?

6.   How did you believe that support and guidance are the way of professional development?

7.   What are the major problems of newly appointed English teacher?

8.   Does your school provide any type of career development opportunities during teaching session?

9.   What are the responsibilities of senior teachers for the newly appointed teachers?

10.   What kind of help is needed for newly appointed English teachers?

11.   What are your colleagues' roles to overcome your problems?

Thank you so much for your time in thinking through and answering the questions. It is highly appreciated.

Appendix-III

Interview schedule

School's Name: Date:

Teacher's Name:

Teacher's Experience:

QUESTIONNAIRES TO THE SCHOOL PRINCIPALS

1.   What is the current status of teacher induction in Nepal?

2.   Do you provide guidance and support to new teachers in this institution?

3.   What are the responsibilities of the school for the newly appointed teachers?

4.   Did all the teachers get the support and guidance in this school?

5.   What are the benefits of providing guidance and support to new teachers for institutional development?

6.   Do the guidance and support play the vital role for institutional development? How?

7.   What kinds of resources do you provide to the teachers?

Thank you so much for your time in thinking through and answering the questions. It is highly appreciated.

Interview Question

School's Name: Josheph High School   Date: 2070/02/22

Teacher's Name: Padam Chapagai

Teacher's Experience: 2 years

QUESTIONNAIRES TO THE TEACHERS

1.   Are you familiar with the term teacher induction? Is it an important mode of professional development?

➢ Yes, it helps to increase their performance and competence level.

2.   How did the school support you in your initial phase of teaching period?

➢ In beginning, school provided me some training.

3.   How did you obtain background information of this school?

➢ At the beginning, I did not know about that but later on. I obtained the information from my colleagues who have been working for many years.

4.   What is the importance of support and guidance for newly appointed English teacher?

➢ New place is always new for whoever they go to do the job. If they do not get support in their survival phase they may be frustrated from their profession, so, it is necessary.

5.   Why do you think that support and guidance are necessary for teaching profession?

➢ Like other profession, teaching also needs to be supported guided because without the guidance and support no one can develop their profession and teaching is not the exception.

6. How did you believe that support and guidance are the way of professional development?

➢ No one is perfect at the beginning, training support and guidance makes him/her perfect. So, support and guidance work as ladder to climb up the career.

7. What are the major problems of newly appointed English teacher?

➢ He has not got new colleagues, new students, new environment, new management, and even more we are in survival phase.

8. Does your school provide any type of career development opportunities during teaching session?

➢ Yes, I got a couple opportunities as a form of teacher training and workshop.

9. What are the responsibilities of senior teachers for the newly appointed teachers?

➢ The support, guidance and encouragement help when the new teachers need.

10. What kind of help is needed for newly appointed English teachers?

➢ -materials
➢ -textbook
➢ -training

11. What are your colleagues' roles to overcome your problems?

➢ The main role is to facilitative by understanding their problems.

Thank you so much for your time in thinking through and answering the questions. It is highly appreciated.

Interview Question

School's Name: Bagh Bhairab   Date: 2070/2/30

Teacher's Name: Sarmila Maharjan

Teacher's Experience: 5 years

QUESTIONNAIRES TO THE SCHOOL PRINCIPALS

1.   What is the current status of teacher induction in Nepal?

  ➢ Actually, it is difficult to say to about the current status of teacher induction in Nepal without any systematic type of analytical research. Teacher induction has not been systematized yet though there are some symptoms of initiations. Right now there are no modalities of teacher induction are conducted or very few modalities are conducted.

2.   Do you provide guidance and support to new teachers in this institution?

  ➢ Yes, I will provide guidance and support to new teachers in this institution.

3.   What are the responsibilities of the school for the newly appointed teachers?

  ➢ - Provide friendly environment.
     - Told them clearly about rules and regulations.

4.   Did all the teachers get the support and guidance in this school?

  ➢ Yes, of course, all the teachers get the guidance and support in this school.

5.   What are the benefits of providing guidance and support to new teachers for institutional development?

  ➢ - They will follow the rules and regulations.
     - Able to run classes properly.

6.   Do the guidance and support play the vital role for institutional development? How?

   ➤ Yes, it will play the vital role for institution development; they will get solutions by discussing.

7.   What kinds of resources do you provide to the teachers?

   ➤ - Curriculum according to the theme.

     - Materials that are needed.

Thank you so much for your time in thinking through and answering the questions. It is highly appreciated.